

Lesson 1: Welcome to WriteShop Primary

Lesson Focus: Getting Started
Theme: Animals

Objectives

Your child will:

- Become familiar with the general structure of the lessons for WriteShop Primary.
- Be introduced to the concept of brainstorming for ideas on a given topic.
- Observe the relationship between verbal and written expressions.

Materials

Guided Writing Practice

- Tablet or chart paper and markers

Pre-writing Activities

- Picture book about one specific animal

Brainstorming

- Tablet or chart paper and markers

The Writing Project

- 12- x 18-inch construction paper
- Crayons or markers

Activity Set Worksheet

- Crayons or markers

Publishing the Project

- Paper streamers (crêpe-paper party streamers or strips of tissue paper)
- Yarn
- Stapler, scissors, clear tape, hole punch

Want to Do More?

- Writing Across the Curriculum
 - ~ 12- x 18-inch construction paper
 - ~ Crayons or markers

Planning Your Schedule

If you haven't already done so, refer to the charts on pp. 3-7 and select a plan to follow.

Instructions for Lesson 1 begin on page 23. Every lesson has eight Activity Sets. The plan you choose tells you how many Activity Sets to do each week.

Three-Week Lesson Plan

If you follow the Three-Week Plan, you will spend three weeks on each lesson, working three days each week. Your schedule will typically look like this:

- *Week 1*
 - ~ Monday: Activity Set 1
 - ~ Wednesday: Activity Set 2
 - ~ Friday: Activity Set 3
- *Week 2*
 - ~ Monday: Activity Set 4
 - ~ Wednesday: Activity Set 5
 - ~ Friday: Activity Set 6
- *Week 3*
 - ~ Monday: Activity Set 7
 - ~ Wednesday: Activity Set 8
 - ~ Friday: Off

Two-Week Lesson Plan

If you follow the Two-Week Plan, you will spend two weeks on each lesson, working four days each week. Your schedule will typically look like this:

- *Week 1*
 - ~ Monday: Activity Set 1
 - ~ Tuesday: Activity Set 2
 - ~ Wednesday: Activity Set 3
 - ~ Thursday: Activity Set 4
- *Week 2*
 - ~ Monday: Activity Set 5
 - ~ Tuesday: Activity Set 6
 - ~ Wednesday: Activity Set 7
 - ~ Thursday: Activity Set 8

One-Week Plan

If you follow the One-Week Plan, you will spend one week on each lesson, working four days each week. If you want, you can use Friday for the optional Want to Do More? activities. Your schedule will typically look like this:

- *Monday:* Activity Sets 1 and 2
- *Tuesday:* Activity Sets 3 and 4
- *Wednesday:* Activity Sets 5 and 6
- *Thursday:* Activity Sets 7 and 8
- *Friday:* Want to Do More? (optional activities)

ACTIVITY SET 1:1

Guided Writing Practice

Review the Guided Writing Practice guidelines on pp. 13-15 of the Introduction. You will do a Guided Writing Practice every day according to your chosen lesson plan, so you'll want to understand the method as well as the purpose for this important exercise. Guided Writing Practice is not meant to be an in-depth activity. Spend no more than 5-10 minutes, resisting the temptation to make it complicated or time-consuming. We strongly encourage you to attempt every Guided Writing Practice, but if this is not possible, aim to do at least two each week.

At a Glance: Activity Set 1:1

- Guided Writing Practice

Sit down with your child for today's Guided Writing Practice. You may sit side-by-side and write on a tablet or you may use an easel with chart paper. The theme of this lesson is animals. On the first day of the lesson, during Guided Writing Practice, write about pets your family owns. If you don't have a pet, write about pets your child's friends or grandparents have.

First write a short title at the top. Tell your child, "Let's think about the pets that live at our house." (or at Grandma's house or Maya's house). Talk about pets and write down several simple sentences. Model writing for your child as explained in the Introduction, sharing the marker so he writes as many of the letters or words as he knows how.

If your child gives one- or two-word answers, prompt him to give a complete thought. You might want to follow this example for today's Guided Writing Practice.

You: Let's write a title for today's writing time. We'll call it "Our Pets."

You: How many pets do we have?

Child: Two.

You: That's right! Now, tell me your answer as a complete thought. We have two pets. Say that. "We have two pets."

Child: We have two pets.

You: Super! That's called a complete sentence. Let's write that down on our paper. We have two pets.

