

# Writers at Work



Activities created by Cherry Carl  
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2009



## Writing Words and Phrases

first

next

then

finally

at last

character

setting

problem

solution

topic

word

sentence

describe

paragraph

for example

therefore

in fact

as a result

eventually

however

meanwhile

once upon a time . . .



## Some "Beary" Good Books About Letter Writing!

Ahlberg, Allan. *The Jolly Postman/The Jolly Christmas Postman*

Alma Flor Ada. *Dear Peter Rabbit*

Caseley, Judith. *Dear Annie*

Cronin, Doreen. *Click, Clack, Moo: Cows That Type*

Cronin, Doreen. *Giggle, Giggle, Quack*

Harley, Bill. *Dear Santa: The Letters of James B. Dobbins*

Harrison, Joanna. *Dear Bear*

Hoban, Lillian. *Arthur's Pen Pal*

James, Simon. *Dear Mr. Blueberry*

Keats, Ezra Jack. *A Letter to Amy*

Langen, Annette, et al. *Letters from Felix: A Little Rabbit on a World Tour*

Leedy, Loreen. *Messages in the Mailbox*

Pak, Soyung. and Hartung, Susan. *Dear Juno*

Selway, Martina. *Don't Forget to Write*

Teague, Mark. *Dear Mrs. LaRue: Letters from Obedience School*



## Some "Beary" Good Books About Memoirs!

Bunting, Eve. *A Picnic in October*

dePaola, Tomie. *Nana Upstairs and Nana Downstairs*

Curtis, Jamie Lee. *When I was Little: A Four-Year-Old's Memoirs*

Fox, Mem. *Wilfrid Gordon McDonald Patridge*

Johnson, Angela. *Tell Me a Story, Mama*

Mills, Lauren A. *The Rag Coat*

Stevenson, James. *When I Was Nine*

Rylant, Cynthia. *When I Was Young in the Mountains/The Relatives Came*

Teague, Mark. *How I Spent My Summer Vacation*

Woodruff, Elvira. *The Memory Coat*

Zolotow, Charlotte. *This Quiet Lady*



## Some "Beary" Good Books About Diaries and Journals!

Cronin, Doreen. *Diary of a Fly*

Cronin, Doreen. *Diary of a Spider*

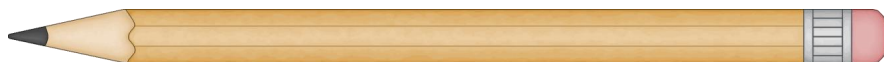
Cronin, Doreen. *Diary of a Worm*

French, Jackie. *Diary of a Wombat*

Moss, Marissa. *Amelia Writes Again*

Moss, Marissa. *Amelia's Most Unforgettable Embarrassing Moments*

Moss, Marissa. *Amelia's Notebook*



# I'm Writing You a Letter!

(Tune: Oats, Peas, Beans)

Cherry Carl

I'm writing you a letter.

I'm starting it with "Dear."

"How have you been doing?"

I wish that you were near!"

I know what I can write about.

I'll ask about your day.

So if you want to answer,  
you'll know just what to say.

Yes, I'm writing you a letter.

I'll end it with "Your Friend,"

I'll sign my name so neatly,

and that will be the end!



# Stationery





# It's Your Birthday!

Handwriting practice area consisting of ten sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.



Dear Santa,



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten such sets of lines for writing the letter.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, located at the bottom right of the page.



It's a Rainy  
Day!

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated ten times.



# Have You Read This One?

Handwriting practice lines consisting of ten sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing.



# Cats, Cats and More Cats!

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines for writing practice.



# The Care and Feeding of Dogs

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines for writing.



# Christmas Cookies

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines for writing practice.



# Christmas Traditions

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines for writing.



I'm thankful  
for . . .

Handwriting practice lines consisting of ten sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing.





# What's Brewing?

Handwriting practice lines consisting of ten sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing.



