

Sample Daily Lesson Plan for Writer's Workshop – Process

Lesson Focus:

What is the focus of the lesson? How will I teach it?

How do we improve the quality of our writing conferences?

Rationale:

Why am I teaching this lesson?

After observing students, it has become evident that the students have not been attentive to each other, resulting in ineffective student/student conferences.

Assessment:

How will I know when my students are successful?

Use an anecdotal record sheet to observe the following:
During student/student conferences - improvements in attentive listening, and consider next steps.

Prior Knowledge:

What prior knowledge do my students need in order to be successful with this lesson's focus?

Before this lesson, the students need to have experienced role-play.

Curriculum Expectations:

Which expectations will I address?

Students will revise and edit their work, using feedback from the teacher and their peers.

Materials/Preparation for Teaching:

What do I need to know, have, and be able to do before I can begin the lesson?

- Peer Conference Sheet (see attached)
- Status of the Class Checklist (see attached)
- T-Chart: Attentive Listening – a writing conference MUST
- Anecdotal Record Sheet (see attached)

Differentiated Instruction:

How can I ensure that I am meeting the needs of all my students?

Pair ELL/Special Education students with fluent readers

Encourage students who are confident with role-play to present for their classmates

**Mini-lesson – Process:
(10 minutes)**

2 students role-play an ineffective conference

2 students role-play an effective conference

Whole group examines a complete Peer conference sheet and discusses its effectiveness (see attached)

Status of the Class: (see attached template)

Independent Writing

Whole Group:

Independent sustained silent writing for a minimum of 15 minutes.

All students are engaged in writing at the various stages of the writing process.

Guided Writing

Small Group:

Meet with Andrew, Aimee, Lizzie, Russell, Margaret and Sandy to review attentive listening skills. Together, create a T-chart for what attentive listening looks like, sounds like. (see attached Attentive Listening – a writing conference MUST)

Conferencing

Individual:

Meet with Angela to discuss her second draft of letter to newspaper.
Meet with Mikey to do final review of his published book, *All About Volcanoes*.

Sharing/Reflection:

Were my students successful? Did my instructional decisions meet the needs of all students? What worked well? What will I do differently in the future? What are my next steps?

Whole group discussion related to any improvements noted in today's conferences.

What worked better?

What still needs further practice?

Peer Conference Sheet

Author: Bobby Ochman

Conference Partner: Daniel Magill

Reason for Conference: Look at first draft of Adventure Narrative

Date: November 6, 2005

What we're looking for	Yes	No	Sometimes
Does the piece make sense?	<ul style="list-style-type: none"> • <i>most of the time</i> 	<ul style="list-style-type: none"> • <i>the bit where the dog escapes isn't really believable</i> 	
Has it been checked for periods, capitals, paragraphing?			<ul style="list-style-type: none"> • <i>Bobby didn't do paragraphing</i> • <i>there are just some run-on sentences</i>
Has the spelling been checked (final draft only!)		<ul style="list-style-type: none"> • <i>it's not his final draft</i> 	
Did you enjoy this piece?	<ul style="list-style-type: none"> • <i>it was really exciting, but I felt sorry for the dog</i> 		
Do you have suggestions for improving this piece?	<ul style="list-style-type: none"> • <i>Bobby needs to do paragraphs</i> • <i>how the dog escapes should be more believable</i> 		

Status of the Class Checklist

Week of: May 15, 2006

	I/T	D1	CC	D2	EC	P
Anne	√√√√	√				
Susie			√√	√	√√	
Karen	√√	√√	√			
Michelle		√√√√	√			
Jeff				√√√√	√	
David	Abs	Abs	√√√			
Erin						√√√√√
Danny	√	√√	√√			
Gail			Abs	Abs	Abs	√√
Andre						√√√√√
Yasmin				√√√	√√	
Lizzie		√√√√√				
Alex	√√√	√√				
Aimee		√√√	√	√√		
Russell				√√√	√√	
Mo						√√√√√
Bobby		Abs	Abs	Abs		√√
Danika		√√	√	√√		
Jennifer		√	√	√√	√	
Mikey			√	√	√√√	
Angela					√√√	√√
Jackie		√√√	√√			
Margaret	√√	√√√				
Ralph	√√					√√√
Henry			√√√√√			
Doris			√√	√√√		

- I/T = Idea/Topic generation
- D1 = First Draft
- CC = Content Conference
- D2 = Second Draft
- EC = Edit Conference
- P = Publish

Note: Checkmarks represent the number of days during the week that each student focussed on a particular phase of the writing process.

Attentive Listening – a writing conference MUST

What does it look like?

- Eyes focused on writer
- Leaning forward
- Facing the writer
- Nodding
- No fidgeting
- _____
- _____
- _____
- _____
- _____

What does it sound like?

- * calm
- * encouraging
- * “Can you tell me....”
- * “I liked....”
- * “I wonder if....”
- * “What else”

Anecdotal Observation Record

Activity/Focus or Context:		Date/Time:
Expectations:		
Student 1	Student 2	Student 3
Student 4	Student 5	Student 6
Student 7	Student 8	Student 9