ELA Common Core State Standards Lesson Plan Packet

Kindergarten
Procedural: How To
05/17/12 Draft

Writing Unit of Study
Kindergarten – Procedural: How To

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Writing Unit of Study
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Abstract

In this unit, Kindergarten students will be teachers using writing to teach others. Specifically, they will write to teach others how to do something. This type of procedural writing relates to all they do across the day. You want your students to begin seeing How-To texts everywhere: game board directions, recipes, and inside Lego boxes. The world is full procedural writing, and kindergarten students can learn by studying them.

Procedural writing includes: explicitness, clarity, sequence, and anticipation of what their audience will need to know. To write a How-to book, a kindergarten student recalls a procedure, starting at the beginning and proceeding in a step-by-step and explicit fashion to the end.

There are four main parts to this unit. The first part is the launch of the unit and it encourages lots and lots of little procedural books. The second part of the unit emphasizes the importance of writing in such a way that readers can read the writing. The third part of the unit turns to lifting the level of student writing to create more elaborate and clear text with the deeper use of mentor text. Finally, the unit ends with students preparing for publication and revising their text more extensively.

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Resources and Materials Needed

- Informational Continuum or another assessment measure
- How-to Mentor Text [See Resource Section: Resource Immersion A - Suggested Mentor Text for how-to and Supplemental packet of Student and Teacher Work]
- Writing Folders
- Markers
- Writing markers
- Pre-selected student writing piece (Session 4)
- Pre-selected teacher writing piece (Session 9)
- Teacher how to from session 9
- White Boards (Session 7,8)
- Teacher writing piece
- Writing Covers
- How-to Writing paper:
    - Differentiate paper based on student needs. Paper selection is important as it lends itself to increased stamina. As children become more skilled as writers, steer them toward paper with more lines, encouraging them to write more. [See Resource Section: Resource 4 - Paper Choices]
- Chart Paper
- Materials duplicated from Resource Section (class charts and/or student handouts)
- Teacher story to be used for modeling
- Teacher stories
- Anchor Chart – *Things we know how to do and can teach others* (Immersion, session 2)
- Anchor Chart – *How To Write a How To* (Session 4,10)
- Anchor Chart – *Precise Words We Can Use* (Session 6,7,10)
- Anchor Charts- *How to Books can have* … (Session 11)
- The book – Making Ice Cream by Robyn Opie and Martin Smith (Session 11)
- The book – The Pumpkin Book by Gail Gibbons (Session 12)
- Teachers should keep student work (finished pieces and drafts) for Unit 2, they will be able to apply/practice newly learned craft techniques to past work
- Teachers College Writing Sample – (See resource section or www.readingandwritingproject.com)

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Why a script?

The following unit has been written in script form to help guide and support teachers in implementing effective writing instruction; routines, procedures, strategies and specific instructional vocabulary. In other words, the script serves as a "writing coach" for teachers. Teachers, whether new to the teaching profession or new to writing workshop, or new to some common core standards, may benefit from having detailed lesson plans. The goal is that in time teachers will no longer need a script per se because they will have had time to study and gain procedural knowledge for many of the common core units of study. Also, many teachers feel a script serves as a guide for guest/substitute teachers or student teachers. Please view these scripts as a framework from which to work – rewrite, revise, and reshape them to fit your teaching style, your students, and your needs.

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Overview of Sessions – Teaching and Learning Points

Session 1 Assessing writers at the start of the year.

Concept: **How do writers use mentor text to study characteristics of procedural How-to books and generate procedural How-to topics. Immersion Phase - See Immersion Explanation**

Sample Session: Immersing students in mentor text to generate How To topics?"

Concept: **How do writers think of topics, rehearsing and writing lots of books?**
Session 2 Writers think about things they know how to do and create covers of books
Session 3 Writers rehearse to remember each step
Session 4 Writers rehearse to remember each step and begin writing
Session 5 Writers check for clarity.
Session 6 Writers add to their pictures by zooming in and adding labels
Session 7 Writers use a special voice in their writing.
Session 8 Writers use precise words.
Session 9 Writers add to their pictures

Concept: **How do writers write so that readers can read our writing?**
Session 10 Writers use tools to spell words.
Session 11 Writers use spaces between words.
Session 12 Writers have strategies to solve unknown words.

Concept: **How do writers revise their How-to books?**

Session 13 Writers use classroom charts to revise their How-to books..
Session 14 Writers use mentor text to revise their How To books.
Session 15 Writers use cautions, tips, and warnings

Concept: **How do writers prepare for publication?**
Session 16 Writers choose a writing piece to fix up.
Session 17 Writers fix up their words and sentences.
Session 18 Writers fancy up their How-to with color, a book cover, and about the expert page.

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Immersion Information

Concept I: How do writers use mentor text to study characteristics of How-to books and generate story ideas?

The purpose of the immersion phase is to help students develop a solid understanding of How-to books (how to write to teach others). During this phase, students will understand the purposes of How-to books as well as the characteristics of How-to books. Basically, during this phase, students are thinking, "How do these kinds of text tend to go?" The goal is to move students from explorers of How-to books to writers of How-to books.

Concept I is considered the immersion phase of the unit. The immersion phase should be completed before starting the mini-lesson sequence (Concepts II-V). It is recommended that teachers spend several days on immersion activities. The writing unit is based on the assumption that students, through immersion, have developed background knowledge of How-to books and have begun collecting story ideas on chart paper. Teachers will want to keep their own collections of story ideas so they can model leading a "Writerly Life" and use them as a resource when they decide to write their own how-to books.

It is suggested that most immersion activities take place during reading. These may be done during read aloud, shared reading, reading workshop or writing time.

Most of these lessons follow an inquiry approach. Teachers should follow the lead of their students – notice, restate, and negotiate what they say in order to bring meaning and understanding. This is a time for students to notice the characteristics of How-to stories and view them through a writer's lens. Text selection should include published books as well as student authored work.

Some important ideas on which to focus during this phase:

- Reading like Writers
- Identifying the characteristics of How-to books
- Understanding that How-to books are written to teach others (understanding purpose of How-to books)
- Identifying the different possible audiences that may want to read these stories
- Identifying how writers gather story ideas – leading a "Writerly Life"
- Identifying how to effectively craft a How-to book using qualities of good writing and specialized language

Immersion Activities for How-to books

The following is a collection of immersion activities that teachers may do. These may be done during read aloud, shared reading, reading workshop or writing time.

1. Study Mentor Text (see next page for possible areas to explore)
   [See Resource Section: Resource Immersion A - Suggested Mentor Text for How-to books]

2. Develop Core Anchor Charts - What is a How-to book?

   This chart should be co-constructed by teacher and students during this phase based on what the class finds as they study mentor text. This chart will be used as a reference throughout the unit of study. See Story Elements/Noticings under **Study Mentor Text** section as possible ideas that may be included in chart.

Immersion Information (Continued)

3. Develop List of How-to ideas – Lead the "Life of a Writer" – Students are asked to think about how the authors of the How-to books they've read teach others and consider what they could also teach others. Questions include: What how-to idea does this trigger for you? What do I know about that I might want to teach others? Students are encouraged to make a text-to-self connection and directed to start an anchor chart of How-To ideas. The following may be possible items on that list: taking care of a pet, how to play a sport, how to get ready for school, etc…

4. Storytelling Activities – The purpose of storytelling activities is to provide additional time to practice oral language skills, such as using an "informative" voice, sequencing stories, adding details, etc… Students may tell about familiar tasks that require steps, or shared experiences from the classroom or other parts of their lives and act these steps out.

5. Engage in a shared class experience (e.g. making popcorn, getting ready for lunch, doing an activity, etc...). This could be used during the unit for whole class/and or small group work.