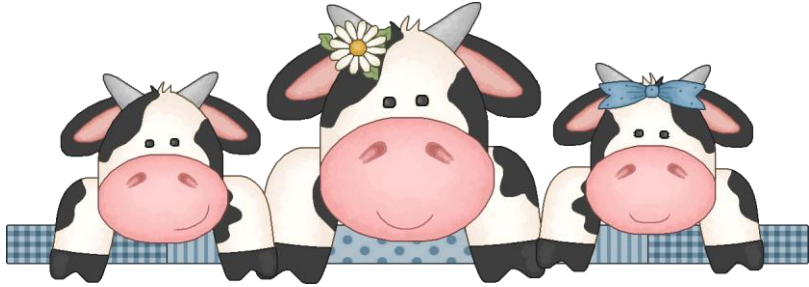
# Last night . . .

Handwriting practice lines consisting of ten sets of three horizontal lines (top, middle dashed, bottom) for writing practice.



Plants need  
love, too!

Handwriting practice lines consisting of ten sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing practice.



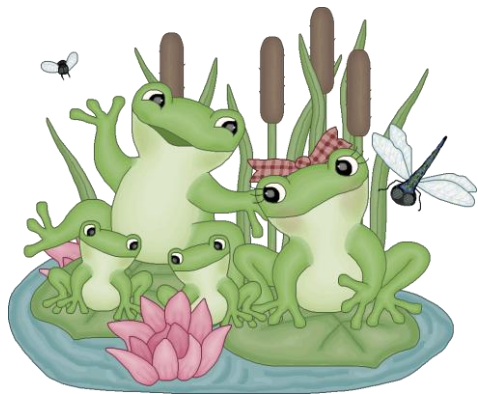
# What's Moo?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines for writing.



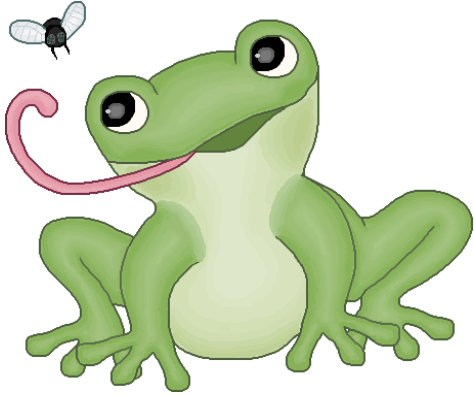
# Got Milk?

Handwriting practice lines consisting of ten sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing.



# Life on a Lily pad

Handwriting practice lines consisting of ten sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing.



# Frog Food

Handwriting practice lines consisting of ten sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing.

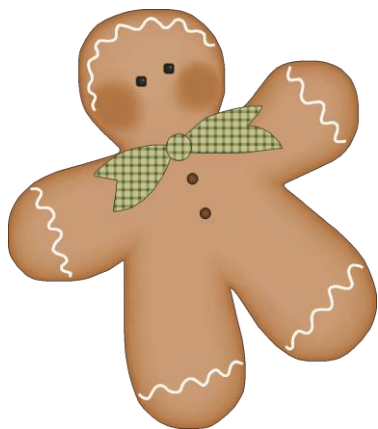


I made a gingerbread house!

First I

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines available for writing.





# The Gingerbread Man Got Away!

Handwriting practice lines consisting of ten sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing.



Ladybug,  
Ladybug . . .

Handwriting practice lines consisting of ten sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing practice.



# Endangered Species!

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines for writing.

# Writers Workshop





# Writers Workshop

Read Aloud

Mini-Lessons/Modeled

Writing

Independent/Journal Writing

Editing

Publishing



# Conference Log



for \_\_\_\_\_

Date and Title of Story	Skills Used Correctly	Skills Taught (no more than 2)

# First Grade Writer's Workshop Checklist

Name: \_\_\_\_\_

Do I have:

- My name
- The date
- A title
- Capitals
- Periods
- Question Mark
- Exclamation Point
- 3-5 Sentences
- Sentences that match my title
- Spacing

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Name: \_\_\_\_\_

Do I have:


- My name
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- Question Mark
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- 3-5 Sentences
- Sentences that match my title
- Spacing



