



Writer's Workshop Unit

Editing

Mini Lesson	Lesson Summary	Materials
<p>We Can Fix Our Writing So It Is Better: <i>Determining WHAT The Problem Is</i></p>	<p>Gather students around the carpet area. Ask, "Have you ever found something that needed to be fixed?" Facilitate discussion - allow students to share their experiences with finding broken things and fixing broken things. Tell students that today's book will help us all to become better writers. Read <u>Fix-It</u> by David McPhail OR read <u>The Fixits</u> by Ann Mazer. Facilitate discussion about WHAT needed fixing, WHY it needed to be fixed, WHO fixed it, and HOW it was fixed. Say, "When I have written a story, I always read it out loud when I am finished." "Is it a good thing to read what I wrote when I finish?" "Good writers read what they wrote when they are done. They even share it with others." "Sometimes when I read what I wrote, I see or hear problems." "Let me show you what I mean." "I am going to read to you what I wrote this morning." "I want you to listen and look for any problems that I might have." SAMPLE problems: <input type="checkbox"/> capitalization <input type="checkbox"/> spacing <input type="checkbox"/> punctuation <input type="checkbox"/> spelling <input type="checkbox"/> repeated words Read pre-written story to the class. When finished, guide the class in determining WHAT needed to be fixed. Say, "Now I'd like you to pretend that your eyes and ears are like binoculars." "Use your eyes and ears to decide WHAT needs to be fixed in my story." Based on student responses, use highlighter tape to mark where fixing needs to occur. Commend students on their ability to listen for and look for problems. Share, "Tomorrow we will continue working with this story. We will talk about WHY the problems need to be fixed." Remind students that good writers read their writing when they are finished. Remind students that good writers listen and look for problems as they read their writing. Encourage students to read their writing and listen and identify WHAT problems need to be fixed. Dismiss students for Writer's Workshop.</p>	 <p><i>Fix It</i> by David McPhail</p>  <p><i>The Fixits</i> by Anne Mazer</p>


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<p>We Can Fix Our Writing So It Is Better: <i>Determining WHY There Is A Problem</i></p>	<p>Gather students around the carpet area. Briefly discuss what was learned yesterday. Say, "Good readers read their writing to find WHAT problems need to be fixed." Tell students that today's book will help us all to become better writers. Read <u>Fix-It Duck</u> by Jez Alborough. Facilitate discussion about WHAT needed fixing, WHY it needed to be fixed, WHO fixed it, and HOW it was fixed. Say, "I am going to read to you what I wrote yesterday." Read pre-written story to the class. When finished, guide the class in remembering WHAT needed to be fixed. Say, "We highlighted problems that we found in my story." Say, "You were very good detectives and you found WHAT the problems were." Say, "Today, let's talk about WHY these are problems." Discuss problems marked by the highlighter tape. SAMPLE problems:</p> <ul style="list-style-type: none"><input type="checkbox"/> capitalization<input type="checkbox"/> spacing<input type="checkbox"/> punctuation<input type="checkbox"/> spelling<input type="checkbox"/> repeated words <p>Talk about why it would be a problem to leave each mistake in the story. Commend students on their ability to determine WHAT the problems are. Commend students on their ability to know WHY they are problems. Share, "Tomorrow we will continue working with this story. We will talk about WHO can fix these problems." Remind students that good writers read their writing when they are finished. Remind students that good writers listen and look for problems as they read their writing. Remind students that good writers think about why the problems need to be fixed. Encourage students to read their writing and listen and identify problems that need to be fixed.. Encourage students to think about WHY the problems need to be fixed. Dismiss students for Writer's Workshop.</p>	 <p>Fix it Duck by Jez Alborough</p>