6. In reading, study the concept of Procedural How-to books.

   A. Review purpose of sequencing steps.
   B. Details to highlight at this level: clarity, sequence, explicit detail and audience

Study Mentor Text

[See Resource Section: Resource Immersion A - Suggested Mentor Text for How-to]

These selections may be used during read aloud, shared reading, reading workshop or writing workshop.

Through the study of mentor text:
- Generate excitement and interest in reading and writing How-To books
- Co-construct with students a definition and purpose/s of How-To books
- Develop a list of characteristics of How-To books – "Noticings"

Possible areas to explore using mentor texts:

A. Noticings:
   - Follows a sequence of events – first, next and last
   - Clarity of procedures
   - Precise words
   - Action lines, arrows
   - Zoom in
   - Labels
   - Explicit detail
   - Diagrams
   - Cautionary comments
   - Informative voice
   - Other aspects as noticed
B. How-To Ideas: Generate a list of possible How-To ideas that the class or individuals might write making sure students reflect as to how they know they can do this.
C. Organizational Pattern: Study the "typical" organizational pattern of How-to books
D. Qualities of Good Writing: Throughout the unit of study, students will revisit familiar texts to study things such as punctuation, sequencing, word choice, audience, etc…

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Assessing Writers at the Start of the Year

Session	1 - This assessment should be conducted prior to starting the unit. It should be done before the Immersion Phase.
Concept	
Teaching Point	Assessing writers at the start of the year.

Materials	
• Writing paper options (see resource section)	

Assessment Explanation

It is suggested teachers conduct an on-demand writing assessment. The purpose of this assessment is to see what kind of writing students can produce on their own. Therefore, teachers do not guide students through the process. This is not a teaching day, but a day for students to show what they know about going through the steps of writing an informational piece. From analyzing this data, teachers will begin to develop insight into what their young writers know and can do on their own; where they need additional help; and possible next teaching moves.

Sample of how teachers may instruct students to get started:

"Before we get started, I would love to see what you can do as writers. We are going to write "how-to" stories. A "how-to" is a type of writing that tells others exactly "how-to" do something. Please think of something you know about and could teach others. When we teach others we are telling them the exact steps they need to follow to do something. I'm going to give you some paper that you will use to sketch and then write your best "how-to" story. Make this an example of the best how-to story you can create. I'm not going to be helping you today. I want to see what you can do on your own as a kindergarten writer. While you are doing your work, I will be working on my own writing."

Assessment Suggestion

Review these pieces alongside an informational/explanatory continuum that shows the developmental stages of writing and names the qualities of writing that defines each stage (see www.readingandwritingproject.com for an example). Locate the child's on-demand writing within the scale. Use the continuum to develop future goals for your young writers.

Growth comparison

Pre and post measures: Compare students' initial pieces to their final pieces to note growth over time.

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Lesson Plan

Session	Session 1 - Immersion Phase- Sample Session (this is one of several possible immersion sessions)
Concept I	Writers use mentor text to study characteristics of Procedural How To books and generate procedural How To topics.
Teaching Point	Writers read mentor texts to generate How To topics

See writers…	**Hear writers…**
• Looking through books • Listening to mentor texts • Talk about noticings • Pointing to text, pictures, etc. • Gathering ideas from mentor texts	• *"I noticed the title."* • *"There are words on this page."* • *"The book has pictures."* • *"The book teaches us how to..."* • Making connections to text*, "I could write a book about this too"*
Materials	
• How To Mentor Text (See Resource Section)	• Chart Paper with three columns, students' names listed along the left • Markers

Tips	• This is one of several immersion sessions. Please see Immersion Phase Document at the beginning of the unit for other immersion ideas. • Students should become familiar with the anchor chart *Things We Know How To Do and Can Teach Others* chart • Teachers must be continuously filling in the anchor chart *Things We Know How To Do and Can Teach Others* . Students will need three ideas each by the start of session 2. • Teachers may want to use leveled 'How to books' during guided reading

Connection	• *"Writers we have been reading many how to books and talking about all the things the authors of these books have taught us to do. Some of these books gave me some ideas about things I could teach other people too. Today we are going to think about these books and things we do every day and create a chart that has all the things you know how to do and could teach others so that when we start writing we will have some story ideas for our own How To books."* • Teacher creates *Things We Know How To Do and Can Teach Others* chart
Teach	• *"We noticed some books teach us how to do things at home, some teach us things we do at school and some were things we do outside. I am going to make a chart so we can keep track of all the things we know how to do and could teach others."* • Teacher creates a chart with three columns, with home, school and outside across the top and lists students' name along the left • *"I am thinking about some things I could do at home, I could make dinner or read a story to my sons"*; teacher continues to generate ideas for each section. • *"Did you see how I thought about lots of things I knew about and could teach others?" "You're going to think about some things you know about and could teach others, and then we are going to put them on the chart."*
Active Engagement	• *"Writers, turn to the person next to you and share something you know a lot about and could teach others." "You are thinking of possible story ideas."* • *"Let's start writing some of your ideas down on our chart."*

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Lesson Plan – Session 1, Continued

Link	• *"So, one way we can think of a story idea is to think about something you know a lot about and could teach others, just like the author of the book ____."*
After-the-Workshop Share	• *"Today we noticed that one thing authors do to write a how to book is to think about what they know a lot about and could teach others." "We started to write down some of your ideas, and tomorrow we will continue writing down more of your ideas."*

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Lesson Plan

Session	Session 2
Concept II	Writers think of topics, rehearsing and writing lots of books.
Teaching Point	Writers think about things they know how to do and create covers of books.

See writers…	**Hear writers…**
• Taking paper • Sharing their story with a partner • Making covers • Writing titles • Using writing tools • Telling story across their fingers • Looking at charts for ideas	• *"I can…"* • *"I know how to …"* • *"John gave me an idea to write about…"* • Reread their how to books • *"What did I do first? Next?"*
Materials	
• Markers • Paper for book covers (Could use 11x18 construction paper folded or 8 1/2x11 • *Things We Know How To Do and Can Teach Others* chart • Writing markers • Mentor Texts	•

Tips	• Students should be familiar with the previously made *Things We Know How to do and Can Teach Others* chart from the Immersion Phase of the unit. • The three books do not have to be about home, school or outside • Do not feel pressure to have students write first, next, then and last • Depending on students, two book covers could be created

Connection	• *"Writers, we have been reading books about how to make fruit salad, how to make pizza and even how to make a sand castle." "They have given us ideas for things we know how to do and can teach others."* • *"Today we are going to get started thinking about things that we know how to do and create covers for these books so we don't forget."*
Teach	(Teacher refers to *Things We Know How to do Can Teach Others* chart) • *"Writers, I was looking at the Things We Know How to Do and Can Teach Others chart, and I see that I can teach others to do lots of things." "Like at home, I know how to and can teach reading a book." "At school, I know how to and can teach others to get ready to go to lunch." "Outside, I know how to and can teach others to go down the slide."* • *"I had three things I know how to do and can teach others, so I will need three books." "I will start with the covers first so I won't forget my ideas."* • Teacher demonstrates creating How to Book covers. (Titles and picture) *"This book is going to be called How to Read a Book."* (Teacher writes and models sketching a picture to match.) • *"Writers, did you see how I used the Things I Know How to Do and Can Teach Others chart to think about things that I could teach others at home, at school, or even outside?" "Then I took a book and created three covers so I won't forget my ideas."*

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Lesson Plan – Session 2, Continued