# Informational Writing

## Revising/Editing Checklist

 I gave my writing a title. \_\_\_\_\_

 I used a lead sentence to grab the attention of the reader. \_\_\_\_\_

 I put the information in order. \_\_\_\_\_

 I used a closing sentence. \_\_\_\_\_

 I circled misspelled words. \_\_\_\_\_

 I looked up circled words in a dictionary. \_\_\_\_\_

 I added capitals and punctuation. \_\_\_\_\_



## Student Writing Skills Checklist

Name \_\_\_\_\_

Date \_\_\_\_\_

	Student	Peer	Teacher
Date			
Title			
Capitals			
Periods			
Spelling			
Neatness			
Spaces between words			

Positive Comments:

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## Student Writing Skills Checklist

Name \_\_\_\_\_

Date \_\_\_\_\_

	Student	Peer	Teacher
Date			
Title			
Capitals			
Periods			
Spelling			
Neatness			
Spaces between words			

Positive Comments:

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Name \_\_\_\_\_ Date \_\_\_\_\_

Revision

	Yes	No	I fixed it.
Did I start each sentence with a <b>capital letter</b> ?			
Did I end each sentence with a <b>period, an exclamation point, or a question mark</b> ?			
Did I use my <b>writing tools</b> to check my spelling?			
Does my writing <b>make sense</b> ?			
Do I have <b>enough details</b> ?			
Does my <b>title match the story</b> ?			

**Remember:** If you have answered **no** to any of the questions, try your best to fix your mistakes.

Classroom Assessment List

Journal Selections

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Did I use capitals at the beginning of my sentences?



Terrific



OK



Needs Work

2. Did I use periods at the end of my sentences?



Terrific



OK



Needs Work

3. Did I put spaces between my words?



Terrific



OK



Needs Work

4. Is my work neat?



Terrific



OK



Needs Work

Classroom Assessment List

Journal Selections

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Did I use capitals at the beginning of my sentences?



Terrific



OK



Needs Work

2. Did I use periods at the end of my sentences?



Terrific



OK



Needs Work

3. Did I put spaces between my words?



Terrific



OK



Needs Work

4. Is my work neat?



Terrific



OK



Needs Work

A decorative border of red dots surrounds the entire page content.

# Shared Writing

Wall Stories and Big Books

Stories, Essays and Poems

Original Story Endings

Retellings

Class Journal Entries

Class Observations

Shared Experiences

Class Rules and Charts

Weekly Newsletters to Parents

News of the Day

Curriculum-Related Writing

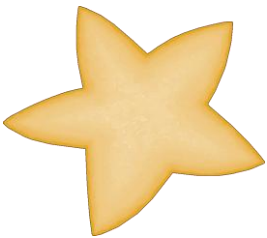
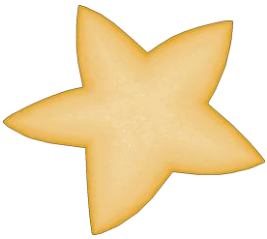
Reports

