

2014-2015 Grade K Writing Units of Study

Unit 3: Label or Pattern Books (3 weeks)

Rationale

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

During this unit, students will build on what they have learned about writing. They will attach words to their pictures (labels) as they explore the relationship between pictures and words. Some students may be ready to write pattern books, similar to the books that they are reading. Pattern books are a wonderful way to differentiate instruction because of their varying complexity.

Learning Outcomes

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

Students will:

- Choose a topic and draw a picture on each page of the book
- Add details to pictures
- Use approximate spelling to add a label and/or words to each picture

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Stretching out words – saying the word slowly and writing the letter down that matches the sound being said (focus on initial, final and medial sounds of words)
- Using classroom visuals and supports to write words (e.g., familiar ABC chart, word wall, anchor charts)
- Spacing between words
- Adding ending punctuation
- Rereading work again and again

For label books:

- Choosing a topic you are interested in or know a lot about (e.g., family, weather, school, play, pets, animals, food)
- Using a list to help organize and plan the pages of a book
- Adding details to pictures in order to tell a more complete story
- Stretching out words – saying the word slowly and writing the letter down that matches the sound being said
- Creating a cover with a title and author's name
- Choosing titles

For pattern books:

- Expanding writing to create a repeating pattern (e.g., I like _____. I like_____, I have a _____. I have a _____.)
- Expanding writing to create a see-saw pattern (e.g., I like _____. My sister likes _____. I like_____. My sister likes _____.)
- Using sight words
- Using spaces between words
- Including a surprise or feeling ending

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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.
- Have different types of paper available so students have paper choice for independent writing.
- Interactive writing and shared writing are essential daily balanced literacy components that allow teachers to demonstrate strategies repeatedly for planning, illustrating, and writing stories. Many teachers use interactive writing to teach strategies such as spacing between words, strategies for spelling words, ending punctuation, etc. Many teachers use shared writing to model the genre of writing being studied. Through shared writing the class can compose “mentor” stories that reflect the unit of study. (Teachers use chart paper for shared writing.) These mentor texts are referred to during writing workshop minilessons to model the day’s teaching point. Shared writing texts developed by the class are excellent because all students can be involved in the composing (students share ideas orally and teacher scribes) and also because they reflect the type of writing students will be expected to do. It is highly recommended that teachers use class shared writing texts in addition to published mentor texts to teach a unit of study.
- Use daily shared writing and interactive writing to compose class list and pattern books. Use texts to model teaching points during writing workshop minilessons.
- Post sight words introduced on the class word wall and encourage students to use the word wall during independent writing.
- Chant word wall words as part of a daily ritual so that students can begin to read and write these words with automaticity.
- Read aloud a variety of books from the A-C baskets. Select some label books and have the class think of what the whole book is about. This can help when generating ideas and thinking of titles.
- Read aloud simple pattern books with repeating words to support students who are ready to write pattern books.
- Some students may be interested in using the photocopied lists they created in Unit 2 to write label and/or pattern books.
- The books the students create can be added to the classroom library in a bin called “We are Writers.”
- Students write daily so teachers may decide to clean out student writing folders at the end of each unit for management and organizational reasons.
- **To view Grade K archived artifacts for the unit please visit the Grade K 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/kindergarten>,
- To view samples of student writing across genres and grade levels use the link <http://tc.readingandwritingproject.com/resources/student-writing>.

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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 K* by Lucy Calkins et al
- *Teachers College Reading and Writing Project Kindergarten Writing Curriculum Calendar 2010–2011*
- *The Complete Year in Reading and Writing* by Karen McNally and Pam Allyn (Chapter 3, pp. 74–83)
- *About the Authors: Writing Workshop with our Youngest Writers* by Katie Wood Ray (Chapter 1, pp.1–22)
- *First Grade Writers* by Stephanie Parsons (Chapter 2)
- *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)