Active Engagement	• *"Writers, let's look at the chart we created." "I noticed at home, Johnny knows how to and can teach others to walk a dog." "At school, Johnny knows how to and can teach others to put his writing tools away." "Outside, Johnny knows how to and can teach others to play baseball."* • Teacher brings Johnny to the front and holds up book number one. *"Johnny will call this book How To Walk a Dog." "He will write the title and sketch a picture to match."* • Teacher holds up book number 2 and says, *"This is Johnny's second book." "He will write the title How To put Your Writing Tools Away and sketch the picture to match." 'This is Johnny's third book, and he will write the title How to Play Baseball and then sketch a picture to match."* • *"Find your name and think about things you know how to do and can teach others at home, at school, and outside." Teacher gives each child three covers.* • *"Turn to the person next to you and talk about the three how to book covers that you can create to help you remember your ideas."*
Link	• *"Writers, remember, we can use the Things We Know How to Do and Can Teach Others chart to think and write how to books where we teach others how to do something." "We can then create covers so we won't forget our ideas."*
After-the-Workshop Share	• *"Writers, today we thought about things we know how to do and can teach others." "Then, we made covers for our books so we won't forget our ideas."* • *"Let's write this down on a chart called "How To Write a How To book"* • Teacher adds to chart *"First, list things you can teach."* • *"Tomorrow we are going to plan a How to Book and begin writing."*

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Lesson Plan

Session	Session 3
Concept II	Writers think of topics, rehearsing and writing lots of books.
Teaching Point	Writers rehearse to remember each step

See writers…	**Hear writers…**
• Taking paper • Sharing their story with a partner • Making covers • Writing titles • Using writing tools • Telling story across their fingers • Looking at charts for ideas	• *"I can…"* • *"I know how to …"* • *"John gave me an idea to write about…"* • Reread their how to books
Materials	
• Paper for book covers (Could use 11x18 construction paper folded or 8 1/2x11 • How To writing paper • Anchor chart – How to Write a How To	• *Things We Know How To Do and Can Teach Others* chart

Tips	• Teachers will need to decide how to manage paper for active engagement in this session. • Students may need to tell their story multiple times across their fingers • For organization teacher may choose to use post-it notes instead of paper to help students organize their steps

Connection	• *"Writers, yesterday we thought about all the different things we know how to do and can teach others." "Then we made book covers to so we don't forget our ideas." "Let's see…I can write a book called How to Read a Book, or How to Make Cereal, or How to go Down a Slide."* (Teacher holds up covers to books created from session two.) • Teacher holds up Johnny's book and says, *"Johnny can write a book called How to play baseball, and Susie can write a book called How to feed a cat."* • *"Today, I want to show you how to start thinking about teaching someone how to do something." "Writers rehearse or plan their how to's to help them remember each step or detail."*
Teach	• *"Writer's, I think I really know how to and can teach other people how to read a book." "Watch me as I first tell myself the steps or details across my fingers."* • Teacher models and says, *"First I get the book, next I open the book, and then I look at the pictures." "After that I read the words, then finally I close the book."* • *"Now, I am going to practice teaching the steps to my partner, making sure the steps go in order."* • Teacher turns and tells the steps to her partner.
Active Engagement	• *"Writers, look through the covers you created yesterday and choose the idea that you will write about first."* • *"Tell the story to yourself and plan the steps or details across your fingers."* • *"Now, turn to the person sitting next to you and tell the steps to your partner making sure the steps go in order."*
Link	• *"Writers, we practiced rehearsing or planning our how to's to make sure we remembered all of the steps or details. We told the story to ourselves and then to our partners. Today, I want you to go and find two more friends to tell your steps to."*
After-the-Workshop Share	Teacher has a few students model how they tell their partners the steps to their stories in order

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Lesson Plan

Session	Session 4
Concept II	Writers think of topics, rehearsing and writing lots of books.
Teaching Point	Writers rehearse to remember each step and begin writing.

See writers…	**Hear writers…**
• Taking paper • Sharing their story with a partner • Making covers • Writing titles • Using writing tools • Telling story across their fingers • Looking at charts for ideas	• *"I can…"* • *"I know how to …"* • *" John gave me an idea to write about…"* • Reread their how to books
Materials	
• Paper for book covers (Could use 11x18 construction paper folded or 8 1/2x11 • How To writing paper • Anchor chart – How to Write a How To	• *Things We Know How To Do and Can Teach Others* chart

Tips	• Teachers will need to decide how to manage paper for active engagement in this session. • Teacher will need a student writing sample for session 4. • Students may need to tell their story multiple times across their fingers

Connection	• *"Writers, yesterday we thought about all the different things we know how to do and can teach others and practiced rehearsing these steps with our partners."* • *"Today, I want to show you how after writers rehearse or plan their how to's to help them remember each step or detail, they plan their story across their paper and begin their writing."*
Teach	• *"Writer's, I decided I really know how to and can teach other people how to read a book. Yesterday I rehearsed my steps and told it to my partner. Today I am going to show you how rehearsing your story helps you plan your story across the pages of your book so you can begin writing. "Watch me as I first tell myself the steps or details across my fingers."* • Teacher models and says, *"First I get the book, next I open the book, and then I look at the pictures." "After that I read the words, and then finally I close the book. That was five steps so I need to get five pages."* • *"Watch me as I now touch each page and retell the steps of my how to book."* (Teacher repeats the steps as she models touching each page.) • "*Now I can begin writing*." Teacher then begins to sketch and write the steps onto paper. • *"Writers, did you see how I rehearsed to remember each step thought about the number of pages I needed and then began writing?"*
Active Engagement	• *"Writers, pull out your stories you rehearsed yesterday with your partners.* • *"Tell the story to yourself and plan the steps or details across your fingers."* • *"If you have four steps, you will need four pieces of paper." "If you have three steps you will need three pieces of paper."* (Students take papers from center of circle.) • *"Writers, touch each page and retell the steps again."* • *"Now, turn to the person sitting next to you and tell the steps to your partner making sure the steps go in order."*

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Lesson Plan – Session 4, Continued

Link	• *"Writers, we practiced rehearsing or planning our how to's to make sure we remembered all of the steps or details. We told the story to ourselves and then to our partners. Today, when you go to work you are going to begin sketching and writing your own how to."*
After-the-Workshop Share	• *"Writers, let's add to our chart called How To Write a How to Book."* • Teacher adds the following things to the chart: Tell the steps across your fingers, get the correct number of pages, plan the steps on the paper, tell the steps to a partner, sketch the steps, then write.

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Lesson Plan

Session	Session 5
Concept II	Writers think of topics, rehearsing and writing lots of books.
Teaching Point	Writers check for clarity.

See writers…	**Hear writers…**
• Taking paper • Sharing their story with a partner • Making covers • Writing titles • Using writing tools • Telling story across their fingers • Looking at charts for ideas	• *"I can…"* • *"I know how to …"* • *" John gave me an idea to write about…"* • Reread their how to books
Materials	
• Anchor Chart – *How To Write a How To Book* • Pre-selected student writing piece • Student Writing Folders	• Pencils or markers

Tips	• Teacher will have to determine how partnerships will be formed. For example, students may have similar interests. • If teacher decides to model using how to brush your teeth, he or she may want to bring in a toothbrush or toothpaste to demonstrate

