

THE PENNSYLVANIA WRITING and LITERATURE PROJECT

YOUTH PROGRAMS



Writing
and
Reading
Brighten
Your
Mind!

*This is a work in progress.
Changes may occur.*

TEACHER HANDBOOK

Name: _____

Dear Teachers,

Thank you for agreeing to take part in this summer's Pennsylvania Writing and Literature Project Youth Program. Our parents want the very best for their children and have turned to us for help in further developing their literate lives. The strength and dedication of our staff is what has made our programs experience tremendous growth throughout the region.

To that end, we have compiled a handbook to help novice and veteran teachers alike. This manual is intended to reinforce our support of your efforts. We want you to capitalize on your expertise as writing process and reading teachers while maintaining a fun, productive atmosphere in your classrooms. Please take time to read the contents of the handbook thoroughly and begin thinking of ways you can provide your students with a rich, joyful experience. If you have any questions about any of the materials contained in this handbook, please call us or contact your site coordinator at the number listed in the handbook.

By pledging ourselves - teachers and coordinators alike - to providing students with the best we have to give, our programs are sure to continue and grow stronger.

Sincerely,

Mary Buckelew

Pauline Schmidt

Kathy Garrison

The Pennsylvania Writing and Literature Project Staff

Director

Mary Buckelew

e-mail: mbuckelew@wcupa.edu

Associate Director

Pauline Schmidt

e-mail: pschmidt@wcupa.edu

Summer Youth Director

Kathy Garrison

e-mail: kathygarrison@me.com

Mailing Address: The Pennsylvania Writing and Literature Project
West Chester University
West Chester, PA 19383
Web site: www.pawlp.org

YOUTH PROGRAMS OFFICE PHONE: 610-436-2202
Or Cyndy Pilla at cpilla@wcupa.edu

T-2

PAWLP Youth Program Teacher Requirements

Dear Youth Program Teacher,

Thank you for being an integral part of our 34th annual PAWLP Youth Program. We're looking forward to a great summer watching kids have a wonderful time writing and reading. We hope this will be our finest summer to date. It will depend on you! You have been asked to join our staff because of your teaching skills, your camp spirit, and your dedication to the excellence represented by the Pennsylvania Writing and Literature Project model.

Teacher responsibilities are listed below. Please ask your site coordinator if you have any questions about any of this information.

Introduction Letter

All teachers should send home a letter with the children on the second day of the session. The letter should introduce you so parents are aware of who will be working with their child. It should also include an overview of what you will be covering or focusing on in your classroom during the two weeks (see sample in the appendix).

Drop-Off and Pick-Up Time Responsibilities

Teachers should arrive at their site 15 minutes before the starting time to receive any paperwork or information from site coordinators and to prepare for the arrival of students. ***The parents must come up to get their children.***

Student Attendance

Please keep track of attendance on the sheet that will be given to you (see appendix). Have this list ready for the site coordinator or co-director in case this information is needed.

Teacher Attendance

It is important that every effort is made for teachers to be in attendance every day. If a teacher absolutely must miss a day, the substitute rate is \$90/day which is paid directly to the substitute by the absent teacher. The regular teacher will absorb the taxes in their paycheck. All absences must be reported to the site coordinator as soon as possible since finding substitutes is a difficult task. Your co-director will help assist you in locating a substitute.

Introductory Staff Meeting

The site coordinator will schedule a meeting prior to the beginning of the session. At this time you will receive all necessary paperwork and supplies. All pertinent information should be reviewed at this time. A folder should be provided with all of the following copies:

- ◆ Class list
- ◆ Attendance check list
- ◆ Copies of student conference form
- ◆ Cover contest letters and entry form
- ◆ Anthology letter
- ◆ Teacher check list
- ◆ Session outline
- ◆ Student evaluation form of program
- ◆ Parent evaluation form of program
- ◆ Fire Drill Procedure

Bathroom Policy

Children are not permitted to attend the restroom without adult or volunteer supervision. In the event the volunteer is a high school student, a buddy system must be used. We strongly recommend that teachers take their classes as a group.

Snacks

Students will provide their own snack and drink each day. Your site coordinator will inform you of when your snack time is. Children are not permitted to leave the site for snack time.

Teacher Evaluations

During the session the co-director and/or site coordinator will complete an informal observation. This helps PAWLP maintain the quality of our programs (see appendix for sample form).

Discipline Policy

A copy of the discipline policy is included in this handbook (see appendix). Your site coordinator will have copies if needed. Report all infractions at break/or the end of each day. Problems should be handled by you and reported to the site coordinator. Providing supervision is paramount. Your students are your responsibility from their arrival to their departure time. Accordingly, keep track of their whereabouts and behavior during snack time and any other excursions, including trips to the bathroom. Monitor their safety during walks to and from the pick-up site.

We have added an Internet section to our discipline policy for computer class participants (see appendix).

Fire Drills

On the first day of the session, site coordinators will hold a fire drill practice with all students and teachers. The site coordinator will provide you with information at the introductory meeting. Teachers are responsible for counting all students and letting the site coordinator know if there are any children missing (see sample in appendix).

Medical Concerns

Minor health concerns, such as slight headaches, should be distinguished from serious concerns. Serious medical concerns must be reported to the site coordinator. Information regarding students' medical needs will be on the class list that you receive. Each site coordinator will be provided with a first aid kit and an accident log. Band-Aids and gloves are available for all teachers in the supply boxes.

Anthology Information

Teachers should encourage one page from each student to be published in a class anthology. The pieces should be selected by the child. **Please proof these pages. They should not include the full names of other people, reference to violence, or swear words.** If they do, please suggest modifications or have the child submit another piece. Keep in mind that the audience reading the anthology is children and parents. At the bottom of the page, there should be a small paragraph titled "About the Author". This should include the child's full name and school as well as other information about the author. These pages may be typed by the child or parent at home, or typed by an aide or volunteer at the site. The teacher must also contribute one page of original work with a similar format. All pages should be in alphabetical order with the teacher page at the end. Please do not number the pages. You should handle situations when children do not hand in a page. Each class will create an anthology for students to take home on the last day. If a student page is missing, notify the parent to verify the missing page.

- Child's first and last name on the page
- Child's page includes "About the author"
- Class pages are in ABC order
- Check class list for accuracy – attach to front of your anthology pages
- If a child does not complete an anthology page, note why on teacher checklist

Teachers should collect each student's anthology page and copies. One copy is needed for each student in the class and two additional copies for the teacher and an office copy. For example, if there are 10 students in the class, each child needs 12 copies of his/her anthology page by Day 8. Each teacher should type a table of contents page with students' names (alphabetically listed), school name and grade last completed. In addition, each teacher should write a brief introduction to the anthology (see sample in appendix). Teachers can make copies in the PAWLP office.

On Day 8 or 9 the class will use a three-hole punch and brads (in supply box) to put together the class anthology. Card stock (in supply box) will be used to make covers for the anthology.

Class List/Information

Your site coordinator will supply you with the student class list.

Anthology Cover (contest optional)

Each class can hold a contest for students to submit covers to be used on the anthology. A letter describing the cover contest and the form on which to submit the entry will be provided to you by the site coordinator (see samples in appendix). They are to be handed out on Day 4. Any child wishing to enter the contest should work on his/her cover entry at home and return it no later than Day 7. Individual classes will vote for the cover contest winner in individual classes on Day 7. **If individual classes choose not to have a cover contest, each student will design his/her own cover on card stock (in supply box).**

Reports

Lesson summary- This is a day to day summary of what happened in your class. Basically this is an activity list that may or may not differ from the weekly lesson plans due each Monday. Approximate length: 1-3 pages. (see samples in appendix)

Student conference summary- Each family receives a narrative about their child. This report is divided into four sections. The heading includes the first and last name of the child, site, and teacher. The top half of the page is a section for you to list writing activities presented and shared readings. This part of the report will be used for every child. The bottom half of the page should be a personalized narrative on the child's strengths and includes a box for the student to tell what he/she has read and their writing and reading goals. This narrative should be specific to each child. **These reports need to be checked and rechecked.** We have had cases where inaccurate information was reported to parents, and we must avoid that situation. **Please have these reports prepared accurately and turned in to your site coordinator by the Tuesday of week 2.** See sample in appendix. The form is posted on our website at www.pawlp.org. (click on the *About Us* link, scroll down to "*Information for Young Writers Staff*"). You may want to use the conference grid to gather information about your student.

