



Writing Workshop “Mini ‘Tutes” K–2

October 23, 2014

Interactive & Shared Writing



Interactive vs. Shared—What’s What?!

Interactive Writing

- 10—15 minutes
- Whole group
- Text should be big enough for everyone to see (chart paper or document camera)
- **Teacher writes with the students** to interactively create text
 - Teacher writes what is developmentally “too easy” and “too hard” for the class
 - Students help with the parts that are expected at their level
- Students are able to see different aspects of writing with your guidance and support

Tips:

- ➔ Have a list of kids and the strategies they need to work on
- ➔ Take the writing and put it in a center for students to add details to the illustrations

Options for Individual Practice...

- ✓ Whiteboard & marker
- ✓ Hands & arms
- ✓ The carpet
- ✓ Neighbor/rug partner
- ✓ Finger lights

Shared Writing

- 10—15 minutes
- Whole group
- Teacher holds the pen
 - Gives students a chance to see a fluent writer
- Great opportunity for the students to work together to create the content of a piece
- Provides practice with language, elaboration, story structure, revision, focus

Tips:

- ➔ **Don’t misspell words!** Write conventionally.



Sample Interactive Writing Lesson

Interactive Writing Lesson:

Oh my goodness, yesterday we went to the zoo and it was SO much fun. Because we are writers, we tend to write about these kinds of experiences. What is a story we could tell about our trip to the zoo yesterday? Let's think. Put your finger on your head and show me that you're thinking. Think for a

moment. What is one small thing you could write about our trip to the zoo? (teacher listens in and coaches a bit) Say: Oh my goodness, when ___ and ___ were talking, they were telling about the story when..... It was so _____.

Writers, do you remember when that happened? Let's make a quick plan. Put that idea in your head. Are we going to get started in the classroom or in your head? Turn the page, what happened next? You got it? What happened next? Turn the page, what happened next? I think there is a laugh on this page. Turn the page, what happened at the end? p. 1 - We were on the bus. Kids, let's bounce our fingers - we were on the bus. We were ready to go to the zoo. (return sweep as you go) turn to the next page, Joey's mom said, "Wai



Joey's mom said, "Wait, I need to go to the bathroom!" Joey said, "I can't believe we are waiting for a grown-up!" We were finally ready to go and the bus went to the zoo.

Do we have a great story? Should we draw a quick plan? Maybe the zone of proximal dev't should be interactive drawing to start the year.

**During ALL of this, there is NO writing or drawing yet...until you've gone through the experience with kids orally first. Kids are following along orally with a bouncing finger.

Move to writing - Okay, first line - We were on the bus. (kids count along with us) Mary, come up and draw the lines for us. (kids practice drawing the lines in the air to show how many words) What do we need at the end? (punctuation added) We were ready to go to the zoo. How many words? Okay, it feels like 8! Oh my goodness, who is going to come up and draw our spaces? While ___ comes up, let's draw the spaces in the air. Okay, now let's count the spaces that ___ drew on the paper The kids count along.

We (first word) if the kids know - ask them to spell it together were (too hard) teacher spells and the teacher writes and explains the process for handwriting while writing (the kids are writing along in the air)

Oh my goodness, we got started on our story. (this story is going to occur over the course of the week) Day 1 - could just be generating the ideas (as a teacher, take notes for yourself so you know what to expect for the rest of the week) this could be over 5-6 days.



Sample Shared Writing Lesson

How do you think we should get started? Do you think there is a better way? The focus in Shared Writing tends to be more of the craft. The teacher can write more quickly, so there is more time for that kind of decision-making.

So, the next part of our story is that we got to the zoo. Let me say it to you 2 ways. We go to the zoo, we goed to the zoo, we went to the zoo. Which one sounds more like a book? Then the kids discuss with their T&T partner. So writers, this is really important. You are absolutely right, when you add -ed to a word it makes it in the past tense, but in the English language it's different for this word. We don't say "goed" we say "went." Okay, let's get that up there.

**We can use this time to elevate the grammar for kids. It's a great time for kids to be thinking about longer sentences b/c you are doing so much of the writing.

A SW piece might just start with pictures in the beginning b/c this will enhance what you do throughout the year. You could be using this time to narrate the picture in details and then you might go back to the drawings and add the writing. Later on in the unit, you might take the piece and use it for the revision process.