You: What's one kind of pet we have?


Child: A goldfish.

You: That's right. Now let's make a complete thought. We have a goldfish. Say that. "We have a goldfish."

Child: We have a goldfish.

You: Excellent! Let's write it down. We have a goldfish.

You: How do we feel about pets?



Child: We like our pets.

You: *We sure do! Let's write that sentence. We like our pets.*

Here's an example of a completed Guided Writing Practice.

Our Pets

We have two pets.

We have a goldfish.

We like our pets.

After your Guided Writing Practice is written on paper, read it two times. First, read the passage aloud to your child in its entirety. Next, read the sentences together, pointing to each word and encouraging your child to read any words that she knows.

Remember that this example is only a guide. Your goal is to explain the topic you will be writing about each day and encourage your child to suggest simple sentences for you to write together on the chart paper.

ACTIVITY SET 1:2

Guided Writing Practice

Sit down with your child for today's Guided Writing Practice. You may sit side-by-side and write on a tablet or you may use an easel with chart paper. Spend 5-10 minutes on this activity.

Remember that you'll probably need to prompt your child in order to get complete sentences from her. Tell your child, "Let's think of animals that people like to have as pets." You might want to follow this example for today's Guided Writing Practice.

You: Let's write a title for today's writing time. We'll call it "New Pets."

You: What kind of pet do you want?

Child: I want a horse.

You: What other kind of pet might you like?

Child: I might like a frog.

You: What other kind of pet would be nice?

Child: A puppy would be nice.

Here's an example of a completed Guided Writing Practice.

New Pets

I want a horse.

I might like a frog.

A puppy would be nice.

After your Guided Writing Practice is written on paper, read it two times. First, read the passage aloud to your child in its entirety. Next, read the sentences together, pointing to each word and encouraging your child to read any words that she knows.

Pre-writing Activities

Picture Book about an Animal

Read a picture book aloud to your child about an animal. When finished, discuss what makes that particular animal special and unique from all the other kinds.

At a Glance: Activity Set 1:2

- Guided Writing Practice
- Pre-writing Activities: Picture Book about an Animal

ACTIVITY SET 1:3

Guided Writing Practice

Sit down with your child for today's Guided Writing Practice. You may sit side-by-side and write on a tablet or you may use an easel with chart paper. Spend 5-10 minutes on this activity.

Tell your child, "Let's think of animals that would make very strange pets!" Continue prompting your child to give a complete thought. You could use the following example for today's Guided Writing Practice, prompting her with words like *big, tall, hairy, silly, wet, noisy, or slippery*. Here's how:

You: *Let's write a title for today's writing time. We'll call it "Strange Pets."*

You: *What strange animal would make a big pet?*

Child: A hippo would make a big pet.

You: *What strange animal would make a funny pet?*

Child: A monkey would make a funny pet.

You: *What strange animal would make a scary pet?*

Child: A dinosaur would make a scary pet.

Here's an example of a completed Guided Writing Practice.

Strange Pets

A hippo would make a big pet.

A monkey would make a funny pet.

A dinosaur would make a scary pet.

After your Guided Writing Practice is written on paper, read it aloud two times as you have done on previous days.

Brainstorming - Making a List

Ask your child to tell you his favorite kinds of animals. On a tablet or on chart paper, write down a list of these animals.

At a Glance: Activity Set 1:3

- Guided Writing Practice
- Brainstorming

ACTIVITY SET 1:4

Guided Writing Practice

Sit down with your child for today's Guided Writing Practice. You may sit side-by-side and write on a tablet or you may use an easel with chart paper. Spend 5-10 minutes on this activity. Continuing with the lesson theme, suggest an animal-related topic from this list:

Lesson 1 Topic Ideas for Guided Writing Practice

Desert Animals
Silly Animals
Make-Believe Animals
My Favorite Animals
Animals at the Zoo
My Stuffed Animals
Animals at the Circus
Ocean Creatures
Different Kinds of Cats
Who Lives at the Pet Store?
Animals That Swim (Fly, Climb)
Farm Animals
Animal Babies

Use prompts similar to the ones from previous days. Here is one suggestion.

You: Let's write a title for today's writing time. We'll call it "Farm Animals."

You: What is a fluffy farm animal?

Child: A lamb is a fluffy farm animal.

You: What is a loud farm animal?

Child: A rooster is a loud farm animal.

You: What is a messy farm animal?