Photocopying

Your site coordinator will provide you with the forms outlined in this handbook, and they are located on the PAWLP Fellows page of our website at www.pawlp.org. You are responsible for copying any other materials you will use during your session. Some sites do not allow the use of their copy machine during the summer. You may come to the PAWLP office to use our copy machine. Please call ahead – the machine is often busy in the summer. No reimbursements for copies produced elsewhere.

Open House

An Open House will be held on the final day of the session for the families of students to visit the classrooms. More information will be provided to you from your site coordinator.

Teachers will be paid after all paperwork has been reviewed by the site coordinator.

Thank you again for working for the Youth Programs of the Pennsylvania Writing and Literature Project. We're sure that you will find this to be one of the most enjoyable experiences that you have ever had. Please inform your site coordinator of any questions or problems that you might have. Good luck and enjoy yourself.

Youth Programs Session Outline For Teachers

Basic Overview: The Writing Workshop/Process

- Ensure that students participate in at least one peer and teacher conference each week
- Weave in whole-class sharing time throughout the week
- Model the writing process – prewriting, brainstorming, pair sharing, and outlining. Include mini-lessons on focus, content, organization, style, and conventions

Week 1-Monday-Thursday

Day 1 – Hand out t-shirts

Hand out Opening Day letter from site coordinator

Verify class list information

Give a copy of your Introduction Letter to your site coordinator

Hand in revisions to class list to site coordinator

Day 2 – Send home your Introduction Letter

Day 3 – Ordinary day – See following page for typical day bullets

Day 4 – Ordinary day

Distribute cover contest/anthology letter

Make sure you have conferred with each child at least once

Week 2-Monday-Thursday

Day 5 – Invitation to Open House distributed to students

Reminder to students about cover contest

Begin to work on parent reports

Day 6 – Cover contest or design individual covers.

Entries to be judged in class.

Hand in student conference forms for review by site coordinator

Day 7 – Remind students to wear t-shirts for Open House

Organize supply materials to be handed in to site coordinator

Use supplies checklist to assist in organizing supplies

Prepare for compilation of anthologies to take home tomorrow

Day 8 – Celebrate and enjoy time with parents and students for a job well done

Hand in all paperwork to site coordinator

A typical day might include:

- *Community building activities*
 - *Four to five writing activities*
 - *Writing in a variety of genres of prose and poetry*
 - *Conferring and sharing with the teacher and fellow students*
 - *Reading from mentor texts*
 - *Reading with a purpose such as looking at sentence structure, punctuation, syntax, and word choice*
 - *Read alouds*
 - *Feedback in the writer's notebook*
 - *Reflecting, goal setting*
-

The goals of the program are:

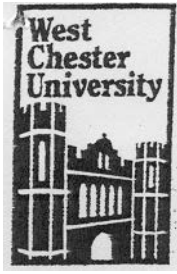
- to inspire students to love writing and reading
- to introduce students to the tools they need to become better writers
- to encourage students to collect writing ideas in their writer's notebooks
- to stretch students capabilities in writing and reading
- to help students learn to read like writers
- to help students see themselves as writers with individual voices, unique in their manner of expression

APPENDIX

Forms for Youth Programs

These are samples.

Your site coordinator will provide the forms to you in a folder.
They are also available on the PAWLP Fellows page of our website at
www.pawlp.org



The Pennsylvania Writing and Literature Project Youth Programs
West Chester University
West Chester, Pennsylvania 19383

610-436-3089
fax: 610-436-3212
www.pawlp.org

Sample Introduction Letter

date

Dear Parents,

I would like to take this opportunity to introduce myself and provide you with an overview of the next two weeks. I have been a Fellow of the Pennsylvania Writing and Literature Project (a.k.a. PAWLP) since 1995. I have been a teacher in the Central Bucks School District for ten years. Teaching reading and writing to my students during the regular school year is what I enjoy most. I am looking forward to immersing your child in wonderful literature and creative writing activities for the next two weeks.

We will be utilizing a Writers Notebook throughout the program where we will be "planting seeds" for possible writing topics. You may notice incomplete stories in his/her notebook which is all right. Your child will learn that writing is a process that takes time. Some ideas can be taken and worked on later in the summer or upon his/her return to school in the fall. Other pieces will be taken through the entire writing process and published in our site's anthology.

Many wonderful books will be used to model good writing techniques such as leads, settings, character development, and descriptive language. We will even dabble in poetry, rhyme and free verse.

Some of our time will be spent reading quality literature. We will be reading to discuss our books in literature circles. Connections to the characters and the story will be shared in these circles, as well as in reading response journals. Toward the end of our two weeks; we will do book talks to excite our new camp friends about some possible titles they may want to read in the year to come.

The next two weeks will be filled with reading, writing, creating, and sharing. I am looking forward to working with your child in the Young Readers Young Writers Summer Program.

Sincerely,
Chris Coyne

Chris Coyne

West Chester University of Pennsylvania is a member of the State System of Higher Education

Student Attendance

Site:_____

Teacher's Name: _____

Please list in ABC order

VF Only[illegible]

Teacher Evaluation Form

Name _____ Grade _____

Site _____ Time in _____

Observed by _____ Time out _____

<u>On-Site Visit</u>	Satisfactory	Needs Improvement
Lesson plans available and up-to-date		
Students actively engaged in learning		
Positive classroom environment		
Student work is visible/displayed throughout the classroom		
Utilization of PAWLP's philosophy of teaching Reading/Writing		

Comments:

<u>Paperwork</u>	Satisfactory	Needs Improvement
Lesson plans/Day-to-day summary completed and handed in		
Parent Reports completed:		
_____ summary		
_____ specific to individual child		

Comments:

Pennsylvania Writing & Literature Project Youth Programs Discipline Policy

This list is not meant to cover every possibility, but shows what kinds of behavior are unacceptable. Discipline violations will be handled at the discretion of the Site Coordinator. Behavior that is physically or verbally harmful to others will not be tolerated and is cause for dismissal. Notify your site coordinator of all discipline issues.

DISCIPLINE VIOLATION		CONSEQUENCES
1. Classroom disturbances	1st offense	teacher discipline
	2nd offense	parental notification
	3rd offense	automatic dismissal from program
2. Leaving campus/school grounds	1st offense	teacher discipline & parental notification
	2nd offense	coordinator notifies parent
	3rd offense	automatic dismissal from program
3. Profanity/abusive language	1st offense	teacher discipline
	2nd offense	parental notification
	3rd offense	automatic dismissal from program
4. Disrespect to adults/students	1st offense	teacher discipline
	2nd offense	coordinator notifies parent
	3rd offense	automatic dismissal from program
5. Instigating a fight	1st offense	parental notification & possible dismissal from program based on severity of incident
6. Fighting	1st offense	automatic dismissal from program
7. Cigarette smoking	1st offense	teacher or coordinator discipline & parental notification
	2nd offense	automatic dismissal from program
8. Vandalism to student, school, or University property	1st offense	restitution, parental notification & possible dismissal from program based on severity of incident
	2nd offense	restitution, coordinator notifies parent & automatic dismissal from program
9. Stealing	1st offense	automatic dismissal from program <i>West Chester University programs:</i> Incident will be referred to the campus Public Safety department for disciplinary action. <i>Off-site programs:</i> Site coordinators have the authority to refer incidents to local law enforcement officials.
10. Internet		Students are not permitted to access the Internet under any circumstances. All students who have access to computers must get the Internet policy form signed.

