

Lesson 6: Passport to the Writing Process

Supplies Needed:

- Book: What Do Authors Do? by Eileen Christelow.
- Writing Process Anchor Chart
- A real passport to share with the class
- Passport pages copied for each student
- Stamp or stickers for each student to add to their passports

Procedure:

- Gather students and read aloud What Do Authors Do? As you go through the story discuss the different types of things that real authors do in order to publish a book.
- Display and discuss the Writing Process anchor chart – emphasizing that each step is important in the writing process. Have students share their ideas about why each step is important.
- Pass out the passport pages to each student and have them go back to their seats to cut out the eight small pages. (You can have this done for them if you feel it will be too time consuming.)
- Instruct students to use what they learned from the book and the anchor chart to put their passport pages together – following the steps of the writing process in order.
- Send students to their independent writing spots to begin writing as you go around to make sure their passports are in the correct order and staple them. If time, be sure to hold informal conferences with a few students about their writing.
- Have the students bring their passports with them to sharing time. Show them the real passport and discuss how these are used in the real world. You might discuss where, who and how these passports get stamped (airports, customs agents, etc).
- Tell students that they will need to bring their passports to each teacher conference they have during writer's workshop until the

passports are completely filled with stamps/stickers. Their journey to becoming a writer will take them through the writing process many times and you want to make sure they are “visiting” all the right places, so you will “stamp” their passport as you meet with them and see that they are following all the steps in the writing process.

****NOTE: Our passport has enough spaces for each student to go through the writing process four times. We feel that this will be enough times for students to truly understand each step and internalize the process. Keep in mind that you may end up stamping a student’s passport in two or three places during one conference (ex: choose an idea, prewrite and draft) if you see that they have completed all those steps in between your times for meeting with them.*

- Ask students how many of them have completed the first step – choose an idea. All of them should raise their hand since this was a previous lesson. Then ask who has completed the prewriting step. Again, all should raise their hand because you have had them do this in a prior lesson as well. Finally, ask them who has completed a rough draft of a first story. Many might raise their hands for this too if they have written their first rough draft.
- Walk around and add stamps/stickers to the passports of everyone in the class for the first two pages of their passports (choose an idea & prewrite). Let them know that you will add a third stamp as you meet with them and get to see a completed rough draft of a story they have written.
- As individual students get their passports filled with stickers – meaning they have gone through the full writing process four times – they can take their passports home. Keep in mind this will not be the same time for every writer. At the earliest, it would have to be well after the end of the launching unit once you have taught and modeled all of the steps in the process.

Notes: _____
