

Unit 8: Picture Book Study (4 weeks)

Rationale

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

The purpose of this unit is to take a previously published piece of writing (e.g., personal narrative or realistic fiction) to revise and publish as a picture book. Students will familiarize themselves with the structure and quality of picture books. They will continue to expand their repertoire of revision strategies while also learning the considerations and strategies authors and illustrators use when presenting a text using format of a picture book.

Learning Outcomes

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

Students will:

- Select a previously published piece of writing
- Purposefully revise selected text to incorporate newly learned craft moves
- Emulate the craft of mentor picture books to enhance and support writing
- Craft illustrations and picture books that complement the text

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Immersing students in the reading and rereading of familiar picture books (can be texts from the same author or various authors)
- Working with a partner to identify characteristics of picture books
- Creating an anchor chart highlighting the structure and attributes of picture books
- Exploring how illustrators and authors work together to show movement through time
- Choosing a previously published piece to revise and republish
- Developing a story board to plan out scenes of story before drafting
- Reviewing the craft strategies studied during the year
- Revising piece trying out some of those craft strategies
- Exploring additional craft moves discovered in the picture books studied
 - Purposeful dialogue that drives the plot
 - Selecting the point of view
 - Playing with time
 - Inner voice – personal monologue
 - Deleting extraneous details/extra words
 - Selecting strong, precise words
 - Crafting vivid images
 - Repetition to elicit meaning
 - Adding tension through the setting
- Using some of the new craft moves to revise piece further
- Examining how mentor authors incorporate page breaks purposefully that reflect the flow of the story
- Using story board to purposefully choosing where page breaks should be incorporated
- Identifying the power of illustration in a picture book

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- Study and chart strategies illustrators use by looking closely at the pictures in familiar picture books. For example, identifying the use of foreground and background in illustrations. Or studying how, when the authors breaks text between pages, etc.
- Using the story board to plan illustration(s) to go with the different scenes
- Exploring various artistic mediums illustrators use to convey meaning in a story
- Creating powerful illustrations that reflect the writing on the page
- Selecting artistic mediums for the illustrations based on the mood and feel of the piece
- Editing writing to reflect grade level expectations for grammar, punctuation, capitalization (see Common Core Language Standards)

Notes/Tips:

- ***Students should be maintaining their independent writing stamina for a minimum of 45 minutes. Students who finish their work related to the minilesson should continue writing in their writer's notebooks.***
- On Demand Writing #3: Prior to beginning the unit the teacher will administer an on demand writing piece. Over the course of two consecutive writing workshops students will independently compose a piece that reflects the writing process. Since students will be writing narrative (e.g., personal narrative, realistic fiction, fiction) stories during this unit the teacher will craft a prompt that reflects this type of writing. The teacher will analyze student writing to assess what strategies students have internalized from Units 1, 2 and 3. Data gathered including writing strengths and areas for instruction will be used by the teacher to plan for whole class, small group and individualized instruction during the unit. Resources (rubrics, continuums) to support analysis of student writing are located in the grade level literacy binders.
- Students edit their pieces daily. 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.
- To plan for whole group, small group, and individualized conferences, teachers assess students before this unit begins with an on demand writing assessment.
- Over the course of one to two days students are asked to write and move through the writing process independently.
- Teachers analyze student writing to identify student strengths and areas for instruction.
- Resources to guide assessment can be found in the District Literacy Binder.
- Students should be encouraged to continue writing in their notebooks after meeting the goal of the day's lesson.
- Students should take the notebook home every night in order to continue practicing the strategies taught and accumulate entries.
- Meet with guided writing groups consistently as a way to differentiate writing instruction.
- Collaborating with the art teacher is an effective way to support the teaching of the various mediums students might consider using for their picture book.
- Students are encouraged to publish writing using word processing tools such as Word or other online publishing tools.
- **To view Grade 4 archived artifacts for the unit please visit the Grade 4 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/.**
- To view sample unit specific anchor charts for various units of study in reading and writing use the following link: <http://readingandwritingproject.com/resources/classroom-charts/third-eighth-grade.html>
- To view samples of student writing across genres and grade levels use the link <http://tc.readingandwritingproject.com/resources/student-writing>.

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 4* by Lucy Calkins et al
- *The Revision Toolkit* by Georgia Heard
- *Wondrous Words* by Katie Wood Ray
- *In The Company of Children* by Joanne Hindley
- *The No Nonsense Guide to Teaching Writing* by Judy Davis and Sharon Hill (Chapter 12)
- *Mentor Texts: Teaching Writing Through Children's Literature, K-6* by Lynne R. Dorfman and Rose Cappelli
- *100 Ideas for Writing* by Linda Rief
- *My Quick Writes for Inside Writing* by Donald Graves and Penny Kittle
- *Guided Writing: Practical Lessons, Powerful Results* by Lori D. Oczkus
- http://ww3.mamkschools.org/ela/Units_of_Study.html (See the District Conventions Continuum)