Child: A pig is a messy farm animal.

Here's an example of a completed Guided Writing Practice:

Farm Animals


A lamb is a fluffy farm animal.

A rooster is a loud farm animal.

A pig is a messy farm animal.

At a Glance: Activity Set 1:4

- Guided Writing Practice
- The Writing Project
- Smaller Steps or Flying Higher



After your Guided Writing Practice is written on paper, read it aloud two times as you have done on previous days.

The Writing Project - My Favorite Animal

Directions

1. Help your child refer to the list of brainstorming ideas to choose what she will draw.
2. Ask her to draw a picture of one of her favorite animals on a 12- x 18-inch piece of construction paper.
3. After her picture is finished, prompt her with positive statements or questions such as, "Tell me about your picture," or "Can you tell me more?" Discreetly avoid asking, "What is it?"
4. Have her dictate a sentence for you to write across the bottom of the page, such as: My favorite animal is a/an _____.

Smaller Steps - Using a Picture as a Prompt

For a younger student, look at a picture of the animal before drawing it.

Flying Higher - Creating an Animal Story

For an advanced or accelerated student, have her create a story about the animal and dictate it to you. Write her story on a separate piece of paper. If your child is already an independent writer, she can write the words instead of dictating them to you.

ACTIVITY SET 1:5

Guided Writing Practice

Sit down with your child for today's Guided Writing Practice. You may sit side-by-side and write on a tablet or you may use an easel with chart paper. Spend 5-10 minutes on this activity.

Suggest a new animal-related topic from the list on page 27. Use prompts similar to the ones from previous days. Here is one suggestion.

You: Let's write a title for today's writing time. We'll call it "Ocean Creatures."

You: What big creature lives in the ocean?

Child: A whale lives in the ocean.

You: What ocean creature lives in a shell?

Child: A crab lives in a shell.

You: What is a colorful ocean creature?

Child: A clownfish is a colorful ocean creature.

At a Glance: Activity Set 1:5

- Guided Writing Practice
- Editing and Revising

Here's an example of a completed Guided Writing Practice.

Ocean Creatures

A whale lives in the ocean.

A crab lives in a shell.

A clownfish is a colorful ocean creature.

Read the completed Guided Writing Practice aloud two times as you have done on previous days.

Editing and Revising

Sit down with your child and her Writing Project.

1. Ask your child to tell you what her drawing is all about.
2. Together, read the sentence written across the bottom of the page. Ask her if her sentence or story tells about the picture she drew. If not, ask her if there are any changes that could be made to express what she wants to say in a better way.
3. If changes need to be made on the project, this is the time to do so.

ACTIVITY SET 1:6

Guided Writing Practice

Sit down with your child for today's Guided Writing Practice. You may sit side-by-side and write on a tablet or you may use an easel with chart paper. Spend 5-10 minutes on this activity.

Suggest a new animal-related topic from the list on page 27. Use similar prompts to the ones from previous days. Here is one suggestion.

You: *Let's write a title for today's writing time. We'll call it "My Stuffed Animals."*

You: *How many stuffed animals do you have?*

Child: I have nine stuffed animals.

You: *Which is your softest stuffed animal?*

Child: My cat is my softest stuffed animal.

You: *Which stuffed animal do you like to sleep with?*

Child: I like to sleep with Tusky.

Here's an example of a completed Guided Writing Practice.

My Stuffed Animals

I have nine stuffed animals.

My cat is my softest stuffed animal.

I like to sleep with Tusky.

After your Guided Writing Practice is written on paper, read it aloud two times as you have done on previous days.

Activity Set Worksheet - "Animal Fun"



Use Lesson 1: "Animal Fun" Activity Set Worksheet.

1. Help your child sound out and trace the first letter of each animal's name.
2. Have him choose an animal from the Word Bank, write that animal's name in the blank space, and draw a picture of it.
3. On the back of the worksheet, encourage him to practice writing the beginning letter or name of some of the other animals from the Word Bank.

At a Glance: Activity Set 1:6

- Guided Writing Practice
- Activity Set Worksheet: "Animal Fun"

ACTIVITY SET 1:7

Guided Writing Practice

Sit down with your child for today's Guided Writing Practice. You may sit side-by-side and write on a tablet or you may use an easel with chart paper. Spend 5-10 minutes on this activity.

Suggest a new animal-related topic from the list on page 27. Use similar prompts to the ones from previous days. Here is one suggestion.

