

Book Making: Launching the Writing Workshop

IF your students are new to writer's workshop or you are wanting to provide them support as they launch into a cycle of writing, THEN you might want to lean on this framework of a possible bookmaking process.

Consider this list as a menu of possibilities, selecting only the teaching points that meet the needs of your students. You may use your assessment data, observations, and other information to decide on a plan that is tailored to the needs of your class. These teaching points may be used as whole-group mini lessons, mid-workshop teach points, or to support conferences and small-group work. You need not use every teaching point. Also, you may use the teaching points you have selected in any order and at any time throughout the year, according to need.

Book Making: A Cycle of Writing

● Key Understandings of Writing Development ●

Some children will draw and write with meaning and sometimes without meaning
Goal: Help students approach each page with intention to convey meaning

Some children will convey meaning through drawings
Goal: Help students to begin adding details and specific features in their drawing

Some children will write but seem to use random letters.
Goal: Begin encouraging students to label the drawings to determine what letter sound correspondence instruction is needed

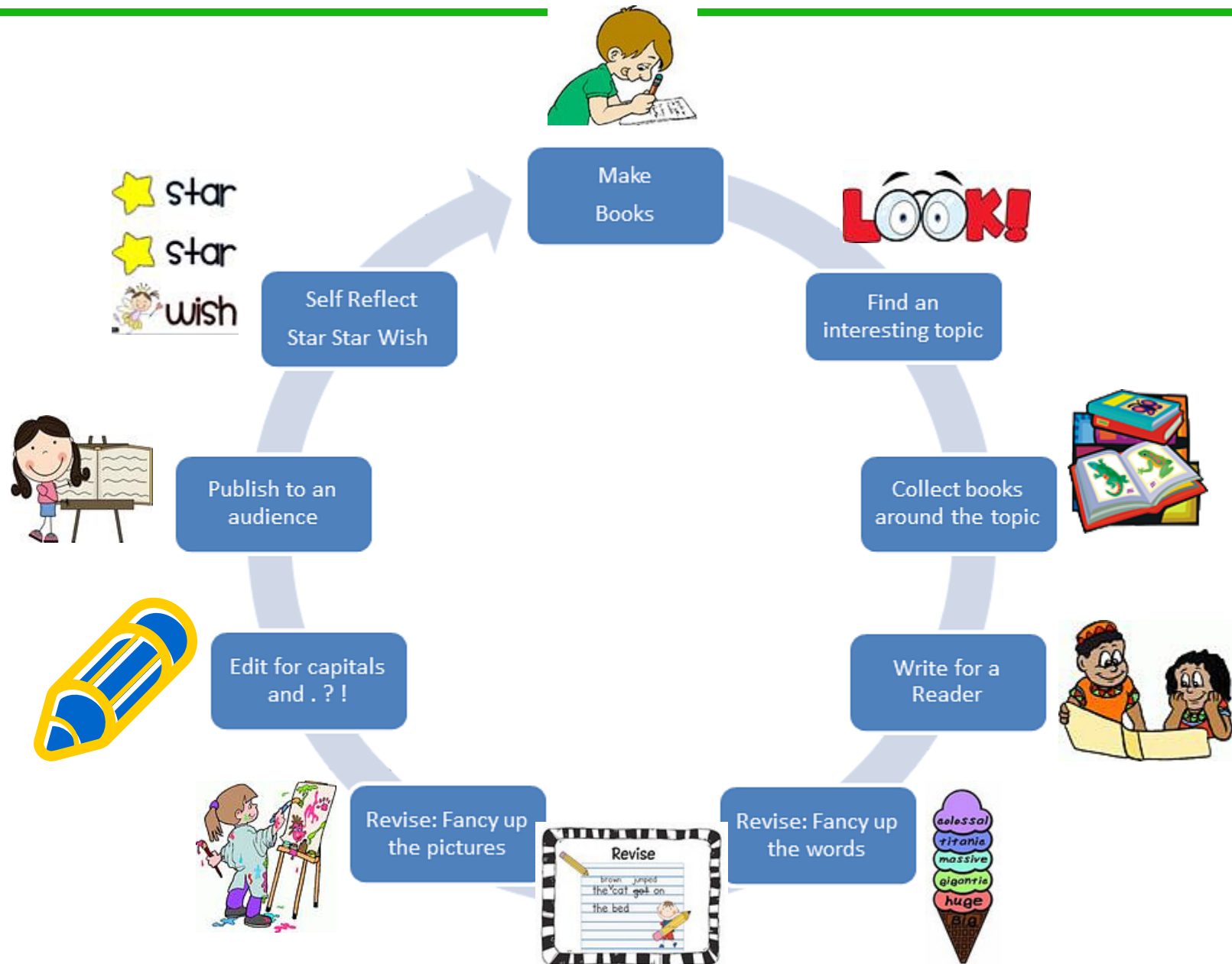
Some children label drawings but don't write readable sentences yet.
Goal: Begin coaching the student by dictating the first word and then scaffold as necessary until the student begins to stretch out each word

Some children know some letters and sounds but don't write them yet.
Goal: Begin demonstrating how to isolate and record sounds they hear represented by a letter. Once labels contain dominant consonants, move the student toward stories with sentence captions under drawings