Connection	• *"Writers , all of you have been busy planning and writing many How To books." "We have learned that writers first list things you can teach, tell the steps to themselves across their fingers, get the correct number of pages, plan the steps on paper, tell the steps to a partner, sketch the steps, and finally write."* (Refer to anchor chart) • *"Today, I want to show you that after you write, you check your directions by reading them to a partner who will act out or try to do the thing you are teaching." "If you notice something doesn't work, you can add to your words and keep going."* • Teacher adds 'Check your directions by reading them to a partner' to the *How To Write a How To Book* chart.
Teach	• *"Writers, I was writing a book on how to brush your teeth." "Watch as I read my book to all of you and I want all of you to do whatever my book tells you to do." "I am going to read one step to you, and then each of you will act it out." "Then I will read the next step and you will act it out." "We will work like this until I finish reading my book."* • Teacher reads, *"Get your tooth brush."* • Class tries to act the steps out and Teacher notices and says, *"Hmmm, Do you have a problem?" "Where should you get your toothbrush from?" "Watch as I can add the words 'from the drawer' to my paper."* • Teacher reads put toothpaste on and class tries to act this out. *"Hmmm, do you have a problem?" "You can't put toothpaste on because you haven't taken the cap off."* • *"Watch as I add the words 'take off the cap' to my paper."* • Teacher continues reading and class continues acting out the book noticing parts that don't make sense. • *"Writers, did you notice how you all acted out the directions exactly the way I read them to you one step at a time, and then I added on and kept going?"*

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Lesson Plan – Session 5, Continued

Active Engagement	• *"Writers, you have your writing folders next to you." "Take out the how to you were writing yesterday." "Instead of going back to your writing spot, you and your partner will first find a little floor space." "You will check your directions by reading them to a partner who will try to act out or try the thing you are teaching." "If there are parts of your directions that don't make sense, you can add to your words and keep going."*
Link	• *"Today and every day, remember that writers check their directions by reading them to a partner who will act out or try to do the thing you are teaching." "If you notice something doesn't work, you can add to your words and keep going. Give me a thumbs up if you plan on revising? "*
After-the-Workshop Share	• Teacher preselects a student or two who attempted to make revisions based on acting out their How to book to a partner.

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Lesson Plan

Session	Session 6
Concept	Writers think of topics, rehearsing and writing lots of books
Teaching Point	Writers add to their pictures by zooming in and adding labels

See writers…	**Hear writers…**
• Taking paper • Sharing their story with a partner • Making covers • Writing titles • Using writing tools • Telling story across their fingers • Looking at charts for ideas	• *"I can…"* • *"I know how to …"* • *" John gave me an idea to write about…"* • Reread their how to books
Materials	
• Chart paper • Markers	• Mentor text that zooms in and uses labels • Teacher "how to" from previous lesson • Writers can add to their picture anchor chart (see tips)

Tips	• For this anchor chart you may want to create the title and steps and cover until the share session. At share you can add the visuals

Connection	• *""Writers, yesterday I worked on my how to book called, 'How to brush your teeth.'" "I wanted the writing to make sense to my reader so I reread my book and had all of you practice the steps to make sure it made sense then I added some words to help describe exactly what the reader needed to."* • *"Today, I want to show you another thing writers do to help the reader understand the steps to their how to. Writers can add to their pictures by zooming in on the important parts and add labels to teach the reader what to do."*
Teach	• Teacher takes out a mentor text that zooms in and has labels. • *"We have read lots of 'How to' books and noticed that sometimes writers zoom in on the important part of a picture to help the reader have a close up view. They also help the reader understand what the important parts are by labeling the pictures too. Watch as I show you how I am going to do this in my book."* • Teacher takes out "How to brush your teeth" book • *"Writers, yesterday I worked on my how to book called, 'How to brush your teeth.'" "I wanted the writing to make sense to my reader so I reread my book and had all of you practice the steps to make sure it made sense then I added some words to help describe exactly what the reader needed to."* • Teacher reads, *"First, get your toothbrush." "Take the cap off the toothpaste. Then put the toothpaste on the toothbrush. Run the toothbrush under the water. Move the toothbrush across your teeth. Spit the toothpaste out. Lastly rinse your mouth with water."* • *"Writers, watch as I add a picture of a person running her toothbrush underwater.." "I am going to zoom in on the important part of the picture so the reader has a close up view of what I am talking about."* • Teacher zooms in and draws a picture of a toothbrush underwater. *"In the next picture, I can help the reader understand what a toothbrush and water are by labeling each of them."* Teacher writes "toothbrush and water." • *"Did you see how writers can add to their picture to help teach the reader what to do?"*

Writing Unit of Study
Kindergarten – Procedural: How To

Lesson Plan – Session 6, Continued

Active Engagement	• *"I want you to take out the how to book that you were working on yesterday." "Look at the pictures and see if you can zoom in on important parts and add labels to help teach the reader what to do."* • *"Turn and tell your partner what you can add to your picture."*
Link	• "*Today writers, when you go off to work I want you to remember that you can help your reader understand the steps to their how to by adding to your pictures*."
After-the-Workshop Share	• Teacher select students that have added more to their pictures by zooming in on the important parts and added labels. • Teacher reveals the *Writers can add to the picture* chart and reads aloud. • On the chart, the teacher can draw a magnifying glass as a visual reminder next to the words "zoom in." • On the chart, the teacher draws a hand and writes the word hand as a visual reminder next to the words "add labels."

Writing Unit of Study
Kindergarten – Procedural: How To

Lesson Plan

Session	Session 7
Concept II	Writers think of topics, rehearsing and writing lots of books.
Teaching Point	Writers use a special voice in their writing.

See writers…	**Hear writers…**
• Taking paper • Sharing their story with a partner • Making covers • Writing titles • Using writing tools • Telling story across their fingers • Looking at charts for ideas	• *"I can…"* • *"I know how to …"* • *" John gave me an idea to write about…"* • Reread their how to books
Materials	
• Anchor Chart – *How To Write a How To Book* • Mentor Text • Chart paper	• markers

Tips	• Teacher could also call this a 'telling voice' instead of 'bossy voice'

Connection	• *"Writers, this morning when I arrived at school, I opened my e-mail and saw a message from our principal." "The message asked all teachers to review how to do a fire drill with their class." "As I was reading the steps to do a fire drill, I noticed that the principal used a special voice in his writing."* • *"The principal used a telling voice or a voice that teaches the reader what to do." "The principal's voice sounded a little bossy."* • *"Today, when you write your how to books, you can use a telling voice or a voice that teaches the reader what to do."*
Teach	• *"Writers, when we write how to books, our voice can sometimes sound a little bossy."* (Teacher refers to fire drill directions) • *"Let me read to you, 'How to Do a Fire Drill' and notice how the writer uses a telling voice or a voice that teaches the reader what to do." "First you must stop what you are doing and quickly line up at the coatroom door." "The principal wanted to be sure that we knew what to do if there was a fire, so he used words like must and quickly line up."* • Teacher reads, *"Next walk out of school and stay in a straight line." "No running." "The principal wanted to be sure that you knew what to do so he used words like walk, stay, and no running."* • *"Writers, did you notice how the principal's voice sounded a little bossy?" "The writer used a telling voice or a voice that teaches the reader what to do."*
Active Engagement	• *"Writers, now you are going to help me write the next steps to do a fire drill."* • *"Turn and talk with your partner and plan the next steps to do a fire drill." "Use a telling voice or a voice that teaches the reader what to do." "Remember, it can sound a little bossy."* • Teacher calls on several students to share their ideas for the next steps of a fire drill pointing out the students telling voice. • *"Writers, did you see how we planned the next steps of a fire drill using a telling voice or a voice that teaches the reader what to do?" "We used words like no talking, wait, must, and have to."*

Writing Unit of Study
Kindergarten – Procedural: How To

Lesson Plan – Session 7, Continued

Link	• *"Writers, today when you write your how to books, you can use a special telling voice or a voice that teaches the reader what to do." "It can sound a little bossy." "Remember to reread your writing to see if you have a telling voice."*
After-the-Workshop Share	• *"Writers, you have been working so hard today writing with a special telling voice." "Share with the writers at your table the work that you have done today." "Be sure to listen for the telling voice or the voice that teaches the reader what to do."* • Add "bossy voice" to How to write a how to book chart

Writing Unit of Study
Kindergarten – Procedural: How To

Lesson Plan

Session	Session 8
Concept II	Writers think of topics, rehearsing and writing lots of books.
Teaching Point	Writers use precise words.

