

Writing Kickoff

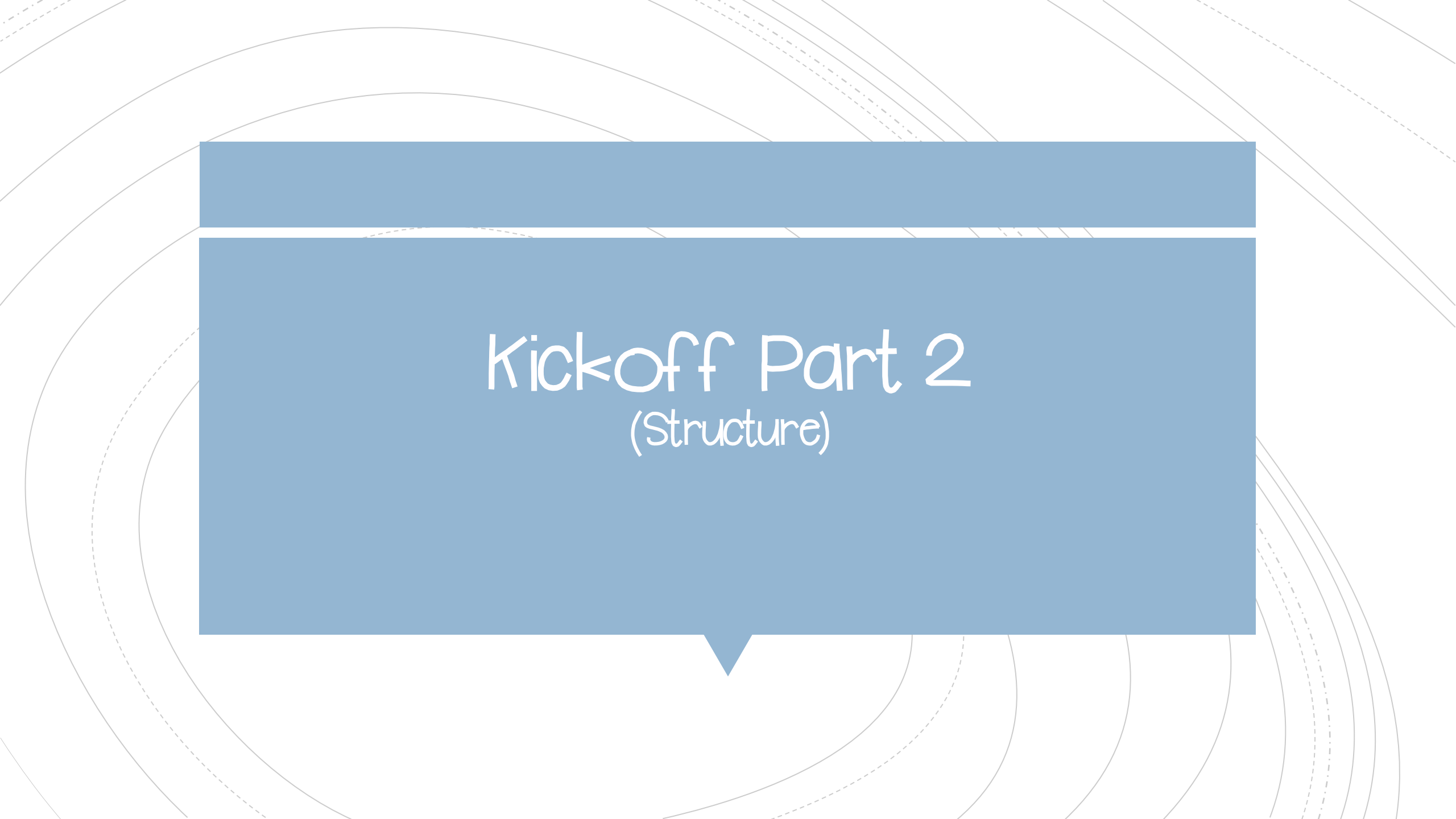
Maddie Emrich

Why?

We have the first week/two weeks dedicated to classroom management, routines, behaviors, reading and math centers which helps up out a lot throughout the year. But there is no “kickoff” to writing and it is such a large skill. This is a mockup of how we can kickoff writing and get students **EXCITED** to write!

WRITING!!!

- What does writing mean to you?
- Do you like writing? Why?
- Do you not like writing? Why?
- Are reading and writing connected?
 - What makes you think that?
 - Exploring books to find their favorite author
 - What makes you like their writing? How could you pull from their writing style into your own?
- By the end of the year, you are going to love, love, love writing!
- Writing can be really fun and connected to so many things.
- What are you excited to write about this year?
- Start off the first two weeks letting them write about whatever they want, not even a prompt simply whatever they want to write about.

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Kickoff Part 2

(Structure)

Procedures, Routines, Anchor Charts

- Create an IF/THEN Anchor Chart with the students on what to do if something comes up when they are writing and the teacher is conferencing with a student or walking around.
- Card that says “I need help, but I can still write”
 - This shows them that they have let me know that they need help, but they can continue to write until I get there.
- Introduce “My Try Sheet”
 - One side is “my try” and the other side is “correct spelling” is on the other side. Student tries to spell the word they are stuck on, on one side and when the teacher gets to their sheet they write the correct spelling down.
- Spelling Strategies
- Author’s Chair? Create one together...
- 5-Star Writing
- Grammar Lessons
- Language we use in writing lesson- figurative language, editing, revising, sentence, comma, quotation marks, period, exclamation point, question mark, etc.