This policy is a guide for teachers. It is not to be distributed to parents. If you have any questions, please contact Kathy Garrison at 610-453-5031

Pennsylvania Writing and Literature Project
Internet Access
Parent Form

The Summer Youth Writing Classes sponsored by the Pennsylvania Writing and Literature Project are not Internet based courses. Students utilize word processing programs to work on their personal writing. Internet access will not be allowed, and those students found using the Internet may be dismissed from class. In this light, we ask that parents and students sign the Internet Awareness form below and return it to our office as soon as possible.

I understand that my son/daughter does not need to access the Internet for his or her PAWLP Summer Youth Writing Class: If my child does access the Internet during class time, this may constitute grounds for dismissal from the class.

Parent's Signature

date

I agree that I will not access the Internet at any time during my PAWLP Summer Youth Writing Class. If I should access the Internet during class time, I may be dismissed from the class.

Student's Signature

date

**Fire Drill Evacuation Report Form
PAWLP Youth Programs**

Site: _____

Date of Fire Drill practice: _____

Time of Fire Drill practice: _____

Name(s) of students not in attendance on day of Fire Drill:

**Please attach this form to a copy of your Fire Drill Procedures.
This should be attached to your Site Coordinator's Report.
Thank you.**

MY ANTHOLOGY PAGE

by Charles William Reinheimer

SUMMER

Swimming
Umbrellas
Movies
Music
Eating ice-cream
Relaxing

ROCK

Rock
Rough Surface
White
Sparkling
Brown to Light Brown
Sharp Edges
Hiding in the mutch
Pretending to be a diamond

The Baseball Game

Two hours before the game started I was sitting in the stands anticipating batting practice. It was 100 degrees, probably the hottest day of the year. While I was waiting for the game to start I watched the Phillies stretch and warm up their arms. I saw Vince Worley signing hats so I showed my hat and pen out for him to sign it. Luckily he did. I was really happy because I never thought I'd have Vince Worley's autograph. Finally the game started. After 9 long innings you would think the game would be over, but it wasn't. This game went into extra innings because the game was tied. The Phillies didn't score any runs so the Orioles were up. The first 2 hitters got out. Adam Jones was up. He is one of the Orioles' best hitters by far. There was a 2-1 count. The ball was pitched...and Adam Jones got a walk off home run! The entire Orioles Team jumped out of the dugout and piled on Adam Jones! That was the game when I went to Camden Yards.



About the Author

Charlie is currently 11 years old and going into the 6th Grade at Stetson Middle School. He was born January 13th, 2001, in West Chester, PA and has lived in the borough his entire life. He has two younger brothers, Gabriel (4) and Peter (8). Charlie loves to play baseball and he plays catcher for West Side Little League. His favorite baseball player is David Wright, 3rd baseman for the New York Mets. He also swims for the Roslyn Swim Club.

Sample Introduction to Class Anthology
Pennsylvania Writing and Literature Project
Young Writers/Young Readers
Summer, 2018

For the last two weeks your children have been writing and reading at Bethel Springs Elementary School, a designated site of the Youth Writing Program at the Pennsylvania Writing and Literature Project.

The goals of the program are to inspire children to love writing and reading, to introduce them to tools they need to become better writers, to continue to collect writing ideas in their writers' notebooks and to stretch their capabilities in both reading and writing. The children grow to see themselves as writers with individual voices, unique in their manner of expression and view of the world.

The children worked on developing the skills necessary to complete the writing process including prewriting activities, revising techniques and editing skills. Conferring with the teacher also encouraged writers to return to their work and look at it with a more critical eye and to take risks with their writing. In this anthology you will read the pieces that the children selected as their favorite pieces from this session.

Inspirational activities included a nature walk for poetry writing and meetings with our middle school buddies where students shared their favorite stories and read to each other.

I thank the parents and guardians who believe that writing and reading skills are to be valued and nurtured in our children. We appreciate your interest in your child's literacy development.

Kathy Garrison
PAWLP writing teacher

Pennsylvania Writing and Literature Project Youth Programs Teacher Checklist

Teacher's Name_____ **Site**_____

Enter Student names in ABC order.

[illegible]

Teacher Paperwork Checklist

Teacher	Form	Site Coordinator
	Attendance checklist	
	Copy of Introduction Letter	
	Lesson Plans	
	Teacher checklist page	
	Teacher Anthology page	
	Student conference summary	
	Student Comment Form	
	Parent Comment Form	
	Fire drill form	

**Pennsylvania Writing and Literature Project Youth Programs
Parent Comment Form 2018**

How did you hear about our Youth Programs?

Did your child enjoy the program? (Please explain)

What benefits did your child receive from the program? (Please explain)

Do you have any suggestions on how to improve our program?

What did you think of your child's instructor?

Instructor's Name: _____

Are there specific topics/themes/genres that you would like to see us offer or continue to offer?

General comments:

Thank you for taking the time to help us evaluate our program. Please feel free to contact the Youth Programs Office at (610) 436-2202 if you would care to share any other concerns or comments.

**Please return on the last day
or mail to PAWLP Office**

PA Writing and Literature Project Youth Programs West Chester University West Chester, PA 19383

**Pennsylvania Writing and Literature Project Youth Programs
2018 Student Comment Form**

Name : _____ Program: _____

Teacher's name: _____ Grade: _____

1. What I liked about the program:

2. What I learned from the program:

3. What I would change about the program:

4. The piece I enjoyed writing the most, and why:

5. In one sentence, describe the program you attended to a new student.

6. Are there topics or themes that you would like to spend more time writing/reading about?

7. How did your parents hear about the Youth Programs?

**THANK YOU! ENJOY THE REST OF YOUR SUMMER VACATION!
REMEMBER---KEEP READING AND WRITING!**

YOUTH SUPPLIES

Site Coordinator's Box

Packed

Returned

_____	PAWLP Youth stationary	
_____	Bright paper for Open House Invitations	
_____	Copy Paper	
_____	1 electric pencil sharpener	_____
_____	1 highlighter	_____
_____	1 stapler (filled)	_____
_____	1 box staples	_____
_____	1 First Aid kit	_____
_____	1 Accident Report Form	_____
_____	1 Roll of Scotch Tape	_____
_____	1 Pen	_____
_____	1 bottle of White Out	_____
_____	1 Permanent Marker	_____
_____	Chart paper to share with all teachers	_____
_____	Construction paper to share with all teachers	_____

_____	1 Sketch Pad for Cover Contest Winner	
_____	1 new box of Colored Pencils for Cover Contest Winner	

_____	Expanding folder for paperwork	_____

_____	Sample Anthologies	

YOUTH SUPPLIES

Teacher's box

Returned

_____ 15 envelopes for student conf. forms	_____
_____ 15 notebooks	_____
_____ 1 tablet of white lined paper	_____
_____ 1 bottle of white out	_____
_____ 15 youth program pencils	_____
_____ 15 extra pencils	_____
_____ 1 scotch tape	_____
_____ 1 stapler (filled)	_____
_____ 1 roll masking tape	_____
_____ 1 pair of shears	_____
_____ 4 black pens	_____
_____ 4 black flair pens	_____
_____ 2 boxes of broad tip markers	_____
_____ 2 boxes of fine tip markers	_____
_____ 2 boxes of colored pencils	_____
_____ 2 boxes of crayons	_____
_____ 3 glue sticks	_____
_____ 1 plastic pencil sharpener	_____
_____ 1 box paper clips	_____
_____ 1 small post-it notes (1-1/2"x2")	_____
_____ 1 medium post-it notes (3"x3")	_____
_____ 5 pairs of small scissors	_____
_____ 1 ruler	_____
_____ 15 pocket folders	_____
_____ 1 box chalk + 1 blackboard eraser	_____
_____ 2 dry erase markers	_____
_____ 1 dictionary	_____
_____ 1 thesaurus	_____
_____ 1 highlighter	_____
_____ 1 box of tissues	_____
_____ 1 bag of gloves and band aids	_____
_____ Staple remover	_____
_____ Thumb tacks	_____
_____ 1 hand sanitizer	_____

Returned by: _____

Your site coordinator has pads of large chart paper and construction paper for all teachers to use as needed.