Some children will write books from the start!
Goal: Support students by introducing strategies that they can begin using and return to often

If...Then...Units

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Getting Ready

- Make sure to provide a variety of paper. You might start off by giving students a choice between blank paper and paper with a large picture space and few lines. At first, the students will write on individual sheets of paper so that these "pieces" will eventually become books.
- Provide writing folders or a place to hold work and table tools such as: pens, markers, sticky notes, scissors, a date stamp, stapler, tape, strips and flaps of extra paper, etc.
- Be sure to create your own pieces of writing and books to use as teacher mentor texts for demonstration
- Gather a collection of mentor texts to show your students how published authors create books
- Be sure to have chart paper ready for creating anchor charts with the students

Process

- Begin each day by gathering students together and inviting them to live like writers in a community of other writers. Give them paper and markers and invite them to become bookmakers each day. It is expected that some students will draw rather than write sentences. You may also expect that many of your students will make a quick piece and say "I'm done!" without knowing how to go on. However, with your help students will develop these skills as well as many other strategies to become lifelong writers.
- Once students have begun to collect pieces that they can read and realize they have more to say about that topic, it's time to staple on pages to make a book. Adding the extra pages will encourage students to add on to their idea. You'll teach students to story-tell across the pages and to add more labels to pictures. These labels will begin to include high frequency words or descriptive words. They are now bookmakers who begin again when they are done.
- Collecting books around a topic of their choice will empower them even more to create more books about the things that are important to them.
- With mini lessons and conferences, your students will begin to stretch words into sentences. They will then return to a book of their choice to revise and edit for publication.
- Through reflection, students can think and talk about the strategies, process, and growth as a writer of each published piece.
- Finish each cycle of writing with a publication celebration to honor the work and approximations of each writer.

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Habits

- Writers' Workshop is a predictable routine that may begin each day with a mini lesson that introduces a strategy or a way to get thinking started. The teacher may use shared writing, teacher mentor text, or published mentor text to demonstrate the strategy. Students know that these are suggestions for things writers do, and they don't always have to try them out that day.
- Students know where to find tools at their table or around the room to help them as they write.
- Students know how to use the tools that work best for them as to not distract from their writing.
- Students choose writing spaces that work best for them as to not distract them from their writing.
- Students have strategies for talking, sharing, and responding to other writers in their community
- Students know that writers often work on more than one piece a day.
- Writers often collect books around a topic to help them generate more ideas for books they want to make.
- Writers often return to books to reread, revise, and edit.
- Writers are designers of text who make sure all the parts of the book and layout of the book work together to make meaning for the reader.
- Students are honored as published authors of the world.

Sharing/Publication

- Sharing Strategies with Partners
- Interviewing Writers about their Process
- Writing Partners can be Writing Teachers
- Admiring the Work of Other Writers in the Class
- Selecting Pieces for Publication
- Reflecting: Three Stars and One Wish
- Publishing Big: Class magazine or blog, Public Readings, Special format books (School Mate Publishing), Walls of school, Writing for younger grades
- Publishing Small: Grade level gallery walks, Inviting guests for publishing party, Kid reading one line on phone (Quick voice), Publishing Partnerships

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Mini Lessons

- Putting Ideas on Paper with Pictures and Words
- "Writers are never done, we've just begun"
- Working Independently as Writers
- Writers think about what they want to say and write that down
- Stretching out Words to Write Them
- Writing Hard-to-Write Ideas
- Turning Pages into Books
- Asking Questions in Order to Write More
- Getting Ideas for Stories by Storytelling
- Planning Page by Page
- Adding More Details to Pictures & Stories
- Adding Dialogue and Other Features to our Books
- Rereading to Revise
- Using Tools to Revise & Edit our books
- Editing: Fixing up & Fancying up our books
- Showing Action
- Adding Labels to Pictures
- Going Back to Old Books & Writing More
- Making Sure our Pages all go Together

Conferring & Small Group

- Helping Students get Ideas on Paper
- Problem Solving Management Concerns
- Supporting Students to get Words on Paper
- Nudging Early Writers
- Encouraging students to Add to their Books
- Directing Students to Return to Earlier Books
- Helping Writers Tell their Stories
- Stretching Stories Across Multiple Pages
- Writers work on More than one Piece a Day
- Making Cover Pages with Titles
- Self-Assessing & Reflecting
- Drawing & Writing to Show Action
- Working with Writing Partners
- Designing the Layout of our Books for Readers

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★ A Predictable Framework for a Bookmaking Genre Study in Writers' Workshop ★

1

Gather a stack of texts that are good examples of the books students are trying to make

2

Make sure students know what kind of books they are writing so they know what features or elements to include

3

Immerse ourselves in reading and talking about the gathered texts and what we notice about how they're written

4

Study some of them closely until we can explain to others about how to write this kind of book

5

Write (both teacher & students) something that could go in the stack of books we have studied and tell why it fits

Launching the Writing Workshop: Lesson Links



Unit At a Glance



Unit At a Glance SLA



**Launching the Writing
Workshop**