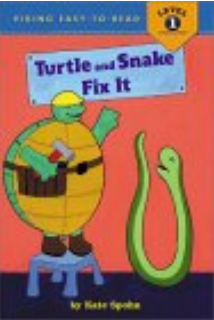
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<p>We Can Fix Our Writing So It Is Better: <i>Determining WHO Can Fix The Problem</i></p>	<p>Gather students around the carpet area. Briefly discuss what was learned yesterday -</p> <ul style="list-style-type: none"> <input type="checkbox"/> Good readers read their writing to find WHAT problems there are. <input type="checkbox"/> Good readers read think about WHY the problems need to be fixed. <p>Tell students that today's book will help us all to become better writers.</p> <p>Read <u>Who Can Fix It?</u> by Leslie Ann MacKeen OR read <u>Turtle and Snake Fix It</u> by Kate Spohn.</p> <p>Facilitate discussion about WHAT needed fixing, WHY it needed to be fixed, WHO fixed it, and HOW it was fixed.</p> <p>Say, "I am going to read what to you what I wrote a few days ago."</p> <p>Read pre-written story to the class.</p> <p>When finished, guide the class in remembering WHAT needed to be fixed and WHY it needed to be fixed.</p> <p>SAMPLE problems: capitalization spacing punctuation spelling repeated words</p> <p>Say, "You were very good detectives and you found WHAT the problems in my story were."</p> <p>Say, "You also were able to think about WHY the problems needed to be fixed."</p> <p>Say, "Today, let's talk about WHO will be able to fix these problems."</p> <p>Review problems marked by the highlighter tape.</p> <p>Commend students on their ability to determine WHAT the problems are.</p> <p>Commend students on their ability to know WHY they are problems.</p> <p>Say, "We know we can't leave these problems in the story. They are problems that <u>need</u> to be fixed."</p> <p>Ask, "WHO could fix these problems?"</p> <p>Say, "Writers fix the problems that they find in their writing."</p> <p>Ask, "What about if an author [writer] feels that they can't fix the problem, WHO else could they get to help?"</p> <p>Commend students on their ability to determine WHO is able to fix problems in writing.</p> <p>Share, "Tomorrow we will continue working with this story. We will talk about HOW problems can be fixed."</p> <p>Remind students that good writers</p> <ul style="list-style-type: none"> <input type="checkbox"/> read their writing when they are finished, <input type="checkbox"/> identify WHAT the problems are as they read their writing, <input type="checkbox"/> think about WHY the problems need to be fixed, and <input type="checkbox"/> determine WHO can fix the problems. <p>Encourage students to read their writing and listen and identify WHAT problems need to be fixed.</p> <p>Encourage students to think about WHY the problems need to be fixed and determine WHO could fix them.</p> <p>Dismiss for Writer's Workshop</p>	 <p>Who Can Fix It? by Leslie Ann MacKeen</p>  <p>Turtle and Snake Fix It by Kate Spohn</p>

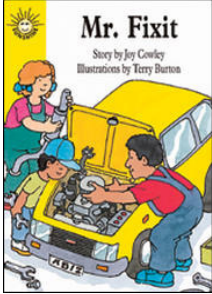
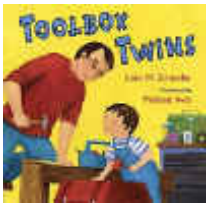
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<p>We Can Fix Our Writing So It Is Better: <i>Determining HOW The Problem Can Be Fixed</i></p>	<p>Gather students around the carpet area. Briefly discuss what was learned yesterday -</p> <ul style="list-style-type: none"> <input type="checkbox"/> Good readers read their writing to find WHAT problems there are. <input type="checkbox"/> Good readers read think about WHY the problems need to be fixed. <input type="checkbox"/> Good readers determine WHO could fix the problems that need to be fixed. <p>Tell students that today's book will help us all to become better writers. Read <u>Mr. Fix It</u> by Joy Cowley.</p> <p>Facilitate discussion about WHAT needed fixing, WHY it needed to be fixed, WHO fixed it, and HOW it was fixed. Say, "I am going to read to you what I wrote a few days ago." Read pre-written story to the class.</p> <p>Guide the class in remembering WHAT needed to be fixed and WHY it needed to be fixed and WHO could fix it. Say, "You were very good detectives and you found WHAT the problems in my story were. You also were able to think about WHY the problems needed to be fixed. And yesterday, you helped me to determine WHO could fix these problems. Today, let's talk about HOW to fix the problems." Review problems marked by the highlighter tape. Commend students on their ability to</p> <ul style="list-style-type: none"> <input type="checkbox"/> determine WHAT are problems <input type="checkbox"/> know WHY they are problems <input type="checkbox"/> decide WHO could fix the problems <p>Say, "We know we can't leave these problems in the story. They are problems that need to be fixed."</p> <p>Ask, "WHO could fix these problems? HOW could these problems be fixed? Let's start with the first one. We will fix these problems together." Work with children to fix the problems: capitalization spacing punctuation spelling repeated words</p> <p>Commend students on their ability to determine HOW problems can be fixed. Say, "Finding WHAT the problems are, knowing WHY they are problems, deciding WHO will fix them, and knowing HOW to fix them is very important. There is a special word that I want you to know about." Write the word "Editing" on the board.</p> <p>Share with the class that what we have been working on the past few days is called "Editing" - -</p> <ul style="list-style-type: none"> <input type="checkbox"/> finding WHAT the problems are <input type="checkbox"/> knowing WHY they are problems <input type="checkbox"/> deciding WHO will fix the problems <input type="checkbox"/> knowing HOW to fix the problems <p>Share, "Tomorrow we will all get a new writing tool that will help us when we are editing our stories."</p> <p>Remind students that good writers</p> <ul style="list-style-type: none"> <input type="checkbox"/> read their writing when they are finished <input type="checkbox"/> identify WHAT the problems are <input type="checkbox"/> think about WHY the problems need to be fixed <input type="checkbox"/> determine WHO can fix the problems <input type="checkbox"/> decide HOW the problems will be fixed <p>Encourage students to read their writing and listen and identify WHAT the problem areas, WHY the problems need to be fixed, determine WHO could fix the problems, and decide HOW the problems will be fixed.</p>	 <p>Mr. Fix It Story by Joy Cowley Illustrations by Terry Burton</p> <p>Mr. Fix It by Joy Cowley</p>  <p>Toolbox Twins by Lola M. Schaefer</p>