See writers…	**Hear writers…**
• Taking paper • Sharing their story with a partner • Making covers • Writing titles • Using writing tools • Telling story across their fingers • Looking at charts for ideas	• *"I can…"* • *"I know how to …"* • *" John gave me an idea to write about…"* • Reread their how to books
Materials	
• Chart paper • markers	

Tips	• The chart *Precise Words We Can Use* should be added to throughout the remainder of the unit. • Could bring in a basketball • See immersion for precise word examples

Connection	• *"Yesterday, writers, I taught you that when you write a how to book, you can use a special telling voice or a voice that teaches the reader what to do." "The telling voice sounds a little bossy."* • *"Today, I want to teach you another thing writer's do to help readers. Writers use precise words or words that describe exactly what you are doing."*
Teach	• *"Writers, one way we can find a word that will make the most sense to our reader is by acting out each step." "While we are acting out each step, we can ask ourselves, what is the word that best describes exactly what I am doing?"* • *"Watch me as I act out how to shoot a basket." "After each step, I am going to ask myself what word will best describe exactly what I am doing."* • Teacher begins to model the process of shooting a basket. • Teacher pretends to bounce the ball and says, *"What would be the best word to describe exactly what I am doing?" "Hmmm, I could say I am bouncing the basketball or I could say I am dribbling the basketball." "Dribbling the basketball makes more sense." "I would write, 'First you have to dribble the basketball.'"* • Teacher pretends to point the basketball towards the basket and asks, *"What would be the word that best describes exactly what I am doing?" "Hmmm, I could say point the basketball towards the basket or I could say aim the basketball towards the basket." "Aim the basketball towards the basket makes more sense." "I am going to write, 'Next you have to carefully aim the basketball toward the basket.'"* • *"Writers, did you notice how I asked myself what word would best describe exactly what I am doing as I acted out each step?" "Using precise words helps our writing make more sense to our reader."*

Writing Unit of Study
Kindergarten – Procedural: How To

Lesson Plan – Session 8, Continued

Active Engagement	• *"Let's begin a chart about precise words that we can use in our how to books that describe exactly what we are doing."* • Teacher begins to create a chart called *Precise Words We Can Use.* • Teacher adds dribble and aim with a small picture to the chart. • Teacher says, *"Let's look at our Things We Know How To Do and Can Teach Others chart." "I see Susie knows how to make cereal." "Let's all act out putting milk into our cereal and think what word best describes exactly what we are doing."* • Teacher calls on several students and says, *"That's right we are pouring." "Susie can use the word 'pour' in her how to book."* • Teacher continues to use the *Things We Know How To Do and Can Teach Others* chart to generate more precise words.
Link	• *"Today writers, when you are acting out your how to step by step, remember to ask yourself what word would describe exactly what you are doing, so you can help your reader make sense of what they are reading."*
After-the-Workshop Share	• Teacher preselects several students who used precise words that were more exact in meaning. • Teacher adds the precise words students used to the anchor chart, *Precise Words We Can Use* and says, *"Remember, using precise words will help your writing make more sense to your reader."*

Writing Unit of Study
Kindergarten – Procedural: How To

Lesson Plan

Session	Session 9
Concept II	Writers think of topics, rehearsing and writing lots of books.
Teaching Point	Writers add to their pictures

See writers…	**Hear writers…**
• Taking paper • Sharing their story with a partner • Making covers • Writing titles • Using writing tools • Telling story across their fingers • Looking at charts for ideas	• *"I can…"* • *"I know how to …"* • *" John gave me an idea to write about…"* • Reread their how to books
Materials	
• Chart paper • markers • writing folders	• Mentor text with action lines and arrows • Writers can add to their pictures

Tips	

Connection	• *"Writers, we know that our writing needs to make sense to readers. We have learned some ways to help our readers by thinking about our words, and choosing precise words. For example, you can use the word 'dribble instead of 'bounce' when you write a book about basketball. We can also add to the pictures by zooming in and adding labels to help our readers. Remember when I zoomed in on the picture of running the toothbrush under water because that was an important part?"* • *"Today, I want to show you another thing writers can do to help the reader understand the steps to their how to. Writers can do something else to their pictures they can add more by using action lines and arrows to give the readers a more precise view of what we are saying with our words."*
Teach	• Teacher takes out "How to Play Basketball" book • *"Writers, yesterday I worked on my how to book called, 'How to Play Basketball.'" "I wanted the writing to make sense to my reader so I used precise words that described exactly what I was doing."* • Teacher reads, *"First, you dribble the basketball." "Next you carefully aim the basketball at the basket." "Then you shoot the basketball." "Last, you run after the ball."* • *"I was thinking that maybe the reader doesn't know what the word 'shoot' means. I could use an action line to show the reader that shooting the ball means that the ball will move toward the basket."* Teacher adds action lines behind the ball. "*I was also thinking that maybe the reader might not understand which way to run after shooting the ball so I am going to draw an arrow to help the reader understand which way to run."* • Teacher says, *"Did you see how writers can add to their picture to help give the reader a more precise view of what they are saying with their words?"* • Teacher adds to the *Writers can add to the picture* chart. • On the chart, the teacher draws action lines behind a person running as a visual reminder next to the words "add action lines." • On the chart the teacher draws arrows as a visual reminder next to the words "add arrows."

Writing Unit of Study
Kindergarten – Procedural: How To

Lesson Plan – Session 9, Continued

Active Engagement	• *"I want you to take out the how to book that you were working on yesterday." "Look at the pictures and see if you can zoom in on important parts by adding action lines or arrows to help teach the reader what to do."* • *"Turn and tell your partner what you can add to your picture."*
Link	• "*Today writers, when you go off to work I want you to remember that you can help your reader understand the steps to their how to by adding to your pictures."*
After-the-Workshop Share	• Teacher select students that have added more to their pictures by zooming in on the important parts, adding action lines and/or arrows.

Writing Unit of Study
Kindergarten – Procedural: How To

Lesson Plan

Session	Session 10
Concept III	Writers write so that readers can read our writing.
Teaching Point	Writers use tools to spell words.

See writers…	**Hear writers…**
• Using finger spaces • Using ABC chart • Using Word Wall	• Clapping words • Saying words slowly • *"I know that word."* • *"That is a tricky word."* • Re-reading
Materials	
• Mentor text • Chart *Precise Words We Can Use* • White boards	• Chart paper • markers

Tips	• Teacher should have management tools in place for using whiteboards. • Teacher should have mentor text nearby for students to reference.

