

Unit 4: Non Fiction – How To Books or Inquiry Posters (4 weeks)

Rationale

Why is this unit important and appropriate for this grade level and at this time of the year?

During this unit, students write procedural texts in order to teach others how to do something. It requires students to think and write with clarity and sequencing. This unit is important and one of several expository writing units in response to the Common Core Standards.

*Teachers have the option to modify this unit and have students create inquiry posters but need to teach students procedural writing during the course of the year.

Learning Outcomes

What do we expect students to know and be able to do at the end of the unit?

Students will:

- Generate nonfiction topics of expertise
- Learn the features /structure of how to books
- Use an expert teaching voice
- Use a variety of elaboration strategies

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Generating list of ideas for how tos - things we know how to do well and can teach other people
- Activating prior knowledge to help in selecting precise vocabulary related to topic
- Using a planning page or sketches to help remember and/or sequence the steps
- Orally rehearse/practice how tos by acting it out as part of the planning process
- Using nonfiction text features (e.g., labels, captions, illustrations, diagrams, photographs)
 - On page of materials needed students can list, sketch and label
 - On page of steps students can match each step with an illustration and caption
- Using different kinds of print (e.g., bold, italics, underlined, enlarged or reduced) to elaborate
- Use sequencing/transition words (first, then, next, after, finally) at the start of each step
- Working with a partner (acting out or rereading steps) to make sure information is clear and accurate
 - Are the directions sequenced?
 - Are all the steps included?
 - Were transition words used to help the reader know what to do next?
 - Did the writer use precise language specific to describe the action/step?
 - Should the writer add something else?
 - Make revisions based on partner work
- Adding voice by composing an introduction, ending or advice or a “warning”
 - This is book is for people who...
 - Watch out for...
 - Be careful when you...
 - Don't forget to...
 - Remember to...
- Using classroom visuals and supports to write words (e.g., familiar ABC chart, word wall, anchor charts)

2014-2015 Grade 1 Writing Units of Study

- Using punctuation, capital letters (See Common Core Language Standards for grade level expectations)

Notes/Tips:

- Refer to the District Conventions Continuum to determine appropriate convention objectives (punctuation, capitalization, syntax) to teach during the unit. Copies are available in the grade level literacy binders and on the district website http://ww3.mamkschools.org/ela/Units_of_Study.html.
- Analyze student writing to assess whole class, small group and individualized needs.
- Have guided writing groups as a way to differentiate instruction.
- Gather a basket of how to books. There are many leveled (E-H) how to books available from publishers such as the Wright Group. These are excellent mentor texts since they will mirror they type of how to books the students will be writing.
- Act out how to books read to help discover precise actions the author described.
- Gather books (if possible) about topics students have chosen. Allow students to explore books as a way to gain new information about the topic.
- Have different types of paper available so students have paper choice for independent writing.
- Use daily shared writing to immerse students in genre of how to. Compose and chart several class how to pieces together during this time. Choose daily class routines for shared writing pieces (e.g., how we unpack each morning, what we do in reading workshop, how we get ready for lunch)
- Act out class routines to rehearse and revise the class how to pieces and to ensure all steps are included and described with precision.
- Reread charted how tos as part of shared reading.
- Use class how to pieces as mentor texts in workshop minilessons.
- Retell classroom activities and routines to allow students to practice use sequencing words.
- Create different types of paper for students to include in their how to books (e.g., introduction page, materials needed page, steps page, ending page)
- Incorporate the writing of how tos into the homework. Make copies of the class how to pieces. Have students take home and share with their family. Have families write a how to about a family routine and have students share it with the class.
- **To view Grade 1 archived artifacts for the unit please visit the Grade 1 reading/writing page. Select “Resources” from the top nav bar. To access the units of study website use the link http://ww3.mamkschools.org/units_of_study/.**
- Chart Chums is a great online resource for creating interactive, clear and visually rich anchor charts. To view use the link <http://chartchums.wordpress.com/>.
- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/first-grade.html>.
- To view samples of student writing across genres and grade levels use the link <http://readingandwritingproject.com/resources/student-writing/first-grade.html>.

Professional Resources

What professional resources will be helpful in planning the unit?

- *The Common Core Writing Book* by Gretchen Owocki
- *Units of Study in Opinion, Information, and Narrative Writing, Grade 1* by Lucy Calkins et al
- *Teachers College Reading and Writing Project 1st Grade Writing Curricular Calendar 2010-2011*
- *The Complete Year in Reading and Writing: Grade 1* by Jaime Margolies and Pam Allyn (Chapter 4, p.102)
- *Study Driven* by Katie Wood Ray (Section Three, pp. 220-221)
- *Is That a Fact* by Tony Stead
- *Nonfiction Writing: Procedures and Reports* by Lucy Calkins and Laurie Pessah
- *Exploration in Nonfiction Writing: Grade 1* by Tony Stead and Linda Hoyt
- *Mentor Texts: Teaching Writing Through Children's Literature, K-6* by Lynne R. Dorfman and Rose Cappelli
- *Guided Writing: Practical Lessons, Powerful Results* by Lori D. Oczkus
- http://ww3.mamkschools.org/ela/Units_of_Study.html (See the District Conventions Continuum)