You: Let's write a title for today's writing time. We'll call it "Animals at the Circus."

You: Do you remember our library book about the circus?

Child: Yes.

You: Help me remember one kind of circus animal that can dance.

Child: A little dog can dance.

You: What kind of circus animal can people ride on?

Child: People can ride on an elephant.

You: What kind of circus animal might be a dangerous animal?

Child: A lion might be a dangerous animal.

Here's an example of a completed Guided Writing Practice.

Animals at the Circus

A little dog can dance.

People can ride on an elephant.

A lion might be a dangerous animal.

After your Guided Writing Practice is written on paper, read it aloud two times as you have done on previous days.

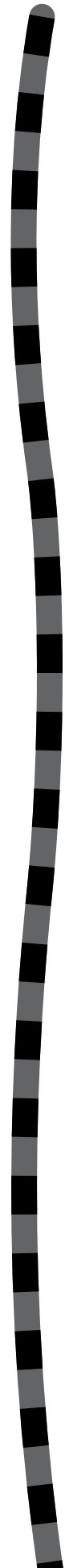
Publishing the Project - Making a Story Kite

To publish the Writing Project from Activity Set 1:4, make it into a kite. Here's how:

1. Staple or tape the opposite ends of the picture together to form a cylinder.
2. Tape four 12-inch paper streamers to the bottom of the cylinder. (If cutting your own, make them about three inches wide.)

At a Glance: Activity Set 1:7

- Guided Writing Practice
- Publishing the Project

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3. Use a hole-punch to punch two holes opposite each other at the top of the cylinder. Reinforce holes with tape or paper hole reinforcements.
 4. Tie on a yarn handle.
 5. Provide time now or later in the day for your child to “fly” his kite to you or to someone else he wants to share it with.
 6. Encourage him to read the sentence aloud and explain the picture.

ACTIVITY SET 1:8

Guided Writing Practice

Sit down with your child for today's Guided Writing Practice. You may sit side-by-side and write on a tablet or you may use an easel with chart paper. Spend 5-10 minutes on this activity.

Suggest a new animal-related topic from the list on page 27. Use similar prompts to the ones from previous days. Here is one suggestion.

You: Let's write a title for today's writing time. We'll call it "Animal Babies."

You: What is a baby dog called?

Child: A baby dog is called a puppy.

You: What is a baby kangaroo called?

Child: A baby kangaroo is called a joey.

You: What is your favorite animal baby?

Child: My favorite animal baby is a bunny.

You: Why do you like baby animals?

Child: I like baby animals because they're soft and small.

Here's an example of a completed Guided Writing Practice:

Animal Babies

A baby dog is called a puppy.

A baby kangaroo is called a joey.

My favorite animal baby is a bunny.

I like baby animals because they're soft and small.

After your Guided Writing Practice is written on paper, read it aloud two times as you have done on previous days.


Evaluating the Student's Work

Use the Primary Writing Skills Evaluation Chart for Lessons 1-5 to evaluate your child's work. Remove it from the Activity Set Worksheet Pack and keep it in a notebook or file.

As you fill in the chart, add today's date beneath Lesson 1. Fill in each box according to your child's progress as of today. For example:

At a Glance: Activity Set 1:8

- Guided Writing Practice
- Evaluating the Student's Work
- Want to Do More? (optional)
Writing Across the Curriculum:
Spotlight on Math

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- **Writes from left to right.** Ask yourself, “As of today, does Taylor write from left to right MOST of the time, SOME of the time, or NEVER?”
 - **Writes sentences.** Ask yourself, “As of today, does Taylor write sentences MOST of the time, SOME of the time, or NEVER?”

Want to Do More?

Writing Across the Curriculum: Spotlight on Math

Directions

1. Give your child a piece of 12- x 18-inch construction paper. Draw two lines on the paper to separate it into four equal quadrants. In the first space write 1 _____. In the second space write 2 _____. In the third space write 3 _____. In the fourth space write 4 _____.
2. Referring to the brainstorming list from Activity Set 1:3 or the Animal Word Bank from the Activity Set Worksheet, have her draw the correct number of matching animals in each space, using a different kind of animal for each number. For example, next to the 1, she might draw one cat. Perhaps she'll draw two dogs next to the 2, followed by three pigs and ending with four bugs. Help your child write the animals' names in the blanks.
3. When finished, ask her to explain to you what makes each group of animals special and unique from the others.