



Work on Writing Launching Chart



Teaching Actions	Student Behaviors	Materials
Setting Purpose for the Day Sense of Urgency for Work on Writing	Become a better reader and writer. We care about writing and the people who read it. Choice of what to write about. It is fun.	
Focus Lesson How to write words you can't spell	Model writing, showing what do during writing when you can't spell words—underline and go on.	Notebook Pencil/pen Chart paper
Brainstorm Work-on-Writing Behaviors and ideas are made visual by writing them on an I-chart. Work on Writing Independence Student Teacher	Discuss and brainstorm Work-on-Writing behaviors.	Chart paper
Correct Model	One to three students model the appropriate Work-on-Writing behaviors in front of whole class.	Notebook Pencil/pen
Incorrect Model	One to three students model the inappropriate Work-on-Writing behaviors in front of whole class, then model correct behaviors	Notebook Pencil/pen
Building Stamina Teacher stays out of the way of children's reading. No eye contact or managing by proximity at this time. Teacher may practice sitting at guided reading or assessment spot.	Students practice Work-on-Writing for 3 minutes.	Notebook Pencil/pen
Signal and Check In Teacher signals for students to return to the whole group.	Students return to gathering place and heck in--How did it go? Review I-chart	Chimes, lights, or bell
Model Again If Time Allows.	One or two students model appropriate and inappropriate behaviors always ending with appropriate behaviors	Notebook Pencil/pen
Building Stamina Practice	This second practice allows students to build stamina.	Notebook Pencil/pen
Signal and Check In Teacher signals for students to return to the whole group.	Students return to gathering place and Check in--How did it go? Review I-chart for Work-on-Writing	Chimes, lights, or bell
Closure Review Lesson	What did we learn?	I-chart