Connection	• *"Writers, every day after school I have been taking your how to books home and reading them." "I have really enjoyed reading about how to make an ice cream cone, how to walk a dog, and how to pack your back pack." "To help me read your directions better, it is important to spell words the best we can." "Today, I want to teach you that you can use tools around the classroom to help you spell words that you are unsure of to help make your writing easier to read and understand."*
Teach	• Teacher creates anchor chart titled *To Write a Tricky Word, We Can Look…* • *"To help us write words that we are unsure of, we can look in three different places in our classroom." "First, if the word is a kindergarten word, you can look on our word wall." "Kindergarten words are the, my, like, and, etc."* • *"The second place you can look is at charts that we have created." "Look at our chart called Precise Words We Can Use'" "For example, if you are writing a cooking how to and want to spell stir you can find it here on our chart." "If you are writing a sports how to and want to spell kick you can find it on the chart."* • *"The third place you can look for words you are unsure of is inside books." "If you need to spell the words first, next, last, they are here inside the book called_____." "If you are writing a how to book on making a Valentine card, you can find the word Valentine in the book called_____."* • *"Writers can use the word wall, charts, and books to help them write words we are unsure of."*
Active Engagement	• *"Students, take out your white boards and let's look around the room." "Do you see a word on the word wall that you can write?"* Students write a word and show the teacher. • *"Do you see a word on a chart you can write?"* Students write the word and show the teacher. • *"Do you see a word in a book you can write?"* Students write a word and show the teacher. • Students put their white boards away and the teacher says, *"When you to get to the word you are unsure of, you can look on the word wall, on charts, and in books."* • *"Turn to the person next to you and tell them the three places you can look to help yourself with a tricky word."*

Writing Unit of Study
Kindergarten – Procedural: How To

Lesson Plan – Session 10, Continued

Link	• *"Today writers, when you get to a tricky word, you can look at the word wall, at charts we have created, and inside of books."*
After-the-Workshop Share	• *"Writers, today I showed you that writers use tools around the classroom to write words they are unsure of." "If you used the word wall today to write a word that you were unsure of, give me a thumb up." "If you used a chart that we created to write a word that you were unsure of, give me a thumb up." "If you used a book to write a word that you were unsure of, give me a thumb up."*

Writing Unit of Study
Kindergarten – Procedural: How To

Lesson Plan

Session	Session 11
Concept III	Writers write so that readers can read our writing.
Teaching Point	Writers use spaces between words.

See writers…	**Hear writers…**
• Using finger spaces • Using ABC chart • Using Word Wall	• Clapping words • Saying words slowly • *"I know that word."* • *"That is a tricky word."* • Re-reading
Materials	
• White boards • Chart paper • markers	Student writing piece Teacher writing piece

Tips	• Teacher should reinforce this concept in other areas of their balanced literacy program. • Teachers should use a sentence from a familiar shared text to model the difference between a sentence with and without spaces.

Connection	• *"Writers, yesterday I showed you how to use tools around the classroom to write words that we are unsure of." This helps you make your how to books easier to read." "Writers can use the word wall, classroom charts, and books."* • *"Not only do we need to spell the best we can, but we also want to be sure that our readers can tell where one word ends and another word begins."* • *"Today, I want to teach you that your how to books are easier to read when you put spaces between each word."*
Teach	• "*Writers, let me show you how important it is for writers to leave spaces between their words for readers."* Teacher shows a sentence without spaces between the words. (firstgetthepancakemix.) *"This is hard to read." "What does it say?" "I am not sure where one word ends and another word begins."* • *"Now, try to read this."* Teacher shows the same sentence with spaces between each word. (First get the pancake mix.) *"This is much easier to read." "It says, 'First get the pancake mix.'" "It is easier to read because there are spaces between each word." "I can see where one word ends and another begins."* • *"When you are writing words, you say each word slowly writing down the sounds you hear until you can't hear any more sounds." "That is the end of the word."* • *"Now, it is time to leave a space before you say the next word." "The space is like a rest you give yourself and your pencil before writing your next word."* • *"Watch me as I write the next part of my book called how to make pancakes." "I will write, 'Then you mix the batter.'" "I will say each word slowly writing down the sounds I hear." "When I can't hear any more sounds, I will leave a space and start writing my next word."* • Teacher models writing *"Then you mix the batter"* leaving spaces between each word. • *"Writers, did you see how I said each word slowly writing down what I could hear, and when I was ready to begin a new word I left a space?"*

Writing Unit of Study
Kindergarten – Procedural: How To

Lesson Plan – Session 11, Continued

Active Engagement	• Students take out their white boards. • *"Let's help me write the next step in making pancakes, we are going to write, Put the batter in the pan."* • *"Remember, a space between each word is like a resting place." "You don't need to put your finger down to measure it, just make it about ___ big."* • *"Ok, let's write the word "put.'" "Say the word slowly and write down what you hear." "Do you hear anymore sounds?" "If you don't hear more sounds, you are done with that word and your paper needs a space." "Give your paper a space now." "What word will we write next?" "We can write 'the.'" "Write 'the.'" "When you can't write more sounds leave a space and try to write the next word batter."* • Students continue writing the rest of the sentence.
Link	• *"Today and every day when you write, put spaces between your words to make your writing easier to read."*
After-the-Workshop Share	• Teacher preselects several students' writing samples to show clear spaces between each word.

Writing Unit of Study
Kindergarten – Procedural: How To

Lesson Plan

Session	Session 12
Concept III	Writers write so that readers can read our writing.
Teaching Point	Writers have strategies to solve unknown words.

See writers…	**Hear writers…**
• Using finger spaces • Using ABC chart • Using Word Wall	• Clapping words • Saying words slowly • *"I know that word."* • *"That is a tricky word."* • Re-reading
Materials	
• Preselected teacher writing piece	

Tips	• Teacher prepared 'how to' used in session 9 will be used in session 10. • Teacher may reinforce saying words slowly and writing down what they hear.

Connection	• *"Writers, yesterday I showed you how you can use tools around the classroom like our word wall, charts, and books to help you write words that you are unsure of." "Sometimes, however, we can't always find the word we are looking for, and you shouldn't give up when you come to a word that is tricky to spell."* • *"Today, I want to show you how to break words into parts to make them easier to spell."*
Teach	• *"I have been working on this how to."* Teacher takes out a work in progress. *"The title is how to clean the basement." "So far, I have written, 'First, you need to pick up all of the Legos.'" "Next, you must pick up all of the animals."* • *"Next, I want to write, 'Then you organize the books.'"* • Teacher begins writing the sentence and says, *"Then." "I know that word." "It is here on this chart, How To Write a How To Book."* Teacher writes then. • Teacher rereads and says, *"'Then, you,' I know the word 'you.'" "That is on the word wall."* Teacher quickly writes "you." • Teacher rereads what is written so far and says, *"Hmmm, 'organize' that is a tricky word." "Let me say it again, 'organize.'" "Watch as I clap the word to hear the three parts." Teacher claps the word – or-gan-ize. Teacher says, "I can hear three parts."* • *"I am going to clap the first part and write down what I hear."* Teacher claps "or" and says that the first part. *"I am going to write 'or.'"* • *"Now I will clap the first and second part."* Teacher claps or-gab and says, *"'ga' that's the second part so I will write 'ga.'"* • *"Now I will clap all three parts."* Teacher claps or-ga-nize. *"I hear 'nize' for the last part so I will write "nize."* • *"Did you notice how I said the word, clapped the parts and wrote down what I heard?"* • Teacher finishes writing the sentence.
Active Engagement	• *"Let's try it together." "Let's try saying the word, clapping the parts and writing down what we hear."* • *"The last part of my how to will say, 'Last, you need to vacuum.'"* • Teacher writes the first part of the sentence and asks for help on the word vacuum. • *"Let's say the word ' vacuum.'" "Let's clap the word."* Teacher and students clap vac-uum. • Teacher and students continue to clap and write the word vacuum.

Writing Unit of Study
Kindergarten – Procedural: How To

Lesson Plan – Session 12, Continued

Link	• *"Today when you get to a tricky word that you need to spell, you can say the word, clap the parts, and write down what you hear."*
After-the-Workshop Share	• Teacher selects students that worked on writing tricky words by clapping the parts that they hear.

Writing Unit of Study
Kindergarten – Procedural: How To

Lesson Plan

Session	Session 13
Concept IV	Writers revise their How-to books.
Teaching Point	Writers use classroom charts to revise their How-to books.

