

ELA
Common Core
State Standards
Lesson Plans



**Kindergarten
Pattern Books
Unit 4
08/11/13**

Writing Unit of Study -
Kindergarten, Pattern Books, Unit 4

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Resource Materials

See Separate Packet

Please note: A unit may have additional information under the background section.

Writing Unit of Study - Kindergarten, Pattern Books, Unit 4

Abstract

In this fourth unit, Pattern Books, students are invited to write multiple pattern books just like the ones they have been reading. Since reading and writing go hand in hand, this unit will help make this connection very visible to students. While this unit uses patterns to help students write, the focus of this unit is on meaning. Students learn that pattern books are not just books with repeating words but rather they are books with repeating words that communicate meaning; and that even the smallest books can hold big meaning. This unit allows writers to build on what they have already learned using labels and sentences to support the writing of pattern books just like the ones they have been reading in their leveled libraries. This unit is a great opportunity to empower your writers by giving them an authentic purpose for writing and expanding the classroom library. Many of these pattern books will find their way into the classroom library and provide even more reading choices.

Writing Unit of Study - Kindergarten, Pattern Books, Unit 4

Resources and Materials Needed

Mentor or Teaching Text

- Anchor Charts – See Immersion Information
 - How to Write a Pattern Book
- Mentor Text – See Resource Materials Packet
- Teacher and class sample story/stories – The following items will be targeted in the unit, so write a variety of text that lend themselves to teaching into these items:
 - Session 8 – Teacher needs premade pattern book with the last page unfinished so that you can write a surprise ending

Resources and Materials

- Select mentor texts for the unit of study
- Plan immersion activities to build background and understanding of pattern books. See Immersion Section for suggestions.
- Assessment rubric, checklist or other assessment measures
- Ongoing class charts (See resource packet)
- Chart paper to record information developed throughout the unit
- Blank booklets for drafting and final pieces- Paper Options (See resource materials section)
- Baskets or other types of containers to add student work into the classroom library toward the end of the unit.
- Student samples previously collected.
- Leveled book basket
- Markers
- Writing folders
- Index cards
- Editing checklist: Individual and Class Chart
- Copies of items in Resource Materials Section for students
- Student dry erase boards and markers.
- This would be a great unit to type up student work to add to the classroom library. Teachers should begin thinking about how to manage the publishing of the student's books. Students should not be spending time re-writing their books. Options could include photocopying the pictures to add to typed versions of the student booklet, having parents or fifth grade buddies type up student work.
- All books placed in classroom library must have conventional spelling.
- This unit should not be done as a story starter or prompted.
- Select Celebration Idea before starting the unit. Explain to students early on how their work will be shared. This should motivate them to do their personal best.

Professional Resources

- Calkins, Lucy. (2011 – 2012). *A Curricular Plan for the Writing Workshop, Grade K*. Portsmouth, NH: Heinemann.
- Calkins, Lucy. (2013). *Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum*. Portsmouth, NH: Heinemann.

Writing Unit of Study - Kindergarten, Pattern Books, Unit 4

Why a Script?

Teachers, whether new to the profession, Writing Workshop, or to the Common Core Standards can benefit from scripted lesson plans. A script serves as a writing coach by guiding instruction to include routines, procedures, strategies, and academic vocabulary. The goal over time is that teachers will no longer need scripted lessons because they will have studied and gained procedural knowledge around writing workshop, the Common Core, and the units of instruction. The script is a framework from which teachers can work -- rewrite, revise, and reshape to align with their teaching style and the individualized needs of their students. Furthermore, the scripted lessons can also be easily utilized by student teachers or substitute teachers.

Additional lesson information:

Share Component –

Each lesson includes a possible share option. Teachers may modify based on students' needs. Other share options may include: follow-up on a mini lesson to reinforce and/or clarify the teaching point; problem solve to build community; review to recall prior learning and build repertoire of strategies; preview tomorrow's mini lesson; or celebrate learning via the work of a few students or partner/whole class share (source: Teachers College Reading and Writing Project). See Resource Materials Packet for more information – Some Possibilities for Purposeful Use of the Share Time.

Mid-workshop Teaching Point –

The purpose of a mid-workshop teaching point is to speak to the whole class, often halfway into the work time. Teachers may relay an observation from a conference, extend or reinforce the teaching point, highlight a particular example of good work, or steer children around a peer problem. Add or modify mid-workshop teaching points based on students' needs.

Assessment –

Assessment is an essential component before, during and after a unit to determine teaching points and plan for individual and small group work. See Assessment link on Atlas Rubicon for more detailed information and options (e.g. on-demand procedures and analysis, proficiency checklists for product, behaviors and process, formative assessment strategies, writing continuums, see and hear observational sheets, etc.)

Independent Writing and Conferring –

Following the mini-lesson, students will be sent off to write independently. During independent writing time teachers will confer with individual or small groups of students.

Balanced Literacy Program (BLP) –

A Balanced Literacy Program which is necessary to support literacy acquisition includes: reading and writing workshop, word study, read-aloud with accountable talk, small group, shared reading and writing, and interactive writing. Teachers should make every effort to include all components of a balanced literacy program into their language arts block. Reading and Writing workshop are only one part of a balanced literacy program. The MAISA unit framework is based on a workshop approach. Therefore, teachers will also need to include the other components to support student learning.

Writing Unit of Study - Kindergarten, Pattern Books, Unit 4 Overview of Sessions – Teaching and Learning Points

Alter this unit based on students' needs, resources available, and your teaching style. Add and subtract according to what works for you and your students.

Part One: Immersion Phase

Concept I: Writers study mentor text to identify characteristics of Pattern books to frame their writing.
Sample – please see Immersion Phase section for more information.