Please be sure the pencil sharpener, stapler, scotch tape dispenser, scissors, blackboard eraser, dictionary, and thesaurus are returned to us, along with the left over supplies.

We realize many of the other items will be consumed and/or returned partially used, but we can use them as our office supplies throughout the year and many items (such as the markers, colored pencils, crayons, etc.) can be used again next summer.

Any items that cannot be reused such as dried out markers and glue sticks and broken crayons may be discarded.

THANKS!

PAYROLL GUIDELINES

We make every effort to pay Summer Youth Staff in a timely fashion. Due to the size of the staff involved in our youth programs, the following payroll forms must be completed before the season starts. We cannot guarantee prompt payment for those who do not comply with this request.

Teacher Pay

\$1,000 per two week session

NEW TEACHERS and SITE COORDINATORS

(even those without a definite assignment)

Must return to the PAWLP office the entire payroll packet:

- Criminal Record Check – must be within one year of start date of camp
- Child Abuse Clearance – must be within one year of start date of camp
- FBI fingerprint clearance – must be within one year of start date of camp
- WCU Application for Employment
- Worker's Compensation Notification
- Employment Eligibility Verification Form & Proof of Identification
- Mandatory Reporting
- Summer Program Staff Demographic Form
- Local Earned Income Tax Residence Certification form
- Emergency Contact Information form

It is imperative that we receive any demographic changes. All paychecks and W-2 forms are generated from the Chancellor's Office in Harrisburg, so any changes have to be documented in the PAWLP Office in order for us to contact Harrisburg.
Coverage for any missed days is the responsibility of the teacher.

Student Conference Form

Writing activities presented:

Shared Readings:

Strengths:

I have read:

My writing and reading goals are:

Sample Lesson Plans

Day 1

Classbuilding Activity: Toilet Paper game – ask each student to take as much toilet paper as they may need for a game. They then have to write something about themselves for each piece of toilet paper they have, and then share with the class.

Writing Activity: Explain the Writer's Notebook. Today write about the first time words profoundly affected you. Describe the situation, what led up to it, the moment of the encounter, your physical reaction, and something else that was taking place in the same setting but had nothing to do with your experience. Feel free to allow your imagination to supply whichever of these elements you can't recall. You might try this as a poem (Goldberg 4).

Classbuilding Activity: Life Axis. Students create an axis with their ages on it and a positive and negative side (see sample). Then they place information about items that occurred to them during those ages, and make a judgment of whether it is positive or negative. Then, they choose one activity about which to write. Share with a partner and then with the class. **Free Write:** Write about your childhood – you can glean ideas from your life axis. Pick one or two events that were funny, traumatic, etc.

Mini-Lesson: Explain the importance of journal keeping and/or a Writer's Notebook. Share entries about such writing from *In a Field of Words* by Sybil Estess and Janet McCann, pages 3-4.

Mini-Lesson: Characters/Point of View – discuss the importance of depth in characters, choice of point of view, etc. Direct vs. Indirect Characterization, etc. Create character sketches (2 characters apiece) describing them both from the feet upward. Write a story using first person about one of the characters (the other character can be included within the story if wanted). Page 69 – *In a Field of Words* (think of "The True Story of the Three Little Pigs" by Jon Scieszka).

Writing Activity: See Fractured Fairy Tale Worksheet. To practice Point of View – Tell a fairy tale from three different points of view: for instance, you might take the story of "Snow White" and narrate it in the voices of two different dwarfs and of the witch.

Homework: Bring in 2 random food items of the same kind found in your house. Also, bring in your FAVORITE children's book!!! Freewrite – write a poem or song!

Day 2

Freewrite: Photo freewrite – students write whatever they think when looking at 7 different photos. Each photo is displayed and written about for 10 minutes.

Classbuilding Activity: The Edible Poem (page 234-235 *In a Field of Words*). In pairs, preferably on the basis of odd combinations of foodstuff. Now trade off your extra item with your partner. Observe the qualities of both your offering and that of your partner, jot them down. Eat the two items. Then write a poem about each (note: if it turns out that you cannot eat your partner's food for one reason or another, just make the poem describe its appearance, or use it as a metaphor). Here are some variations: (a) Make one poem consider the item as a symbol or a metaphor; (b) write one poem about both items; or (x) collaborate with your partner on one of the poems.

Activity: Children's stories – what makes a good children's story? Which stories do we remember? Dialogue...notes – important items to keep in mind:

- o Read current plays for "real" dialogue
- o Always consider: importance of the sound of voices and the purpose of dialogue in your story
- o To sound natural, it should be appropriate for the age group, education level, etc.
- o "has to sound right, not necessarily be real" (Estess 58).

- Look for certain phrases that are specific to one character, or that show education level, societal class, etc.
- How to: Give examples of dialogue and dialogue tags.
- Avoid using multiple synonyms for "said," such as "she retorted," "he commented," and so on.
 - Avoid using adverbs to show how the characters speak.
 - Instead, use an action. For example, "Am I late?" he asked, throwing open the door.

Writing Activity: Work on the fractured fairy tale or original children's story, using dialogue.

Read aloud: Each student chooses a passage of dialogue in their favorite children's books...share them, and we each analyze the importance of the dialogue – what does it show us?

Freewrite: Write from the point of view of someone who has committed a crime – do not mention the crime.

Homework: Freewrite. Bring in a strange item you have from around your house. Work on anthology pages.

Day 3

Free Write: Write about the biggest secret that you (or your character) failed to keep.

Mini-Lesson: Plot and Setting

Plot: plot is a series of events, with an emphasis on causality – for example, "The king died and then the queen died is narrative; the king died and then the queen died of grief is a plot" (Estess 31). The events should seem naturally to follow from one another and the outcome will seem motivated. The plot should be tied in to the theme, the characters, and the emotional effects you want to have on the reader! Plots must be flexible ... they will probably change!

"Plot and character together may illustrate some basic truth the writer wishes to represent as a theme" (32).

Conflicts guide the plot: generally examined and divided into the following: conflicts between two people, between one person and society, between a person and nature, and between two aspects of oneself. (32). Obviously, more than one of these conflicts can be present in short stories.

Writing Activity: Work on fairy tale or original story.

Game/Freewrite: Use Zing! tiles to create a story. Each student should choose 8 tiles from each color category and then include them in their story!

Visiting Author: Gena Barretta (spoke for an hour and 10 minutes)!

Homework: Bring in photo of someplace you LOVE. Work on anthology pages...bring in rough draft of them.

Day 4

Freewrite: It's 3010. You and your sister or brother have gone to live in the woods to escape...

Free Write: Place all items from home onto the table in front of room. Each student should choose one that is not their own and write using the item in their story or poem. If they finish they should choose a new item.

Conferences/Independent Reading: Students will individually conference with Mrs. Light while other students write a new story, or while they work on their fairy tale, adding details and making it work with what they've learned so far.

Mini-Lesson: Work on fairy tales/original stories.

Zen Writing – using Zen cards as brainstorming activity!

