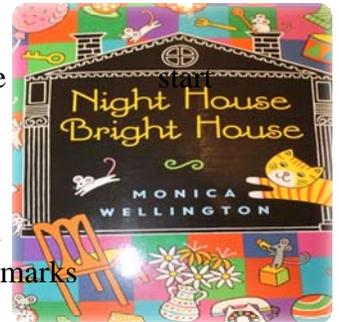


White, Mandy, Writing Workshop Proposal, Week 6

Read –Aloud: *Night House Bright House*, by Monica Wellington.  
<http://www.monicawellington.com/books/nighthouse.html>

My main focus in reading this book is to point out quotation marks. We have been working on reading dialogue, and I would like my students to be thinking about how their characters can make their story more interesting by adding dialogue.



Before reading the story I will review quotation marks (what they look like, where they are located) and point out other big books that have quotation marks that we have previously read. I will tell my students, “While I am reading, your job is to look for quotation marks (point to the example of the quotation marks I wrote on the easel) in the text. Turn to your partner and tell them what you will be looking for while I read.” Students turn and talk to their partner and discuss what they will be looking for while I read.

During reading I will pause once or twice, having students give me thumbs up or thumbs down if they have located quotation marks in the text. After reading, I will ask a few students to come up and point to quotation marks in the book. I will use my highlighter tape to highlight the quotation marks in the text.

Mini-lesson: Applying quotation marks in writing. “Boys and girls, I wanted you to find quotation marks in this story so you could see how easy it is to use quotation marks in the stories you are writing. I am going to show you how to do that today.” I would go forward with modeling my writing and using quotation marks and making a big deal of how it makes my story more interesting. “I want you to think about how you could use quotation marks in your stories. Is there a story you are working on or a story you could start, that you could add some quotation marks? (Think time) Turn to your partners and discuss how you are going to use or add in quotation marks in your writing today.”

Conferencing: Individual writing time. I will be roaming around conferencing with students and taking notes (date, skills used, skills to teach) and make a mental note of who can share their writing at the end of writing workshop. <..\..\writing\Teacher's writing notes.pdf> Students are writing, conferring, collaborating, generating ideas from each other and illustrating. I might even have my class freeze for a moment. In doing this I can call attention to a specific students writing. “I need everyone to FREEZE! I would like you to look at John’s writing. I like how he is using quotation marks in his writing. (Holding up his writing piece) If you need help with using quotation marks in your writing, John would be a great resource for you to get help. John is now our QUOTATION MARK EXPERT!” We would then resume with our writing.

Celebration: (T-tell, A-ask, G-give) I will write TAG on the board to refer to during the celebration section of the lesson. I will call one or two students up at a time (to the document camera) so we can point out (celebrate) their hard work. My selected student (Susie) will read her writing out loud.

In speaking to the whole class, “Can you tell (pointing to the T in the word TAG which I wrote on the board) Susie something she did that was wonderful with her writing?” Andrew has his hand up, “Andrew, what did you notice about Susie’s writing that was wonderful?” Andrew answers, “I noticed that Susie used the word wall to help her in her writing.” Here is my opportunity to address this, “Yes, Susie is so smart she used the word wall to help her with her writing. Why is that a smart thing to do?” Students will offer reasons why. We will then discuss as a whole class how the word wall is an important tool to help us with our writing. “I am so glad, Andrew, that you pointed out using the word wall...kiss your brain!” I will then call on about two other students to tell something they noticed about Susie’s writing that is fantastic. Positives are always nice to hear and it makes everyone feel great!

Hopefully, someone will notice that she used quotation marks in her writing. If no one points that out, I will. “Susie you are one smart cookie because you did exactly what I asked you to do in your writing...you used quotation marks, isn’t that what we talked about? John and Susie will now be our quotation mark experts!”

Next, we will ASK the selected student a question (the A in TAG). While pointing to the A in the word TAG which I wrote on the board, “Does anyone have a question for Susie? Is there something that you are wondering or confused about in Susie’s writing?” I only call on one student to ask a question. We can then discuss how Susie can help her readers out by adding this or that to her writing. It’s quite interesting how students can generate questions for their peers. On the flip side it’s interesting to hear the response to the question. You can do a lot of formative assessments within this structure.

Lastly, we will GIVE a suggestion (the G in TAG). “Does anyone have a suggestion (pointing to the G in the word TAG which I wrote on the board) for Susie, maybe something that will make her writing even better?” I only call on one person for this. They give their suggestion and we move on. I then ask the writer to tell me one thing they did that was great today. She offers up her thinking about what she thought she did that was wonderful. This too, is incredible to hear their thought process. You can tell what students are confident writers and who still needs extra support. Then, I ask shoulder partners to share their writing, so everyone has the opportunity to share.