

Lesson: Writers Have a Process for Writing a Book Subject Area: Writing

Common Core Standards Covered: launching lesson

Supplies Needed:

- Children's book of your choice – we used *First Day Jitters* by Julie Danneberg (The book you choose can be read prior to the lesson.)
- Blank books for students (use our templates for lined books or just staple 4 or 5 sheets of blank paper)

Procedure:

- Begin by posing the question: What is an author? (This might be a good time to point out the difference between author and Arthur – many young students confuse the spelling and pronunciation of these two!)
- Look at a previous read aloud. Ask students to share what they notice about the book. (has a title, author, picture on the cover, possible page numbers, about the author, etc.)
- Tell students that this year everyone in the room is going to be a real author. ALL students will write real books, every day. All students will follow the procedures like authors of published books follow.
- Share with students a blank book. Begin modeling for students how you would begin writing your own story. Young children write best when they write about what they know. For this reason, when you model, write about something that has happened to you. Write a title, your name and begin a picture for the cover. As you work, share with students your thinking. At this point, you can begin telling your story by writing a page or two.
- Explain that students will be working just like you did today. Hand out blank books to the students and help them find a writing spot. On this first day, it is a good idea to have students begin with crayons and a pencil. On day 2, you will spend time introducing other supplies for writing.

- As students write, it is the teacher’s job to filter between students and conference about the work that is happening. You may want to wait to begin true writing conferences until students have gotten into a routine. This allows you time to help students get started and understand expectations. Even though you will not be completing formal conferences, find student examples you can use when it comes time to share. For share time, you’re not looking for the best writers. You are looking for students who are trying what was discussed during the mini-lesson. For today, you will be looking for students who are following what you discussed about what authors do to write a book.
- On the first day, keep a close eye on students, when one or two begin to lose focus, bring the group back to your meeting spot and share.
- At share time, have students you chose during conferencing share what they did. It is always good to let students know you will ask them to share. This way they can practice reading their work fluently. You may have students share their whole book or just a portion you would like to point out to the class.

Notes: _____