Conference/Independent Writing Time – prepare your anthology pages.

Writing time: Continue to work on anything you haven't finished, but wish to finish.

Homework: Final anthology page(s) due tomorrow, as well as any Cover Contest entries. Bring in your favorite book with a passage in mind that you think shows the author's style.

Day 5

Writing Activity: Paint a picture of a place you love (or paint the same image as the photo you brought in). Write about something that happened there (to your character, not you). Show, don't tell. Share with a partner, then with the class.

Writing Activity: Write one of the following words at the top of the page: fence, road, boil, or fall. Now without thinking or stopping, write whatever other words come to mind in a list down the middle of the page until you reach the bottom. Write a piece in which each line uses one of these words in the order in which they appear. Share with a partner, then with the class.

Mini-lesson: Discuss Voice/style in writing. Using the clothing metaphor, have students describe their style of clothing. How can their style show through in their writing? Use other writer's to show style.

Finishing up the fairy tale/original story!!

'Zine Writing: Students will choose one magazine clipping and write a short story about something within the clipping!

Final Reflection: In the Writer's Notebook, complete a final reflection – what you learned, and what you will strive to use!

Write your own twisted Fairy Tale!!



Join our online project! Write a mixed up Fairy Tale using the chart below. Have your good character become evil and your bad character become the "good guy"! Now put them in a setting and situation different from their own stories. Don't forget to start your story with "Once upon a time...", add some magic..., and end your Fairy Tale with "happily ever after".

Email your Twisted Fairy Tale to us at webbc@ride.ri.net
Watch for it to appear on this site!!

<u>Good</u>	<u>Evil</u>	<u>Setting</u>	<u>Magic</u>
Cinderella	Wolf	woods	wand ✕
Goldilocks	Wicked Witch	castle	poisoned apple 🍎
Rapunzel	Step Mother	cave	crystal ball
Snow White	Ugly Step Sisters	village	fairy dust
Red Riding Hood	Beast	forest	3 kisses 💋
Prince Charming	Giant	pond	magic words
Jack	Dragon	cottage	wishing well
Dwarf	Wizard	garden	magic beans
Fairy God Mother	Evil Knight	dungeon	lamp

Connie Allison
Grades – Kdg/ 2nd grade
Lesson Plans – Young Readers/Young Writers
Summer 2008

Day 1: Monday, July 21st

Introductions – me, nametag making

Goals of program/Ocean Life/Animals theme – discuss anthology, show examples from previous year's anthology and then explain how we will be reading and writing about ocean life.

- Overview of course and rules
- Check on names and take attendance
- Give out T-shirts, pass out folders and journals (names are on with permanent marker)

Class building activity: Each child is partnered with another. They are given an index card. The goal is to interview their partner, write down things about their partner and then introduce their partner to the rest of the class.

10:00 Fire Drill

Make an ocean mural – give students an ocean animal to decorate and cut out, then glue into the "ocean" This is something we will add to through the two weeks.

Read kids examples of the About the Author pieces – discuss 3rd person language – Students help me write mine; then they start on theirs.

Art Project: Each student is given a canvas bag to carry their folders/notebooks back and forth to camp. They can use any stamps and paints to decorate their bags. They will dry overnight. They will probably be ready for Wed.

Read Aloud – Magic Tree House- Chapter 1 – Dolphins at Daybreak

Day 2 - Tuesday, July 22nd

Do a K/L chart – have students share what they **know** already about ocean life/animals.

Take pictures of kids with their bags standing in front of the ocean mural.

Read Aloud – Hooray for Ocean by Lucy Cousins

Brainstorm: When finished, talk about adjectives and how they help describe things better and with more detail. Make an adjective chart to use to write an adjective/noun poem.

Writing Activity: Adjective/Noun Poem

Brainstorm adjectives for the following poem; make a chart with adjectives for students to refer to. Share when finished.

Fish, fish, fish

Adjective fish, Adjective fish

Adjective, adjective, adjective fish

Last of all, best of all

Adjective fish

(words that are underlined the students will replace with a word that would describe a fish)

SSR – when students are finished their adjective/noun poem, they will go and pick out a book for SSR – they will write down the titles of their books in the back page of their journals.

Continue discussion of adjectives in other writing – why you should use adjectives when writing

Writing Activity: continue to work on About the Author piece. Students can continue in journal. Conference so students can add more details.

Read Aloud: Rainbow Fish

Art Project: Make a fish puppet. Students decorate a fish with crayons, coloring pencils. They need to cut the fish out and glue a craft stick on the back to make it a puppet. Students will need the puppet for our Lit Celebration.

Read Aloud – Magic Tree House- Chapter 2 – Dolphins at Daybreak

Computer Lab: 11:00-11:30

Day 3 - Wednesday, July 23

Continue to add to the K/L chart – adding what we learn now as we read, write and share information about ocean animals.

WHALES STUDY Break kids into small groups to read Whales (nonfiction).

Writing Activity: Assign kids to different groups and have them write an **ACROSTIC** poem using whales emphasizing that each letter begins a phrase and it has to pertain to whales. Students did a great job on these.

Project: Making a Humpback Whale using a brown lunch bag – good for showing kids where all the parts of a whale are located (fins, blowhole, fluke)

Teach students the **song** – Old Sea Sailor (sung to the tune of Old McDonald) – students will perform on Friday for parents

Reading activity: Have students work with a small group to read a nonfiction book about **Starfish**.

Writing activity: After students read they are going to work with their group and write a poem called 2,4,6,8 poem. Each line of the poem contains the number of words. Line 1 has 2 words. Line 2 has 4 words, etc.

Project: When finished their group poem, they can decorate their poster with a starfish stencil. Most groups wanted to write over their pencil lines with marker to make it more decorative.

Read Aloud – Magic Tree House- Chapter 3 – Dolphins at Daybreak

Computer Lab 11:00-11:45

Day 4 – Thursday, July 24

Writing Activity: Students needed extra time to finish their group **WHALES** acrostic poem.

Use the **About the Author** piece to focus on editing as a whole group. Then students are paired up to help one another edit their About the Author pieces.

Students have SSR time, while I conference with them on other pieces.
Some students finished projects also.

Practice songs: Old Sea Sailor

Computer Lab 11:00-11:45

Read Aloud – Magic Tree House- Ch. 4 – Dolphins at Daybreak

Day 5 – Friday, July 25

Color a sea creature and add it to the ocean in the back of our room.

Author Visit Gene Barretta (9:00-10:15)

Read Aloud: Meet the Octopus together aloud.

Group reading: Octopus (nonfiction)

Writing Activity: Talk about syllables. Make sure all students know about the use of syllables. Show students how to create a haiku. Most haiku is about nature. Explain that there are three lines in a haiku. Line 1 and 3 have 5 syllables and line 2 has 7 syllables. I wrote a haiku about whales to give them an idea of how to start. Students wrote haiku about octopus.

Project: When their haiku was finished, they recopied it onto good paper.

Computer Lab – 11:15-11:45

Read Aloud – Magic Tree House- Ch. 5,6 – Dolphins at Daybreak

Day 6 – Monday, July 28th

Reading time: Reread Octopus again outloud. Read a Scholastic News – 8 Reasons to Love an Octopus. Students can use these to help with their haiku. Continue to work on haiku from Friday.

Project: Make an octopus windsock

Computer time: 9:30-10:15

Skill lesson: Talk about ways to hook your audience with a *good lead*. Show students examples of literature with some different leads. Read the first few lines of each of those. Compare the differences. Then talk about our fish stories that we were going to begin. Focus on writing a good lead and using adjectives in this piece.

Writing Activity: Students are to write a story about a fishing experience that they either had or happened to someone else. Most students had an easy time with this. A few needed story starters.

