

micro lessons in writing

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big ideas

for

editing and  
publishing

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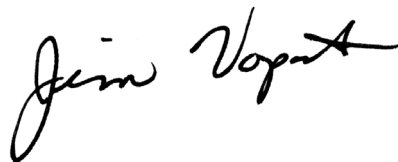
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# welcome

We all know as teachers we have a tendency to maximize instruction. Not the beating a horse to death at the front of the classroom kind of maximized instruction; more like “so little time, so much to teach.” That has been one of the attractions of mini lessons: they help dial down the formal front-of-the-classroom instruction while creating more time for students to write. **micro lessons** strives to dial down the volume some more. Here the medium is the message: a minimal book format with minimal text, one micro lesson per page, an invitation for you the teacher to complete the narrative with your students through their writing. Less is more. Often the best ideas are the simplest to explain and adapt to your specific learning situation. Students become better writers by writing, not listening to us talk about writing.

**micro lessons** that appeal to students in all grade levels across the curriculum. **micro lessons** that support students as writers and promote writing as a process.

Welcome. The next thing you hear will be the sound of writing.

A handwritten signature in black ink that reads "Jim Vogt". The signature is written in a cursive, flowing style.

# big ideas for editing and publishing

Too much worry about being correct can sabotage the writing process, yielding disjointed, over-controlled, lifeless prose. But disregarding error can sabotage the writing product by giving the impression (whether accurate or not) that the writer doesn't care. When writing is celebrated through publication, writers *do* care. The following micro lessons help students take responsibility for making their writing “correct” as developmentally appropriate; editing as an essential part of the celebration of writing through publication.

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\* in the text indicates **micro lesson** cross reference.

# interior monologue

I'm not sure when I first thought of publishing it. Maybe in the group sharing or when I read from the Author's Chair. Anyway, when we had the publishing conference, I already knew I wanted it published. The big question was what was it going to be? Poem? Editorial? Big Book? Autobiographical sketch?

When you publish, writing becomes more than you, I guess. Once I made the decision to go public, I found myself paying more attention to the Publishing Center, class library, and publications by previous students and other writers. I kept trying to figure out the form of what I wanted to publish. In the publishing conference, the concept came to me and after that things got really exciting. I would like to thank my peer editors for saving me from public embarrassment and express my gratitude for the Grammar Hospital emergency operation when there was that sudden attack of passive voice. The Editorial Board made formatting and publishing easier than I thought. I'm not crazy about the photo I used for all About the Author, but it was the best of what we shot. I'm proud they mentioned some of my other writing. On Author's Day, I could hardly wait to read. Having my parents there was as great as it felt to be an author. How can I say it? It was like the writing started pulling me into the future.

# publishing center

The Publishing Center can be as simple as a saddle stapler and 4 sheets of paper. But what if you won the lottery? Or better yet, what if you used the money that goes to purchase language arts textbooks and spent it instead on the publication of student writing?

**Equipment:** Digital camera for documentation and thumbnail photos for About the Author★ page. Sewing machine for stitching sheets for bookmaking★. Computers and printers (including photo). Spiral binder. Staplers. Paper cutter. Hole puncher. Overhead, LCD multi-media projector, DVD player and monitor.

**Resources:** Lists of places to publish. Reference books. Previous student and class publications. Blank books. Directions for book and e-publishing. Examples of genre publication possibilities. Desktop publishing.

**Materials:** Cardboard stock (different sizes and colors). Scissors. Wallpaper (for book covers and illustrations). Chipboard (for use as backing on book covers). Tape and dispensers. Rubber cement. Construction paper (variety of color and weights). Labels for book titles and author names. Paper fasteners for assembling books of single pages. Pens, pencils, crayons, paper, and markers in a plethora of colors and sizes.

Publication supplies and equipment ebb and flow. It's really not about supplies exactly. The Publishing Center is only as good as the writing it takes public.