Information Books

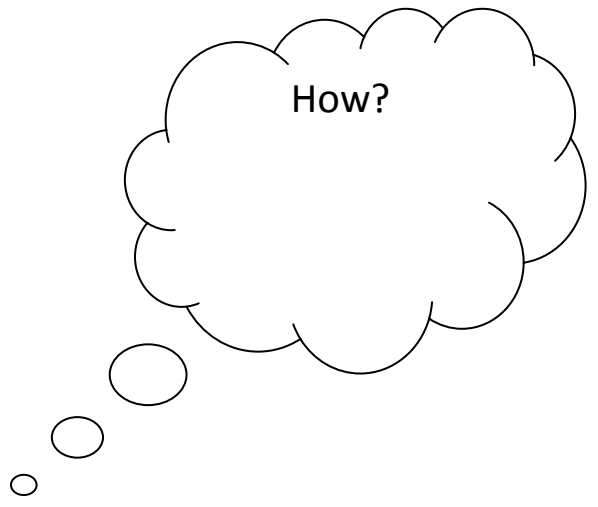
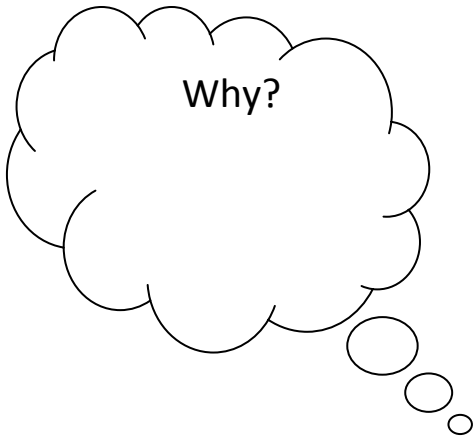
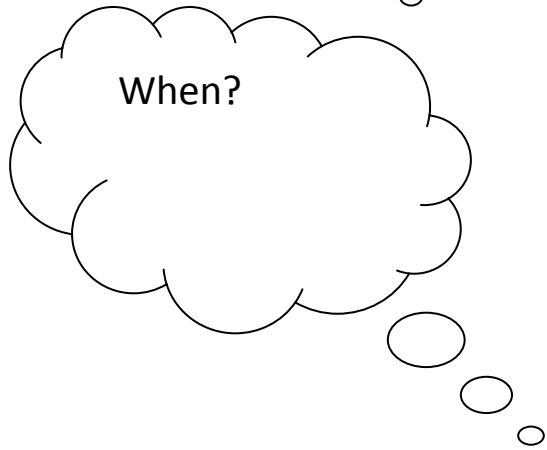
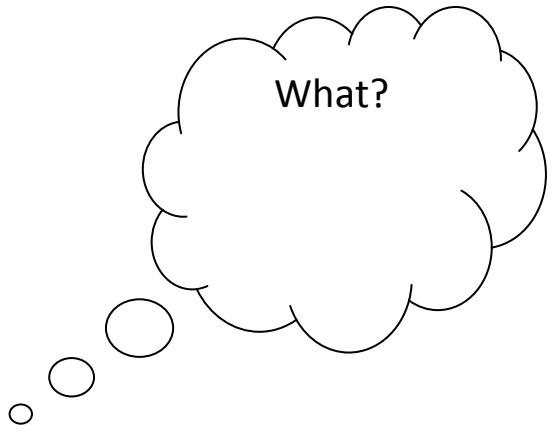
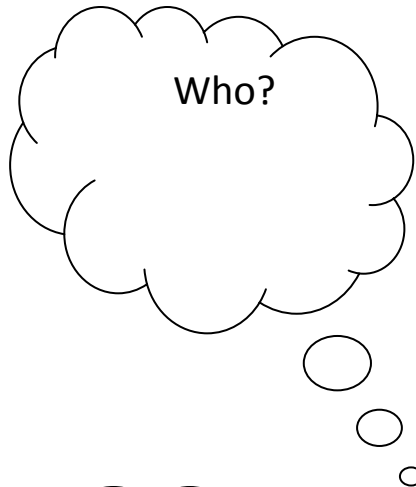
Evaluations of Books and Activities



**2 STARS** (what you liked):



**1 WISH** (a way to improve):



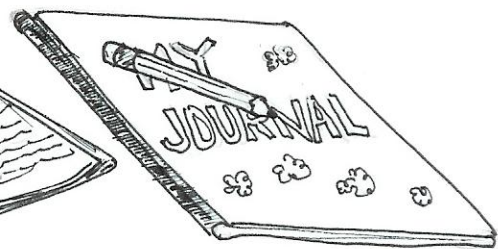
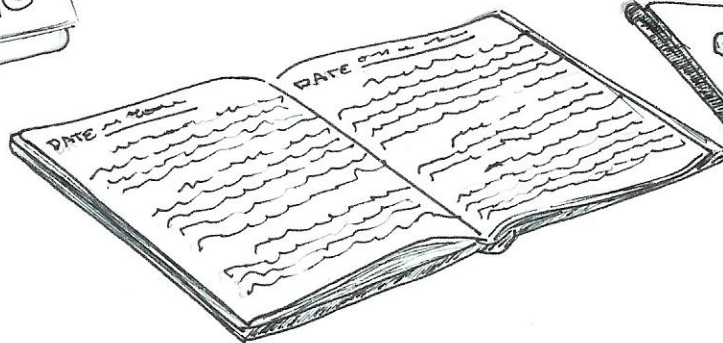
# Diaries/Journals

## Why?

In keeping a diary or journal, students are writing for a non-specified audience, or for themselves. The diary enables students to record and reflect upon events in their lives without an over-emphasis on the conventions of writing. Risk taking is natural in diary/journal writing.