SSR

Project: Decorate a blue folder to hold all of their miscellaneous papers about the ocean. Front cover is cut in half with ocean waves – glue an octopus onto the front.

Day 7 – Tuesday, July 29

Editing Fish story – talk about adding adjectives and making beginning of sentences vary.

Writing Activity: I AM statements. The kids get to write about themselves. They had to write six statements about themselves starting with the phrase I am... The kids had so much fun with this.

Project: Students decorated a paper person to go along with their I am statements.

Reading activity: Split students into small groups – keep the kindergarten kids together and have them read the easier of two books – Great White Shark – this was on their level and they did a great job. The older kids read Hungry, Hungry Shark. When the group of kindergarten students finished their book, they went and listened to the older students finish their books.

Writing Activity: Writing a *diamond poem* on sharks. Showed students a sample of what a diamond poem looks like – lines 1 and 7 have one word, our title – Sharks. Lines 2 and 6 will have two words, Lines 3 and 5 will have three words and Line 4 will have 4 words. The older kids had a great time making this poem work and then helped the younger kids when they were finished.

Read Aloud – Magic Tree House- Ch. 7– Dolphins at Daybreak

Read Aloud – Lindsay read part of a book to the class – The Underwater Alphabet Book (she only read about 7 pages)

Computer Time: 11:15-12:00

Day 8 – Wednesday, July 30

Writing Activity: Work on finishing the diamond poem. When finished, read quietly for 10 minutes, then the students can work on the mural we created for our parents.

Project: Color a shark. Glue onto a piece of construction paper. A copy of their diamond paper will be glued onto the back.

Writing Activity: Students needed time to finish their Starfish poem.

Computer Lab – 10:45-11:45

Read Aloud – Magic Tree House- Ch. 8,9– Dolphins at Daybreak

Day 9 – Thursday, July 31

Writing Activity: Work on presentation for parents. Students gave input for introducing each poem/story that we worked on during the two weeks

Read Aloud – A House for a Hermit Crab

Writing Activity/Drawing: Students create a new home for their hermit crab. They need to write first explaining what the home is, describe it (using adjectives), and why they would pick that home for the hermit crab. Students will share these when they are finished. They had so much fun with this.

Project: Students design their house and draw it around an illustrated hermit crab.

Computer Lab 11:00-11:45

Read Aloud – Magic Tree House – Ch.10 – Dolphins at Daybreak
Student read aloud – Dear Deer by Gene Barretta

Day 10 – Friday, August 1

Student Evaluation – students will fill these out with help

Practice presentation for parents, especially rereading their poems and stories.

10:00-11:30 Literacy Celebration

BETSY BRECHT
YOUNG WRITERS/READERS LESSON PLANS
SESSION I
July 7- July 18

Day One - Monday

Attendance and explanation of program and class structure.

Hand out papers and materials

Classbuilding Activity - Name game. Each student will find an adjective to describe him/her that begins with the same letter as their name. The first person shares their name and adjective. The second person shares theirs and recalls the first person's. The third person shares theirs and recalls the previous two. This continues through the circle. Students are invited to recall the names and adjectives of all class members. Extension: go around the circle again and add a noun beginning with the same sound and recall around the circle as before.

Introduction - Pass out materials

Class introduction/overview

Read Aloud - Author: A True Story by Helen Lester Class will discuss what may be difficult about writing and where do ideas come from.

Art/Writing Activity - Coat of Arms

Each student will be given a shield. Class will brainstorm categories of things about themselves that can be on coat of arms (i.e., family, sports, hobbies, activities they like, etc). Students will design coat of arms with pictures and writing about themselves.

Snack/Break

Sharing Time - Share Shields and discuss how items can be used for a write topic.

Writing Activity - Teacher will share Self-Diamonte poem and give directions: name, 2 describing words (adjectives), 3 things they like to do (verbs) 4 things that remind others of them, 3 things they want to be when grown up, 2 places they have visited or want to visit, nickname or last name

SSR/Free Writing Time

Mad Libs - to review parts of speech

Clean up/Dismissal

Day Two - Tuesday

Journal Writing - Students will write in journal two reasons they came to writer's camp and at least one reading and writing goal they would like to work on while they are here.

Sharing Time - Journal entries.

Favorites - Teacher calls out a category (color, food, season, sport, etc.).

Students think of their favorite and mill around the room to find other students who share their favorite thing in that category. This process is repeated several times with different categories. Students are placed in pairs and asked to find at least 5 similarities and 5 differences between them. Students share.

Read Aloud - Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst

Writing Activity - Students will be asked to write about their most horrible day or a day that would be terrible for them.

Sharing Time - Students will share stories

Snack/Break

Read Aloud - Matthew A.B.C. by Peter Catalanotto

Writing Activity - Given the topic summer, class will write a collaborative Alphabet Poem on chart paper. Students will then be asked to think of a topic of their own or use themselves to write an alphabet poem.

Sharing Time - Students will share alphabet poems or any other writing that they have done.

SSR/Free Writing Time

Mad Libs - to review parts of speech

Clean up/Dismissal

Day Three - Wednesday

Remember - One student is called to the front of the class. Other students are asked to recall at least one thing about the student up front. It can be something from their introduction, something they shared or something that they may have been wearing yesterday.

Read Aloud - Before reading class will discuss the story I Know an Old Lady Who Swallowed a Fly - what do they remember, what did the lady swallow, how did the book turn out? Teacher will share two other examples of books based on The Old Lady. There Was a Bold Lady Who Wanted a Star by Charise Mericle Harper and I Know a Shy Fellow Who Swallowed a Cello by Barbara S. Garriel.

Writing Activity - Class will begin brainstorming ideas for own "Old Lady" stories. Discuss how to pick a character and the items that will go with them. Remind that there story could make something in the end, but does not have to. Students should pick 4 - 5 things that go with their character and come up with transitions using the objects they chose.

Snack/Break

SSR/Free Writing Time

Sharing Time - Students will share writing of their choice.

Mad Libs - to review parts of speech

Clean up/Dismissal

Day Four - Thursday

Teacher will hand out camp assignment slips (day that students will be sharing their books).

Classbuilding Activity - Broken Telephone - Students will sit in a circle and try to pass an accurate whispered message from beginning to end.

Read Aloud - Class will discuss point of view and any stories or books that may have been written from another point of view. Teacher shares selected poems from Dirty Laundry Pile: Poems in Different Voices by Paul B. Janeczko and A Day in the Life of Bubblegum.

Writing Activity - Students write a story or poem from the point of view of a chosen subject (i.e., dog, dirty shoe)

Snack/Break

Class Activity - Class will discuss sounds and how they are described. Teacher will explain the concept of onomatopoeia and give examples. Students will add their own examples.

Read Aloud - Teacher will read One Afternoon by Yumi Heo pointing out the onomatopoeia examples. After reading, students will add any additional words to list.

Writing Activity - Teacher will draw a thunderstorm cloud and have class brainstorm onomatopoeia words to describe a thunderstorm. Teacher will model how to write a poem just using the words, or using the words in sentences. Students will come up with their own topic and write an onomatopoeia poem/story.

SSR/Free Writing Time/Conferencing

Sharing Time - Students will share writing of their choice

Mad Libs - to review parts of speech
Clean up/Dismissal

Day Five - Friday

Writing Activity - How many adjectives? Classs will be split into teams and given a 5 minute time limit to come up with as many adjectives as they can. Groups will share and count adjectives.

Writing Activity - Teacher shares "The Five Versions of the Icicle" by Nancy Willard from Household Tales of Moon and Water and a five-version poem that she has written. Teacher displays many different objects. One student is chosen to come up and choose an object. Teacher and students brainstorm a list of 5 different types of people/things and write a class five-version poem based on the object chosen. Each student picks an object and writes their own five-version poem.

