

Creating Authors in the Classroom



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Objectives

- To encourage meaningful and purposeful writing.
- To teach reading and writing skills in context.

Rationale

“By reading aloud, a teacher stimulates children’s interest... in reading and expands their background of experiences, vocabulary, and sentence patterns.” (Tompkins, 2005)

“Children learn literacy from the authors they read.” (Smith, 1988)

Rationale

“Reluctant writers benefit from having books read aloud to them, mini-lessons showing them how the authors use different strategies, and collaborative writing experiences to help them gain confidence in their writing abilities.”

(Robb as cited in Matthew, 2006)

Rationale

“When young students see themselves as people who make books, they develop understandings about genre, craft, style, voice, organization, audience, process, and purpose.”
(Ray, 2004)

Rationale

“Careful observation and studies of students throughout the writing process have shown that students' writing improved when they wrote about things that were important to them, wrote as experts, wrote with other children, read their writing aloud, and received genuine responses to their writing.”

(Graham as cited in Matthew, 2006)

Theory

“Students and teachers work as partners in learning. Not one person acting **on** another, but rather people working with each other.”

(Freire cited from Ovando & Collier, 1998)

“The students’ understanding can be facilitated with teacher facilitation or in collaboration with more capable peers.” (Vygotsky, 1978)

Theory

“Allows students to incorporate multiple intelligences” (Gardner, 1983)

“Promotes low anxiety, high motivation, and self-confidence crucial for optimal learning experiences” (Krashen, 1981)

Step by Step

1. Read books of different genres to familiarize students with text formats and language.
2. Encourage students to go from writing one-page stories to writing in books.

Fold horizontally and cut in half 1 manilla sheet of 11x17 page paper. Collate sheets, fold again, and staple to create a book.

Step by Step

3. Begin with a mini-lesson. Be brief.

Think, tell, draw, write about a topic they know and care about.

Write across pages like authors do.

You can write like _____.

Writers write for real-world purposes.

Students keep in mind who their audience is!

Step by Step

4. Students begin their stories on books.
Teacher confers with 7-8 students in 30 minutes.
Pressure is on to write.

When the teacher confers and monitors student writing, she gets ideas for future mini- lessons.

Step by Step

5. Gather children, sum up what has been learned so far, and celebrate what they have done that day.

Their writing will reveal their understanding of written language.

Steps adapted from *Launching the Writing Workshop*, Lucy Calkins, 2003.

Let's try it!

Create a book from 1 sheet of 11x17 paper.

Listen to the story.

Discuss how author uses language in story.

Write your own version of book imitating the author's style and use of conventions.

Assessment

Look at these students' books.
What would you teach them next?

Adaptations

1. Books can be about familiar topics or about topics they wish to learn more about.
2. Books can show detailed illustrations, illustrations with words, or illustrations that enhance detailed moments.
3. Students can write final drafts which have been edited for spelling and appropriate grammar use.

Adaptations

4. Students can write an information book on a topic they have studied.
5. Students can write a revision on a book they have enjoyed.
6. Students can write in the style of an author.
7. Students can write for different purposes.

Points to remember

“We work and work to help them find topics that engulf them.”

“When we help a student punctuate the very draft on his desk in order to make it say what he wants it to say, those funny little marks take on significance.” (Jensen, 2004)

Points to remember

“The greatest help to newcomers in the club of readers and writers may be those most experienced members who never tire of being approached and interrogated, the authors of the printed page.” (Smith, 1988)



Points to remember

“We must discuss with our students what they observe and understand about texts written in specific genres, and how they can apply that knowledge to their own writing.”

(Routman, 2000)

Points to remember

“What a message we convey, for example, when during read-aloud times, we read aloud not only the work of grown-up authors, but also that of youngsters.” (Calkins, 1994)



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