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<p>We Can Fix Our Writing So It Is Better: <i>Using An Editing Checklist</i></p>	<p>Gather students around the carpet area.</p> <p>Briefly discuss what was learned the past few days...</p> <p>Say, "Finding WHAT the problems are, knowing WHY they are problems, deciding WHO will fix them, and knowing HOW to fix them is very important."</p> <p>Tell students that today's book will help us all to become better writers.</p> <p>Share that the book is about a dog name Charlie.</p> <p>Say, "Charlie lives on a farm, but really wants to live in the city." "Charlie writes a newspaper ad/article saying that he wants a new owner so he can live in the city." "After he does this, he begins to receive lots and lots of letters in the mail from people who want to own him." "But....Charlie has RULES about what kind of owner he wants." "Let's read the book to see how Charlie handles all the letters from people who want to own him."</p> <p>Read <u>Charlie's Checklist</u> by Rory Lerman.</p> <p>Define the word "checklist" with student help.</p> <p>Discuss the checklist that Charlie used.</p> <p>Discuss how Charlie used the checklist.</p> <p>Discuss how the checklist was helpful to Charlie.</p> <p>Say, "This book helps us to become better writers, because we now know that using a checklist can be useful."</p> <p>Say, "We are going to use a new writing tool that will help us to become better writers. It is similar to a checklist."</p> <p>Point to the empty pencil ANCHOR CHART on the wall.</p> <p>Say, "Beginning tomorrow, we are going to put pictures and words on that pencil."</p> <p>Say, "The pictures and words will be our Writing Checklist."</p> <p>Dismiss students for Writer's Workshop.</p>	 <p>Anchor Chart</p>  <p>Charlie's Checklist by Rory Lerman</p>




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<p>We Can Fix Our Writing So It Is Better: Using An Editing Checklist –</p> <p>Do My Words Match My Illustration (Picture)?</p>	<p>Wear mismatched socks <u>and</u> inappropriate shoes [for a teaching job] to the mini lesson. Do not draw attention to them!</p> <p>Gather students around the carpet area. Briefly discuss what was learned the past few days. Say, "Finding WHAT the problems are, knowing WHY they are problems, deciding WHO will fix them, and knowing HOW to fix them is very important." Tell students that today's books will help us all to become better writers. Say, "We've been leaning about finding problems, and today's books will help us with finding problems in our writing." Share that the first book is about shoes.</p> <p>Read <u>Shoes Shoes Shoes</u> by Ann Morris. By this time, students will have likely noticed your <i>inappropriate</i> shoes [not appropriate for the job/time of year]. Ask, "What's my problem?" Facilitate discussion about why having the "right" shoes is important for getting the job done. Refer to book to support the discussion. Pull off the inappropriate shoes, to reveal the socks, but don't draw attention to them at this point. Share that the second book is about socks.</p> <p>Read <u>A Pair of Socks</u> by Stuart Murphy. By this time, students will have likely noticed your <i>mismatched</i> socks. Ask, "What's my problem?" Facilitate discussion about why matching socks are important. Refer to the book to support the discussion. Ask, "How can I fix my problem?" Discuss possible solutions and then fix the problem by pulling off one sock and pulling on a matching pair of socks. Say, "When I don't have the 'right' shoes on for my job, I can't do my job correctly. I need my shoes to <u>match</u> my job. When my socks don't match, I have a problem. I need my socks to <u>match</u> each other. Having shoes that <u>match</u> my job, and having socks that <u>match</u> each other, <i>reminds</i> me of my writing."</p> <p>Ask, "What do books have in them?" [words & pictures] Say, "Good writer's make sure that their pictures <u>match</u> their words!" Ask, "Did Ann Morris do a good job of matching her words to her pictures in this story [show book]?" Ask, "Did Stuart Murphy do a good job of matching his words to his pictures in this story [show book]?" Say, "Good writer's make sure that their pictures <u>match</u> their words!"</p> <p>Show the class the first picture for the ANCHOR CHART. Ask, "What does this paper show us and say?" Say, "Yes, it is a picture of a sun, and it has the word 'sun' under the picture of the sun." Ask, "Does this picture match this word?" Remind students that good writers make sure that their pictures <u>match</u> their words. Say, "We can use this picture of a sun, with the word 'sun' under it to help us remember what good writers do."</p> <p>Point to the empty pencil ANCHOR CHART on the wall. Say, "Let's glue this onto our pencil checklist to help us remember what good writers do." Glue the picture to the pencil. Remind students that the pencil can be used like a checklist. Say, "Today we learned about making sure that our words match our text. If our words don't match our text, that is a problem and we can fix the problem. We can use this picture to remind ourselves that we need to make sure our words match our text." Ask, "What could we do if they don't match?" Conclude that if the picture doesn't match the words, the picture has to change or the words have to change.</p> <p>Refer to the ANCHOR chart again. Say, "We are going to be adding more pictures to this pencil checklist. The pictures and words will be our Writing Checklist." Dismiss students for Writer's Workshop.</p>	 <p>Anchor Chart</p>  <p>Shoes, Shoes, Shoes by Ann Morris</p>  <p>A Pair of Socks by Stuart Murphy</p>