Snack/Break

Sharing Time - Students will share writing of their choice

Read Aloud - That's Good! That's Bad! By Margery Cuyler

Writing Activity - Students will write their own good/bad story.

Writing Activity - About the Author Paragraphs. Teacher will share several examples of author's biographies from books. Discuss what students would like to say in their own author paragraphs. Students will work on their author paragraphs.

SSR/Free Writing Time/Conferencing

Mad Libs - to review parts of speech

Clean up/Dismissal

Day Six - Monday

Book Share - Students will share a passage aloud from a book that they are reading. Students and teachers will be given an opportunity to ask questions about their choice of book and opinion of book.

Classbuilding Activity - Find the Fib. - Students will be asked to write three things about themselves. Two are to be true and one is to be untrue. Each student will share their three things with the class and the other students will guess which item is untrue.

Group Activity - Class will make a list of story elements (characters, setting, problem, solution). Teacher and students will brainstorm a list of fairy tales.

Teachers and students will discuss fairy tale elements (characters – good and bad, setting, magic/magical person, problem, and solution). Teacher and students will create a list of each of these elements on one side of a t-chart based on the popular story of Cinderella.

Read Aloud – Prince Cinders, by Babette Cole

Writing Activity – Teachers and students will create a list of each of the fairy tale elements on the other side of the t-chart based on this fractured fairy tale of Cinderella. Students will be asked to create their own fractured fairy tale using the t-chart formula.

Snack/Break

Sharing Time – Students will share writing of their choice

Writing Activity – Roll a Story. Each student will receive two dice. They will roll both dice for each category. Whatever the dice add up to is the information they will use for that category. When they have information from all six categories they will write their story.

SSR/Free Writing Time/Conferencing

Mad Libs – to review parts of speech

Clean up/Dismissal

Day Seven – Tuesday

Book Share – Students will share a passage aloud from a book that they are reading. Students and teachers will be given an opportunity to ask questions about their choice of book and opinion of book.

Classbuilding Activity – One to Ten. Students are challenged to count from one to ten as a group. Only one person may say a number at a time. If more than one person says a number the group must start at one again. Also, a person may not say a number after the person next to him.

Read Aloud – Teacher will read aloud Things that are Most in the World, by Judi Barrett and discuss superlatives.

Writing Activity – Teacher and children will brainstorm a list of superlatives and create a class poem. Children will create their own things that are "most in the world" poem.

Sharing Time – Students will share writing of their choice

Snack/Break

Group Activity - Writing class Mad Lib for Gallery Day. Class will work on writing a cooperative letter to parents about YR/YW camp. Class will then identify and take out certain words for families to fill in on Gallery Day.

SSR/Free Writing Time/Conferencing

Mad Libs - to review parts of speech

Clean up/Dismissal

Day Eight - Wednesday

Book Share - Students will share a passage aloud from a book that they are reading. Students and teachers will be given an opportunity to ask questions about their choice of book and opinion of book.

Classbuilding Activity: Hide and Seek. One student leaves the room. The teacher chooses one student from the remaining students to hide in the class. The rest of the students sit in a seat other than their own. The student is invited back into the class and is challenged to figure out who is hiding in the classroom. (The object of the game is not to find the person, but to determine who the person is.)

Writing Activity - How to Poems. Teacher will share examples of a how to poem (a poem that lists specific facts). Class will brainstorm things that they know enough about to be able to list facts (i.e., them selves - swimmers, readers, writers, dancers, learners, etc.). Teacher will have students write their own How to Poems.

Snack/Break

Group Activity - Students will pick a writing of choice to publish and hang for Gallery presentations on Friday.

Sharing Time - Students will share writing of their choice

SSR/Free Writing Time/Conferencing

Mad Libs - to review parts of speech

Clean up/Dismissal

Day Nine - Thursday

Classbuilding Activity - Human Knot - Students are placed in two groups and each group stands in a circle. Each student reaches across and grabs the hands of two different people. Students are then challenged to get out of the knot without letting go.

Read Aloud - **Where Do Balloons Go** by Jamie Lee Curtis

Writing Activity - Students will each be given bubbles. We will go outside and blow bubbles and write stories about where the bubbles go, what adventures they may have, what happens to them, etc.

Snack/Break

Sharing Time - Students will share writing of their choice

Fill out Student Questionnaires - Send home parent questionnaires to be returned tomorrow.

Group Activity - Practice for Gallery Presentations

Day Ten - Friday

Presentations for Parents and author visit and book sale in Main Hall.

Teacher: Todd Serpico
Summer 2008: Young Writers on Computers
Daily Lesson Plans Grades - & -

Day 1

- ☐ Prompt:
- ☐ **Make nametags:** Complete with a first name and last initial. They must be "legible and creative."
- ☐ **Teambuilding:** Whole group introductions on index card. On one side of the index card list numbers one through four. Answer in a few words your answers to the following prompts. "Be secretive, we are going to play a game and try to guess the identity of our new classmates."
- ☐ What is your favorite hobby?
- ☐ What you want to be when you are an adult?
- ☐ Name one important person in your life and why. NO CELEBRITIES!
- ☐ Write a rare and random fact about yourself!
- ☐ Place 3-5 kids up based on their # cards. Teacher read a fact and other students try to guess which student the fact represents.
- ☐ **Read Aloud:** *Thank You Mr. Faulker*
- ☐ **Story Discussion:** What feelings did you have as I read this book? Why was it so difficult for Trisha? Who made a difference in her life?
- ☐ **Free Write:** What are your goals for the next two weeks? What kinds of things do you hope to do? Students share responses.
- ☐ Teacher shares goals and expectations of the class: Respect, hard work, follow directions, participation and community, anthology pages, about the author, prepared for the day & having fun.)
- ☐ **Writing Activity:** Personal Diamante Poem. Teacher gives directions to students to complete the diamante poem:

First Name
 Adjective, adjective
 (3 things they like to do) verb 1, verb 2, verb 3
 (4 things that would remind someone of them)
 2 places visited or would like to visit, place 1, place 2
 Nickname or last name
- ☐ Share poems
- ☐ Restroom Break/Snack
- ☐ Fire Drill
- ☐ **Teambuilding - "Favorites":** Teacher calls out a category (team, activity, color food, holiday etc.) Students think of their favorite and journey around the room to find other students with their favorites. Process repeated for many other categories. Students paired and asked to create a Venn-Diagram with 5 in each column.
- ☐ **Discussion:** What did you learn about yourself and your teammates by completing this activity? Partners share about their partner. What brings us together, what makes us unique and special?
- ☐ **Self Selected Reading, Journal response**
- ☐ **Class meeting:** What went well today? What can we work on? Discuss important dates to remember with parents. Bring in 3 objects that are special to you. Must fit in a bag or a box and can stay for the next 2 weeks. Always bring a book to read! Respect in my only rule! Self, Peers, Building and Teacher

Day 2

- ☐ **Prompt on Board:** Choose one of your items to write about. What does it mean to you? What is the story behind the object?
- ☐ **Read Aloud:** *Wilfred Gordon MacDonald Partridge*
- ☐ Choose another one of your objects. Use one of the categories from the story:
 "Something warm..."
 "Something from long ago..."
 "Something as precious as gold..."
 Etc. "Show don't tell this time how it makes you feel."
 Mini-lesson modeled by teacher: Ribbon, baseball glove, card, Mustang letter, golf tee, etc.
- ☐ **Free Write:** students practice showing not telling about one of their objects.
- ☐ Teacher confers with students to see application or provide support in "showing not telling."
- ☐ Students share from one of their free writes about their objects. Either their first free write from this morning or their second free write from the show "don't tell mini-lesson."
- ☐ **Conferring partners:** Student will be matched up to practice editing each others work. Praise polish push model. Then the partner will try to add the partner in the polish then push area. Students will then get another conference partner who will help implement the changes.
- ☐ **Independent Revisions:** Can I publish one of these? Did I check all of my spelling? Is this piece interesting to listen to?
- ☐ **Teambuilding: Backwards Facts**
 - o Teacher places a get to know type of question on the back of each student.
 - o Students wander around the room and meet other students. Each student reads and answers the questions.
 - o Students get back to their seats and try to guess what their question is and name as many answers to their question as they can based on the people that approached them.
 - o Share the results
- ☐ Snack and restroom break

