

<p><b>Classroom Culture</b> Review an element of classroom culture.</p>	<p>During share time, work with children to do a circle share. Remind them to wait for an opening to contribute their idea.</p>
<p><b>Language Supports</b> Plan language supports so children can understand and participate in the lesson.</p>	<p>Encourage ELLs to try this technique in both their L1 and in English. Ask them to think about the language in which they are more comfortable planning and brainstorming.</p>
<p><b>MINI-LESSON</b></p>	<p><b>Connect</b></p> <ul style="list-style-type: none"> <li>• Set the context by describing the learning that has been taking place</li> <li>• Explain what you'll be teaching them and why it will help them as writers</li> <li>• Clarify academic language</li> </ul> <p>“Writers, we have been doing a lot of writing together this year and I know that sometimes it’s hard to come up with new things to write about. Just as the girl in <i>Something Beautiful</i> felt powerless in the beginning of the book, sometimes we feel powerless when it’s writing time, because we just don’t know what to write about. Well, in the book, the girl learns to take control of her environment, to make a change. Today, I want to share with you an idea for how we can take control of our writing lives. I want to share with you a strategy – writing off objects – for how to come up with ideas during writing time so that you feel powerful and in control of your writing life.”</p> <p><b>Teach</b></p> <ul style="list-style-type: none"> <li>• Explain how you’re teaching</li> <li>• Model the behavior or use of the skill or strategy</li> <li>• Think aloud about your process</li> <li>• Use language scaffolds so all children understand</li> </ul> <p><b>SAY:</b> “Writers, sometimes we know it’s hard to come up with something to write about. Many writers experience this problem and it even has a name – it’s called writer’s block. But writers are smart people and they have a strategy for dealing with writer’s block when it occurs. One thing they do is write off an object. Let me explain what that means. They can look around the room and let their eyes glance over different objects to see if the objects spark any ideas. Let me show you what I mean.”</p> <p><b>DO:</b> Look around the classroom and look for objects that remind you of stories that you could write about.</p> <p><i>Note: It is not recommended that you use the following examples yourself; these are just suggestions for how you might discuss your ideas. Using your own preplanned ideas will make your demonstration more authentic.</i></p> <p><b>SAY:</b> “For example... I see a picture of a bird in the science area. That reminds me of the time I saw a bird make a bird’s nest on my fire escape. I watched the bird sit on her eggs for many, many days and then I watched the eggs eventually hatch. After that, I saw the mother bird feed her babies, which is a really strange sight. She stuck her beak right into her baby’s mouth and fed her just like that. Personally, I had never seen that up close before. It was pretty amazing. I could write about that. That’s a good story. But let me look around some more.”</p> <p><b>DO:</b> Look around the room some more and think of two more stories you could tell.</p> <p><b>SAY:</b> “Wow! When I started Writing Workshop today, I didn’t have any stories to tell. Now I have three! Let me decide which story I want to write about today. Which one feels most important to me?”</p> <p><b>DO:</b> Select the story that feels most important to you and start to tell the story as you would write it on paper (<i>but don’t write it now; that would take up too much time</i>).</p> <p><b>SAY:</b> “Writers, did you see what I did? I had writer’s block and couldn’t think of anything to write about today. But I didn’t want to remain powerless so I used this strategy of looking around the room and letting the objects in my environment help me think of stories I could tell. Then I selected the most important story out of all of them. And now I have plenty to write about. We can call this strategy ‘writing off an object.’”</p>

	<p><b>Have-a-go</b></p> <ul style="list-style-type: none"> <li>• Give the children practice with the objective</li> <li>• Use language scaffolds so all children can participate</li> <li>• Assess their understanding</li> </ul>	<p><b>SAY:</b> “Right now, writers, I’d like to give you a chance to ‘write off an object.’ Look around the room and let your eyes rest on different objects and see if they bring to mind stories you can tell. Try to think of two or three stories...”</p> <p><b>DO:</b> Walk amongst the children. Discuss with them what they are thinking about. What objects sparked stories for them? Which story felt important?</p> <p>After a few minutes, ask the children to think of the story they want to write about in today’s workshop and to share it with their turn and talk partner.</p> <p>Then, ask two children to share their ideas (the objects that inspired them and the stories they plan on writing about).</p>
	<p><b>Link</b></p> <ul style="list-style-type: none"> <li>• Link the lesson to the children’s independent work</li> <li>• Tell the children what they should be able to say or do related to the teaching point</li> <li>• Refer to your language scaffolds as necessary</li> </ul>	<p><b>SAY:</b> “Writers, we are learning that it is natural to sometimes have writer’s block. But it is also smart to have strategies to deal with writer’s block so you feel powerful during writing time. If you are stuck, one strategy you can use is ‘writing off an object.’ Look around the room and let your eyes glance over different objects. What stories do they bring up? Write about one of those stories. Today and every day in Writing Workshop, you can be empowered to combat writer’s block.</p> <p>If you need more time to think about your plans, I invite you stay in our meeting area. If you know what you want to write about today, let’s dismiss ourselves by rows and get started.”</p>
<b>WORK TIME</b>	<ul style="list-style-type: none"> <li>• Plan for the work children will do during work time</li> <li>• Plan for who you will meet with (in conferences, small groups)</li> </ul>	<p>Meet with individual children to confer or in small groups to work on a writing strategy.</p>
<b>SHARE TIME</b>	<ul style="list-style-type: none"> <li>• Share examples of successful uses of this PLO</li> <li>• Recap how this helps them as writers</li> </ul>	<p>Reinforce the idea that objects around the room can spark ideas for writing. Have the children share the object that inspired them and a brief sentence about the story it inspired.</p> <p>Then ask:</p> <ul style="list-style-type: none"> <li>• Do you feel this strategy is something you can use in Writing Workshop or wherever you write?</li> <li>• How does this strategy help you as a writer?</li> </ul>