## How?

- Set aside time each day for students to write whatever they want.
- Students will be their own audience. Only if they wish it, will their diaries be read by others.
- The teacher will keep a diary and write at the same time as the students.





# Demonstrated Writing

*Once upon a time . . .*

## Why?

Students require many demonstrations of how texts are organized, constructed and used. In order to engage students in these demonstrations, the teacher shows what a writer does to convey meaning in writing.

## How?

- The teacher thinks aloud and shows students how to put ideas down in draft form.
- This is the teacher's own writing. Editing and revision occur naturally.
- When drafting is completed, a conference is held.
- There is no need to make deliberate mistakes; sufficient teaching points will arise as the piece evolves.
- After completion of the piece, appropriate publishing could occur, e.g. letter, poster.

# Letter Diary

## Why?

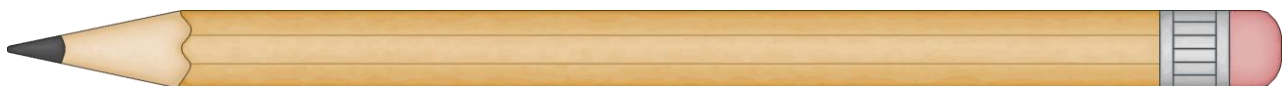
There are certain conventions that are specific to letter writing. Letters are usually drafted only once, with editing and revision taking place in the author's head. Responding to students' ideas, feelings and beliefs, an important part of language learning, occurs in letter diaries.

## How?

Students choose someone to whom they write a letter. Beginning writers who should be encouraged to write to older correspondents, buddies, or pen pals, may read their letters aloud.

The correspondent replies, ideally using appropriate structures and conventions to demonstrate form using conventional spellings and responding to the student's meaning.

Letter Diary may occur daily or weekly, depending on class numbers and time available.



# Written Conversation



## Why?

Written conversation offers a unique opportunity for discovering the written system of language. The focus of this strategy is on successfully conveying meaning. The audience is immediately available to offer response; adjustments are natural to the situation.

## How?

Writers work in pairs.

Writers ask and answer questions in writing.

More experienced writers must not speak. If they fail to understand each other, they must indicate that in writing. Beginning writers may read their conversations to each other if appropriate.

teacher or another adult could act as a writer/responder to draw out a writer's strengths or weaknesses in written language and to model conventions of spelling.

Note: All you need is a piece of paper and a pencil for each writing pair. However, a composition notebook is more appropriate for recording progress over an extended time period.

# Write the Room

## Why?

- To provide opportunities for early and emergent readers to take ownership of what they know.
- To provide the opportunity to interact with familiar text.
- To provide the opportunity to read and illustrate familiar sight words.
- To allow for authentic assessment by the teacher.
- It's an accountability piece to extend Read the Room activity.
- Print practice

## How?

Reproduce the Write the Room worksheet and place in a retrieval system. Make sure that the system works for you and the kids.

Use as a literacy center while you're doing guided reading groups.

Give no more than two children a clipboard, worksheet, and pencil.

As they browse through your print-rich environment, they write selected words in each box and illustrate each in the space provided. Check for word recognition during your reading group time or during silent reading.

Note: This may take more than one literacy center activity time. Use your own judgment for when to check it as long as it fits in with your management system.

# Write the Room

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# Wordless Book Writing

(Comprehension)

## Why?

- Wordless books provide visual cues to students so that creating ideas to form sentences is simpler. The action or situation is portrayed on the page. The students can first say what they see on the page and then write the words that they have said.
- To improve reading comprehension and written expression. This activity also allows practice in repeated reading, which increases fluency.
- This activity is successful with individual student and with small - to moderate - sized groups.
- Generates oral language and understanding of and a sense of story. (Especially good for second language learners.)

## Why?

- Gather materials: wordless book, sticky notes/removable tape or strips of paper cut to fit in the book without covering the illustrations.
- Choose a wordless book that is appropriate for secondary students. There are many of such books on the market.
- Use strips of removable tape/sticky notes/Post-it pads adhered to the bottom of the page that students can then write on.
- Look at the illustrations together. Talk about what is happening in the picture.
- List and decode words that will be used on the page if the students need help in spelling or decoding these words.
- If the book has many pages, this activity can occur over more than one day.