See writers…	**Hear writers…**
• Looking through mentor text • Adding words to their books • Adding pages to their books • Re-reading • Using anchor charts	• *"I noticed…"* • *"I need to add…"* • *"I can change…."* • *"Do I have a missing step?"*
Materials	
• Teacher How to from session 9 • Anchor Chart – How To Write a How To • Anchor Chart – Precise Words We Can Use	• Student writing folders

Tips	• Teacher will need to decide how to form partnerships.

Connection	• *"Writers, I was looking through our writing and noticed that many of us have a lot of finished how to books that we put on the green side of our writing folder."* • *"Today, I want to teach you that when you think you are finished with a how to book, you can use the classroom charts and reread the book page by page to see if you can add something to teach the reader even more."*
Teach	• *"Yesterday, I wrote this how to book titled, 'How to Clean the Basement.'" "I thought I was done writing the book." "Watch me as I reread the book page by page to see if I can add something to teach the reader even more."* • Teacher refers to classroom chart titled *How To Write a How To Book* and says, *"That's right, I am going to reread the story page by page and have my partner act it out."* • Teacher reads the first part of her book that says, *"Put the legos away."* • The partner acts out the words and teacher says, *"Oh, you don't know where to put the legos." "I need to add 'and put them into the blue tub.'"* • Teacher reads, *"Next you need to pick up all of the animals."* Student acts out the words and teacher says, *"Oh, I forgot to tell the reader where to put them." "I need to add, 'and put them into the yellow tub.'"* • Teacher reads, *"Then you organize the books."* Student acts out the words, but then teacher refers to chart *How to Write a How To* and points out using a bossy voice. • *"Oh, I didn't use my bossy voice on this page." "I can add the word 'must.'" "Then, the page will say, 'Then you must organize the books.'"* • Teacher reads the last page which says, *"Last you vacuum."* Student acts out these words. Teacher refers to *precise words you can use* chart and asks, *"What word will best describe exactly what Lucy is doing?" "Lucy is pushing the vacuum around the furniture."* • *"I can add, 'Last, you need to push the vacuum around the furniture.'"* • *"Writers, did you notice how I used the classroom charts and reread the book page by page to see if I can add something to teach the reader even more?"*

Writing Unit of Study
Kindergarten – Procedural: How To

Lesson Plan – Session 13, Continued

Active Engagement	• *"Writers, you have your writing folders with you." "Take out a how to book that you thought was finished."* • *"Next, sit with your writing partner and reread the steps to them as they act out each part."* • *"Remember to use the classroom charts to see if you can add something to teach the reader even more."* • *"Tell your partner what you can add to your writing to teach the reader even more."*
Link	• *"Today, you can use the classroom charts and reread your how to books to see if you can add something to teach the reader even more."*
After-the-Workshop Share	• Teacher preselects several students who attempted to add something to teach the reader more.

Writing Unit of Study
Kindergarten – Procedural: How To

Lesson Plan

Session	Session 14
Concept IV	Writers revise their How-to books.
Teaching Point	Writers study mentor text to help revise their How-to books.

See writers…	**Hear writers…**
• Looking through mentor text • Adding words to their books • Adding pages to their books • Re-reading • Using anchor charts	• *"I noticed…"* • *"I need to add…"* • *"I can change…."* • *"Do I have a missing step?"*
Materials	
• Mentor text • Chart paper • markers	

Tips	• You could use a separate plain sheet of pager for materials page • May modify paper used for zooming-in by using a post-it

Connection	• *"Writers, yesterday we used classroom charts and reread our how to books page by page to see if we could add anything to help teach the reader more." "Today, I am going to show you how to study mentor texts to get ideas about ways to make our writing even better."*
Teach	• *"I was studying this book called, Making Ice Cream, and I noticed that it started by listing all of the ingredients you will need to make ice cream."* • *"As I looked further into the book, I also noticed that sometimes the writer needed two pictures on each page to help the reader understand how to make ice cream."* • *"The writer did these things to make their books easier to read and understand. Then, I thought I could try to add a list of things I need to my how to books."* • Teacher begins anchor chart called *How To Books Can Have…* • Teacher adds to the chart, "list of things you need," and, "more than one picture" to the anchor chart called *How To Books Can Have…*
Active Engagement	• *"Now, I am going to pass out some how to books that you can read and look at with your partner."* • *"Notice what these writers have done in their how to books that you can try in your how to books to make your writing even better."* • Students read and look through books. • Teacher asks students about their findings and adds ideas to the anchor chart called *How To Books Can Have…* anchor chart
Link	• *"Today, I am going to put all of the how to books together in this basket." "If you need to, you can continue studying them or use the classroom charts to look for ways to make your writing even better."*
After-the-Workshop Share	• Teacher selects students for trying ideas learned from mentor texts to share.

Writing Unit of Study
Kindergarten – Procedural: How To

Lesson Plan

Session	Session 15
Concept IV	Writers revise their How-to books.
Teaching Point	Writers use cautions, tips, and warnings.

See writers…	**Hear writers…**
• Looking through mentor text • Adding words to their books • Adding pages to their books • Re-reading • Using anchor charts	• *"I noticed…"* • *"I need to add…"* • *"I can change…."* • *"Do I have a missing step?"*
Materials	
• Mentor Text • Teacher writing piece • Student writing folder	• Anchor chart, 'How to books can have..'

Tips	

Connection	• *"Writers, yesterday we studied mentor texts and found that writers can add a list of things you need and more pictures to make their how to books even better."* • Teacher rereads chart *How To Books Can Have…"* • *"Today, I want to teach you that in our how to books we can use warning, cautions, and tips to help the reader be safe and successful."*
Teach	• *"Writers, let me show you this book called* <u>*The Pumpkin Book*</u> *written by Gail Gibbons." "Right here there is a warning." "A warning helps keep the reader safe." "Gail Gibbons asked herself if the reader needs to be careful and she used a warning box." "It says, 'Have an adult help you.'" "'Have an adult help you' is a warning to children that carving a pumpkin by yourself is dangerous."* • *"Here in step #5 Gail Gibbons cautions the reader." "Cautions also help to keep the reader safe." "Gail Gibbons says, 'Be careful and ALWAYS carve away from yourself.'" "Gail Gibbons used all capital letters to show the reader that it is important because she didn't want anyone to cut themselves."* • *"In the how to I wrote called, "How to Clean the Basement,"* (Teacher reads) *"I could give a tip to the reader." "A tip will help my readers be more successful when they learn to clean the basement." "The tip I write could say, 'Be sure to clean up the basement every day before you eat dinner.'" "Cleaning the basement everyday will save you time."* • *"Did you notice how Gail Gibbons used cautions and warnings to keep the reader safe and I used a tip to help my reader be successful."* • *"When writers want to add cautions, tips, and warnings, they reread the steps in their books and think 'Does the reader need to be careful or do they need a helpful hint?'"*
Active Engagement	• *"Writers, take out your writing in your folder in front of you." "Reread the steps in your book and think, does the reader need to be careful or do they need a helpful hint?"* • *"Turn and talk to your partner if you could add a caution, warning or tip that you can add to your how to."*
Link	• *"Today, you can use cautions, tips and warnings to help the reader be safe and successful."*
After-the-Workshop Share	• Teacher preselects several students who attempted to add cautions, tips, and warnings to their how tos.

Writing Unit of Study
Kindergarten – Procedural: How To

Lesson Plan

Session	Session 16
Concept V	Writers prepare for publication
Teaching Point	Writers choose a writing piece and fix it up.

See writers…	**Hear writers…**
• Looking through their writing • Fixing up words • Crossing out words • Adding color • Re-reading	• *"I noticed…"* • *"I need to add…"* • *"I can change…."* • *"Do I have a missing step?"*
Materials	
• Mentor text	

Tips	• Teacher collects chosen pieces of writing. These pieces will be used again in Sessions 14 and 15. • Teacher needs procedure in place for stapling in extra pages.

