

2014-2015 Grade K Writing Units of Study

Unit 6: How To Books (3 weeks)

Rationale

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

Writing procedural texts develops students' abilities to describe a sequence of steps in clear and explicit ways in order to teach someone else how to do something.

Learning Outcomes

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

Students will:

- Select a topic for a how to book
- Plan the sequence of steps to teach others how to do something
- Elaborate by adding details and sequencing words

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Thinking of things we know how to do well and can teach to other people
- Using a planning page and/or sketches to help remember and/or sequence the steps
- Acting out/rehearsing stories with a partner
- Representing the steps through pictures
- Extending writing to include more details in the picture
- Extending writing to include more details in the text
- Adding speech bubbles or helpful advice
- Rereading to make sure the steps are in order and make sense
- Thinking about precise word choice (e.g., put vs. pour, take out vs. scoop)
- Using sequencing words (first, then, next, after, finally)
- Adding a diagram with labels
- Selecting titles and creating covers (and title pages)
- Adding a page of needed materials
- Adding an introduction page to interest/hook the audience
- 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
- Editing for punctuation, capitalization, grammar (See Common Core Language Standards for grade level expectations)

Notes/Tips:

- Refer to the District Conventions Continuum to determine appropriate convention objectives

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(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.
- 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 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.
- 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*
- *Units of Study for Primary Writing: A Yearlong Curriculum (Guide 6 Nonfiction Writing: Procedures and Reports)*
- *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)