Checklists & Rubrics

- If we do not want to take that route, then we should introduce the structure of a rubric.
- Let them practice reading a rubric and “grading” other students writing or even mentor books we read through.
- Getting them used to a checklist before we even start so when they are handed one they know how to use it and understand the purpose for it.
- Why do we have rough drafts? How to create a rough draft (skip lines)
- What is Editing...
 - How do we edit?
 - What are the aspects of editing?
 - What do we need to look for?
- What is Revising...
 - How do we know that our writing needs more?
 - What are things we could add to our writing?

What are the 6 Traits of Writing?

- **Another way/approach** of teaching the structure of writing and what the students need to look for when editing is the 6 traits of writing:
 - Ideas—the main message.
 - Organization—the internal structure of the piece.
 - Voice—the personal tone and flavor of the author's message.
 - Word Choice—the vocabulary a writer chooses to convey meaning.
 - Sentence Fluency—the rhythm and flow of the language.
 - Conventions—the mechanical correctness.

Task:

- In groups your job is to come up with a meaning for a trait that is so important in every piece of writing that we do.
- When you come up with a definition, you need to make a song that helps others remember it.
- Show examples of Shannon Anderson's students
- When you have your song finished and you have practiced, we will record your definition and song on Clips!

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Kickoff Part 3

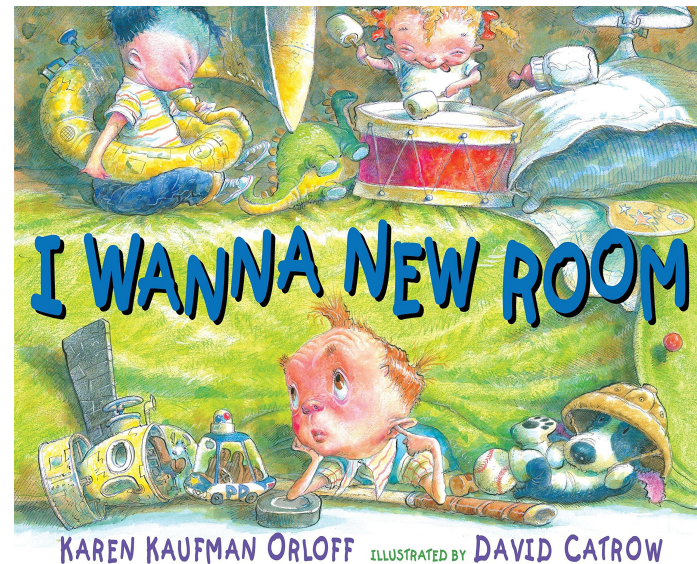
(Jumping in)

Free Write

Dedicate the first couple weeks to these routines and let them write about whatever they want. This will get them interested in writing, make writing enjoyable, and not put so much academic pressure on them (or us). If they practice these skills, just like in reading and math, they will succeed at these skills when we jump into the curriculum.

Letters Home

- Read aloud “I Wanna New Room” by Karen Kaufman Orloff and discuss how a letter is written.
- Get fun notebooks, let students pick their own fun notebook that they will transfer back and forth home.
- Start by writing a letter to Mom or Dad about their first week at school.
 - Send a letter home asking parents if they want to be a part of this and will write back every weekend. If they do not think they will keep up with it, let them know we will pick someone in the school to write them.
- Write the letter on Fridays and send them home over the weekend, or give it to the teacher they are writing too.



Brainstorming

- **What is brainstorming?**
 - Generating, thinking of ideas before you write.
 - Students need to come up with some things they would be passionate about, so when they do have choice in what they write they all have a starting point.
- **Activities for Brainstorming:**
 - ME Page
 - Expert Page
 - Photos from Home
 - (My examples on the next two slides)

Task:

- **Bring photos from home. These could be:**
 - Family Members
 - Pets
 - House
 - Items in house
 - Memories from anywhere/anytime
 - Events
 - Birthdays

Ms. Emrich

Me Page

- **I am a second grade teacher!**
- **My favorite color is turquoise.**
- **I have a small family.**
- **I love to workout.**
- **I love to eat sushi.**
- **I enjoy watching scary movies**

Ms. Emrich

Expert Page

- I know a lot about weight lifting
- I know how to teach
- I know how to write
- I know how to swim
- I know how to be an active listener
- I know how to cook salmon

Now what...

- Once you have your routines and procedures in place all you have to do is practice! Practice writing and put these skills into practice without yet jumping into the content. We do this with Literacy and Math Centers and should do the same with writing.
- **READ AND WRITE WITH THE STUDENTS!**
 - Take this time to read mentor books and discuss all the ways you can write.
 - Let students explore books and pinpoint what they like about different authors writing.
 - Give them a chance to mimic this writing or get comfortable with writing.
 - Give them the opportunity to enjoy writing.