- ☐ **Introduce a Writer's Notebook:**
 - o Ideas to write about
 - o Rich language
 - o Powerful words from reading-one a day, the sentence/context on how it is used.
 - o Reflections
 - o Diary entry, "Dear Randy,"
- ☐ **Free Write:** Write about something that makes you laugh...
- ☐ Share responses
- ☐ **Mini-lesson:** Building Vocabulary in a notebook.
- ☐ Find rich vocabulary words and keep a log of them in the back of your writer's notebook. Write the context they are presented in and the page and title of the book. Then type them into a word document and use the dictionary and thesaurus to build meaning. Type up a list of synonyms and antonyms and a complete definition for the new word. Write a short paragraph or several sentences that make sense implementing your new word. Use it tonight!
- ☐ **Self Selected Reading**
- ☐ Teacher confers with students on their reading selections/writing
- ☐ Share words, create a word wall. (word one side and sentence on the other)
- ☐ **Assignments:** Bring in 2 photos of yourself. One current and one baby picture. Bring in a favorite biography book, if you don't have a biography bring in one of your books by your favorite authors.
- ☐ Remind the important dates on the board.
- ☐ 3 things I learned so far, 2 things I'm looking forward to, 1 question I still have in the writer's notebook.

Day 3

- ☐ Students take out their photographs and place them face down on their desk. They must keep their baby picture a SECRET! We will be trying to guess the identity based on a clue! Write 3 clues about their identity on a post it note or on a small piece of paper and attach it to the back. Give it to the teacher and begin reading your biography independently.
- ☐ **Brainstorming Activity:** What do you know about the author of book you are reading?
- ☐ Teacher selects one popular book we've used already or one of the student's books from the class. Teacher charts responses from the entire class on the board about that particular author.
- ☐ **Writing Activity:**
- ☐ Teacher shares sample about the author passages from famous authors and previous PAWLP anthologies. Students are asked to write an about the author paragraph about themselves using the third person point of view. Students should use the information we brainstormed on the board. Students will return to their peer editors to edit their paragraphs and fill out a form as to how helpful their peer editor was.
- ☐ Poetry Writing Activity: Personal Poem Activity
- ☐ Share Personal Poems
- ☐ **Teambuilding:** Two Truths and a Lie: Each student is asked to write three complete sentences about themselves. Two sentences are true and one is a lie. Students stand and read and remaining students are asked to guess which are true and which sentence is a lie.
- ☐ **Snack/Restroom Break**
- ☐ **Book Review:** Modeled by teacher **OWL MOON**
- ☐ Students write their own book review for their favorite piece of literature:
 - Identify the Author—maybe some other books they have written
 - Summary of the plot including characters and the troubles they face & tension they have throughout the book.
 - Why it caught your interest. If you like _____ and then you might really enjoy this book....I recommend it for _____...
- ☐ Practice with a partner; prepare to present your practice book review.
- ☐ **Assignment:** Bring in a book to complete your good copy of your book review!
- ☐ **Anthology Discussion:**
 - o About the Author and full name at the bottom of the page submitted.
 - o Typed, 1 inch margin, no names of classmates or "real" people.
 - o 1 Poem
 - o 1 other piece, rated "G"
 - o The audience is children and parents! Zero Violence!
- ☐ **Writer's Notebook response:** How is the world a better place as a result of this person's influence?
- ☐ Read Aloud Biography:
- ☐ Class meeting "What's going well? What can we work on?"

Day 4

- ☐ **Free write:** Select one more object from the object you brought in. Show with feelings and words what it represents and what it means to you. Teacher models: Golf "T"
- ☐ Share out free writes.
- ☐ **Activity: Nature Walk & Haiku Writing**
 - o Instruct students to bring their pen/pencil and a writing notebook/paper to record their thoughts.
 - o Brainstorm anything from nature that they experience with their senses (see, hear, smell, feel, taste if safe)
 - o Students partner then share from a spot they are sitting in. Students can write more than one and help each other revise.
 - o Return to classroom and type haikus.
- ☐ **Partner Activity: Mirror Activity:** Objective, teambuilding. Students will face one another (a new partner, someone they have not worked with) and try to move hands, feet etc. and mirror one another. Students then take turns imitating.
- ☐ Follow up: Free write: What made that task easy, or difficult? What strategies did you and your partner use? What emotions were you feeling? Write a paragraph to describe. I will share my purpose for doing; building nonverbal

communication skills, empathy training. You are forced to come together b/c you want to look like a team. The opportunity to experience shared laughter with a new friend! Reading can do this too! Go read together!

- ☐ Bathroom Break and Snack
- ☐ SSR & Free Write: I statements (choose one) I thought, I felt, It reminded me, It seemed, I was surprised, I laughed, I got a lump in my throat, I wanted to, I noticed, I was scared when...
- ☐ Share "I responses"
- ☐ Discuss Short Story Ideas with Great Leads:
- ☐ Patricia R. Giff suggests, to write a story: Take a real person think of a real problem they might have in a setting you are familiar with and let them go back and forth trying to solve that problem. Brainstorm a list of possible characters, settings, problems and solutions. Share your idea with a friend then try to start writing. Teacher: Use "Great Leads" as a mentor texts: Charlotte's Web and Shakespeare's Secret.
- ☐ HW: Bring in a book by your favorite author.

Day 5

- ☐ SSR 10 minutes
- ☐ Journal Response: Prompts on board
- ☐ Activity: Memory Chains 1 and 2:
- ☐ Each student gets to say a word and go up and write it on the whiteboard. From that another student has to go up and write a word that relates to it. From there we will go around the room 2 times and pick one to free write about.
- ☐ Repeat the activity and then pick one to write about again, and then students choose which of the two free writes they would like to share with the class.
- ☐ Discuss cover contest and remind them that they are due Wednesday.
- ☐ Energizer: Tiger, Human, Trap
- ☐ Bathroom/Snack Break
- ☐ Write "About the Author" Teach, Model, Do

Day 6

- ☐ Free Write:
- ☐ Book Review
- ☐ Continue Writing Narrative, Mystery, Tall Tale
- ☐ Edit/Revise and select excerpts for anthology page
- ☐ Start building: cut and past anthology page

Day 7

- ☐ SSR
- ☐ Continue Anthology page
- ☐ Confering with students- working with students and students working with conferring partners
- ☐ Energizer: Individual -Team Tag- partners with 2, partners with 4
- ☐ Distribute Open House invitations
- ☐ Reminder about cover contest due tomorrow

Day 8

- ☐ SSR
- ☐ Cover contest: Collect entries and give to site coordinator
- ☐ Free Write:
- ☐ Practice Read for the celebration of literacy day-Friday
- ☐ Make final Revision on anthology pages.

Day 9

- ☐ SSR
- ☐ Free write: If I could meet anyone from the past ...
- ☐ Final Submission of anthology pages
- ☐ Reminder: WEAR YOUR SHIRTS tomorrow

Day 10

- ☐ SSR
- ☐ Cover Contest Award
- ☐ Read Aloud
- ☐ Discussion
- ☐ Prepare for Literacy Celebration
- ☐ Parents Arrive for Celebration
- ☐ Students Read their Anthology Page to guests
- ☐ Refreshments
- ☐ Travel to Main Hall for author visit