Connection	• *"Writers, we have been busy writing lots and lots of how to books." "Authors like Gail Gibbons also write lots and lots of how to books." "Gail Gibbons writes how to books about things she can teach others and then she shares them with us."* • Teacher holds up book and says, *"This is a finished piece." "It is a book that Gail Gibbons wanted to share with us." "Gail Gibbons read through all of her how to books and she chose her best writing and then worked hard to make it even stronger."* • *"Today, we are going to choose a writing piece and fix it up or make it stronger by adding in or taking out a step just like Gail Gibbons."*
Teach	• *"Writers, when we want to find our best piece of writing and fix it up like Gail Gibbons, we first need to read through all of our finished how to books." "After you finish reading each book, you ask yourself if it is your best work."* • Teacher reads a book and says, *"Hmmm, is this my best work?"* Teacher reads another book and asks, *"Hmmm, is this my best work?"* • Teacher continues reading through all of her books and asks if it is her best work. After reading through all of her books, the teacher holds up a book and says, *"This one is my best writing."* • *"After you find your best piece of writing you are going to read it again to a partner." "After each page ask yourself if you are missing a step that you need to add in, or do you have a step that you don't need and can be taken out?"* • Teacher begins to read her book to a partner. • Teacher reads, *"First your friends come to your house."* Teacher asks, *"Do I need to add in a missing step or do I have a step that needs to be taken out?"* • Teacher says, *"Hmmm I forgot to pass out invitations." "I need to add that step first." "My how to book should say, "First, pass out invitations." "Next, your friends come to your house."* • Teacher reads, *"Next you open the door."* Teacher asks, *"Do I need to add in a step or take a step out?"* • Teacher says, *"Hmmm, I don't need this step and can take it out."* • *"My how to book should say,' First, you pass out invitations.'" "Next your friends come to your house." "Then you play birthday games."* • Teacher continues reading through the how to book page by page asking if a missing step needs to be added or if there is a step that needs to be taken out .

Writing Unit of Study
Kindergarten – Procedural: How To

Lesson Plan – Session 16, Continued

Active Engagement	• *"Turn and talk with your partner about what you saw me do when I wanted to choose my best piece of writing, and then work on it to make it stronger by adding in missing steps or taking out a step that I don't need."* • Teacher calls on several students • *"That's right." "First, I read through all my how to books and asked if it was my best writing." "After, I chose my best piece of writing, read it to my partner page by page, and asked myself if a step was missing and needed to be added, or if I had a step that needed to be taken out."*
Link	• *"Writers, today, when you go off to work, you are going to read through all of your how to books and choose your best piece of writing." "Then work to make it even stronger by adding in steps that are missing or taking away steps that you don't need."*
After-the-Workshop Share	• *"Writers, hold up your best piece of writing." "Give me a thumb up if you added in a missing step." "Give me another thumb up if you took away a step that you didn't need."*

Writing Unit of Study
Kindergarten – Procedural: How To

Lesson Plan

Session	Session 17
Concept V	Writers prepare for publication
Teaching Point	Writers fix up their words and sentences.

See writers…	**Hear writers…**
• Looking through their writing • Fixing up words • Crossing out words • Adding color • Re-reading	• *"I noticed…"* • *"I need to add…"* • *"I can change…."* • *"Do I have a missing step?"*
Materials	
• Teacher writing piece from session 13 • Student writing pieces from session 13 • Writing pen	

Tips	• Teacher could also ask students to look for word wall words.

Connection	• *"Writers, yesterday, you read through all of your finished how to books and chose your best piece of writing, and then worked to make it even stronger by adding or taking away steps." "Maya chose a book called, 'How to Plant Flowers' and fixed it up by adding or taking away steps." "Nick chose a book called, 'How To make a Paper Airplane' and fixed it up by adding or taking away steps."* • *"Today, I want to show you how writers also fix up their words and sentences to make their writing smooth."*
Teach	• Teacher takes out her writing piece from session 13 and says, *"Yesterday I chose this book, 'How To Have a Birthday party.'" "I read it to my partner and after each page asked myself if I needed to add or take away a step."* • *"Today, I am going to reread my how to book again." "This time I will read it word by word." "As I am reading, I could add in a missing word with a 'carat' or cross out words that don't belong."* • Teacher reads page one and says, *"First, your friends come to house."* Teacher says, *"Hmmm, that doesn't make sense." "I need to add the word 'your.'"* Teacher says, "*This is a 'carat.'" "I will use it to add the word 'your.'"* • Teacher reads page two next, *"You play birthday games."* • Teacher reads page three and says, *"Then you eat eat your chocolate birthday cake."* • *"Hmmm, that doesn't make sense." "I already wrote the word eat, so I don't need it again." "I am going to cross the word eat out."* • Teacher continues reading the remainder of the how to adding and crossing out words. • *"Writers, did you see how I read my how to book again word by word, and added missing words with a carat and crossed out words that don't belong?"*
Active Engagement	• *"Writers, I have given you the writing piece that you worked on yesterday."* • *"Now, you can reread your how to book word by word." "While you are reading ask yourself if you can add in words with a carat or cross out words that you don't need to make your writing smooth."* • *"Turn and talk to your partner about words that you need to add in or cross out."*
Link	• *"Writers, you can make your writing smooth today by rereading your piece word by word and adding or crossing out words."*
After-the-Workshop Share	• *"Today, you made your writing smooth by adding in words with a carat and crossing out words that you don't need." "Tomorrow, you are going to fancy up your work by adding color and writing an 'about the expert page' so readers can learn more about us."*

Writing Unit of Study
Kindergarten – Procedural: How To

Lesson Plan

Session	Session 18
Concept V	Writers prepare for publication
Teaching Point	Writers fancy up their How to with color and an about the expert page.

See writers…	**Hear writers…**
• Looking through their writing • Fixing up words • Crossing out words • Adding color • Re-reading	• *"I noticed…"* • *"I need to add…"* • *"I can change…."* • *"Do I have a missing step?"*
Materials	
• markers • crayons • writing paper	• stapler

Tips	• Students will not recopy their finished work. • Writing pieces will be celebrated as they are. • Teacher can plan a celebration that is appropriate for their class • May want to put finished books on shelf for others to read

Connection	• *"Yesterday, we fixed up our how to books by adding and crossing out words to make our writing smooth."* • *"Today we are ready to fancy up our how to books by adding color and an about the expert page."*
Teach	• *"How to books that are ready to be shared with others first have color on their cover and pictures." "Watch me as I use crayons and markers to add color to my cover and pictures."* • Teacher models adding color. • *"How to books that are ready to share also have an about the expert page." "An expert on dogs can teach others how to take care of dogs." "An expert on soccer can teach others how to score a goal." "I am an expert on having a birthday party."* • Teacher models stapling an about the expert page to the back of the book. • *"Now, watch me as I tell the reader why I am expert at having birthday party."* • Teacher models writing, *"My name is Mrs. Brown. I have given my son Sam three birthday parties."* • *"Writers fancy up our how to books by adding color and an about the expert page."*
Active Engagement	• *"Writers, you have your how to books next to you."* • *"Look at your how to book and think about what you can do to fancy up your how to writing."* • *"Turn and tell the person next to you how you will fancy up your how to book."*
Link	• *"Writers, you can all fancy up your writing today." "You will take your how to book and add color and an about the expert page."*
After-the-Workshop Share	• Teacher selects some pieces of student writing to share with the class. • The pieces should demonstrate what you hope all students will try to do.