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<p>We Can Fix Our Writing So It Is Better: <i>Using An Editing Checklist</i> –</p> <p>Did I Start My Sentences With a Capital Letter?</p>	<p>Gather students around the carpet area. Briefly discuss what was learned the past few days. Say, "Finding WHAT the problems are, knowing WHY they are problems, deciding WHO will fix them, and knowing HOW to fix them is very important."</p> <p>Point to the pencil ANCHOR CHART on the wall. Say, "Yesterday we learned about making sure that our pictures <u>match</u> their words. If our pictures don't <u>match</u> their words, that is a problem and we can fix the problem." Tell students that today's book will help us all to become better writers. Say, "We've been leaning about making our writing even better. Today we are going to start learning about a new problem to look for when we check our writing."</p> <p>Read <u>The Big and Little ABC</u> by Sandra Ure Griffin. Generate discussion about how the letters of the alphabet are similar and different. Ask, "Why do we have little and big [uppercase and lowercase] letters in our alphabet?" Discuss as needed.</p> <p>Do a whole class ABC sort. Display the letter tiles, magnets, cards, etc. on the board, pocket chart, etc. Display the category cards - - uppercase and lowercase. Allow students to sort letters according to two traits: UPPERCASE <u>and</u> lowercase. Come to the conclusion that letters are either written in UPPERCASE <u>or</u> lowercase format. Come to the conclusion that we need both upper and lower case letters.</p> <p>Point to the pencil ANCHOR CHART on the wall. Say, "We learned about making sure that our words match our text. Now we are ready to add another picture to the pencil."</p> <p>Show picture of the 'GO' sign with the uppercase 'A' underneath. Ask, "What does this paper show us and say?" Say, "Yes, it is a picture of a GO sign, and it has an uppercase 'A' under it. The 'GO' sign reminds us that we always start our sentences with a capital letter [uppercase letter]. Glue the second sign to the pencil ANCHOR chart.</p> <p>Remind students that good writers make sure that their pictures <u>match</u> their words. Say, "We can use this picture of a sun, with the word 'sun' under it to help us remember what good writers do." Remind students that good writers start their sentences with a capital letter. Say, "We can use this picture of a GO sign, with the capital 'A' under it to help us to remember what good writers do." Dismiss for Writer's Workshop.</p>	 <p>Anchor Chart</p>  <p>The Big and Little ABC by Sandra Ure Griffin</p>



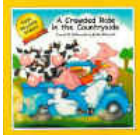

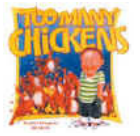
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<p>We Can Fix Our Writing So It Is Better: <i>Using An Editing Checklist –</i></p> <p>Did I Use Finger Spaces?</p>	<p>Gather students around the carpet area. Briefly discuss what was learned the past few days. Say, "Finding WHAT the problems are, knowing WHY they are problems, deciding WHO will fix them, and knowing HOW to fix them is very important."</p> <p>Point to the pencil ANCHOR CHART on the wall. Say, "Yesterday we learned about making sure that our pictures <u>match</u> their words. If our pictures don't <u>match</u> their words, that is a problem and we can fix the problem." Tell students that today's book will help us all to become better writers. Say, "We've been leaning about making our writing even better. We learned that we start our sentences with a capital letter. If we didn't start our sentence with a capital letter, that is a problem, and we can fix the problem."</p> <p>Tell students that today's book will help us all to become better writers. Say, "We've been leaning about finding problems, and today's book will help us with finding problems in our writing."</p> <p>Select one of the books to read {or choose another book about overcrowding}</p> <p>Read the book. Facilitate discussion about how the characters were overcrowded. Say, "Sometimes if I am in a hurry, the letters and words in my writing get overcrowded." <i>(The writers, at this time in the year, will have had previous mini lessons about finger spaces.)</i></p> <p>Point to the pencil ANCHOR CHART on the wall.</p> <p>Glue the POINTING finger sign up on the editing pencil ANCHOR CHART checklist. Remind students that good writers make sure that their pictures <u>match</u> their words. Say, "We can use this picture of a sun, with the word 'sun' under it to help us remember what good writers do." Remind students that good writers start their sentences with a capital letter. Say, "We can use this picture of a GO sign, with the capital 'A' under it to help us to remember what good writers do." Remind students that good writers leave spaces between their words. Say, "We can use this picture of a pointing finger to help us to remember what good writers do." Conclude that spaces should be put between letters and words. Dismiss students for Writer's Workshop.</p>	 <p>Anchor Chart</p>  <p><i>No Room to Swing a Cat</i> by Ralph Steadman</p>  <p><i>A Crowded Ride in the Countryside</i> by Frank B. Edwards</p>  <p><i>The Kid with Too Many Pets</i> by Harland Williams</p>  <p><i>Too Many Chickens</i> by Paulette Bourgeois</p>



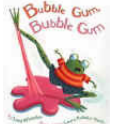



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<p>We Can Fix Our Writing So It Is Better: <i>Using An Editing Checklist – Did I Stretch My Words?</i></p>	<p>Gather students around the carpet area. Briefly discuss what was learned the past few days.</p> <p>Point to the pencil ANCHOR CHART on the wall. Remind students that good writers make sure that their pictures <u>match</u> their words. Say, "We can use this picture of a sun, with the word 'sun' under it to help us remember what good writers do." Remind students that good writers start their sentences with a capital letter. Say, "We can use this picture of a GO sign, with the capital 'A' under it to help us to remember what good writers do." Remind students that good writers leave spaces between their words. Say, "We can use this picture of a pointing finger to help us to remember what good writers do." Say, "We've been leaning about how to make our writing better."</p> <p>By this time of year, students should have already participated in mini lessons about <u>stretching out words</u>. Revisit the books you shared during those mini lessons.</p> <p>Show your arm, a piece of gum, and a rubber band. Ask, "How do these things help us to spell better?" Facilitate discussion.</p> <ul style="list-style-type: none"> <input type="checkbox"/> we can use them to help us stretch out words <input type="checkbox"/> they are tools to help us remember to stretch out words <p>Show the class the fourth picture for the ANCHOR CHART. Ask, "What does this paper show us?" Say, "Yes, it is a picture of a boy with his arms stretched to his sides." Ask, "What do you think this picture will help us to remember about spelling words?" Remind students that good writers stretch out their words to hear as many sounds in the word as possible. Say, "We can use this picture of the boy with stretched out arms, to help us remember that." Point to the pencil ANCHOR CHART on the wall. Say, "Let's glue this onto our pencil checklist to help us remember what good writers do."</p> <p>Glue the picture to the pencil. Remind students that the pencil can be used like a checklist. Say, "Today we learned about making sure that we stretch out our words as much as possible. If we stretch out our words, and listen very carefully for all the sounds in the words, we will be better writers. We can use this picture to remind ourselves that we need to stretch out our words." Dismiss students for Writer's Workshop.</p>	 <p>Anchor Chart</p>  <p>How Far Will a Rubber Band Stretch? by Mike Thaler</p>  <p>Bubble Gum, Bubble Gum by Lisa Wheeler</p>  <p>Double Bubble Trouble by Judy Bradbury</p>  <p>Arms, Elbows, Hands, and Fingers by Lola Shaefer</p>  <p>Arms, Legs, and Other Limbs by Allan Fowler</p>


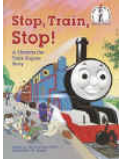





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