Immersion

Sessions 1-3 Writers read, study, and chart noticings about Pattern books. Generate list of possible story ideas. Additional sessions/activities may be added depending if immersion is done during reading, writing time or both.

Part Two: Lesson Sequence Phase

Concept II: Writers use patterns to communicate meaning.

Session 1 Writers use reading books to write patterns.
Session 2 Writers think about what they want to say about their topic.
Session 3 Writers work to communicate meaning through the title.
Session 4 Writers make sure all of the pages go together and make sense.
Session 5 Writers use pictures to provide meaning that supports the reader.
Session 6 Writers plant picture clues to tell even more than the words (Inferencing).

Concept III: Writers write elaborate pattern books.

Session 7 Writers write for readers.
Session 8 Writers write surprise endings.
Session 9 Writers write see-saw structures.
Session 10 Writers write question-answer structures.
Session 11 Writers choose the type of pattern books they want to write.

Concept IV: Writers finish and publish their pattern books.

Session 12 Writers choose their best piece of writing to edit.
Session 13 Writers practice and share highlights of their pattern books.
Session 14 Writers sort their pattern books to add to the class library.

Writing Unit of Study - Kindergarten, Pattern Books, Unit 4

Immersion Phase

Background Information

The purpose of the Immersion Phase is to help students develop a thorough understanding of the type of text they will be writing. The goal is to move students from *explorers* of a particular text type to *writers* of that text type. In this particular unit, students will learn the purposes of Pattern books as well as the characteristics of well-written, Pattern books. Basically, during this phase, students are thinking, How do these kinds of text tend to go?

Concept I is considered the immersion phase of the unit. The immersion phase is meant to be done 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 Pattern book stories and started collecting their own story ideas. Teachers may want to keep their own collection of story ideas so they can model leading a Writerly Life, and use them as a resource if they decide to write their own stories. 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.

It is suggested that most immersion activities take place during reading. These activities may be done during read aloud, shared reading, or reading workshop. Students should continue to work in writing workshop on completing the previous unit of study while this immersion work is done. However, if time is available or needed in writing workshop, immersion activities may be conducted during that time too.

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 Pattern books and view them through a writer’s lens. Text selection should include published books as well as student authored work. Text should always be read first as a reader and discussed. Then, students reread the same text to study it through a writer’s eyes.

Additional important ideas to focus on during this phase and throughout the unit:

- Reading like Writers – Writers first read like readers – read to enjoy and comprehend a story. Then, writers reread familiar text to study how the author wrote it – what are interesting things we notice about how the author crafted words; how did the author chose to structure different parts of the text; how did the writer include qualities of good writing; etc. In other words, students read like writers and discern what an author did and why. In simple terms, we guide students in charting the following: A. Notice – What do you notice the author did?, B. Name – What is this called?, C. Why - Why did an author intentionally make that decision? (More advanced students may also discuss if they had ever seen that technique before and where, as well as try the technique with a class or student sample)
- Identifying the different possible audiences that may want to read these stories

Some important ideas to focus on during this phase:

Pattern books:

- communicate meaning (author’s purpose)
- have a topic
- have words that talk about the topic
- have a repeating sentence or sentence structure
- can be fiction or non-fiction

Writing Unit of Study - Kindergarten, Pattern Books, Unit 4

Immersion Phase, Continued

- have titles that hold the pages together
- can have a twist at the end or surprise ending
- can have a see-saw repeating sentence structure (I like ice cream. My Mom does too!)
- can have a question/answer structure
- have pictures that support words and add meaning
- have sight words (high frequency words)

Shared Writing

Teachers may also want to focus on pattern book stories during shared writing and co-create small group or whole class text. Shared writing is in addition to writing workshop. Shared class text may be used throughout the unit.

Anchor Charts

Begin to develop core Anchor Charts – A. Characteristics of a Pattern books and B. Pattern book Ideas

These charts should be co-constructed by teacher and students during this phase based on what the class finds as they study mentor text. These charts will be used as a reference throughout the unit of study.

- **Develop core Anchor Chart – What Makes a Pattern Book?** This chart should be co-constructed during this phase based on what the class finds as they study mentor text. This chart will be used as a reference throughout this unit of study. Example:
 - about one topic
 - have words that talk about the topic
 - similar structure on every page
 - conveys meaning
 - have titles that hold the pages together
 - can have a twist at the end or surprise ending
 - have pictures that support words and add meaning (pictures say more than words)
 - have sight words (high frequency words)
- **Story Ideas:** Generate a list of possible story ideas that the class or individuals could write.
Example: Pattern Book Ideas
- **My ideas** (Things I know about and matter to me)
- **My friend's ideas** (Interview friends to see what type of books they like to read)
- **Books** (ideas from other books)

Possible Immersion Activities

- Immersion 1-3: Read-aloud mentor text and create a chart of What Makes a Pattern Book (See Resource Materials Packet)
- Immersion 4: Generate a list of possible story ideas to be used throughout the unit. Students could interview peers on what types of books they enjoy for possible story ideas
- Immersion 5: Create a shared writing pattern book.

Important Note:

Studying and more importantly teaching craft takes knowledge and experience. It is highly recommended prior to teaching this unit teachers read the following professional resources to learn more about immersion and the teaching of craft:

Writing Unit of Study - Kindergarten, Pattern Books, Unit 4

- Ray, Katie Wood. (2006). Study driven: A framework for planning units of study in writing workshop. Portsmouth, NH: Heinemann.
- Ray, Katie Wood and Lisa Cleaveland. (2004). About the authors: Writing workshop with our youngest writers. Portsmouth, NH: Heinemann. There is also an About the Authors DVD.
- Ray, Katie Wood. (1999). Wondrous words: Writers and writing in the elementary classroom. Portsmouth, NH: Heinemann.

Writing Unit of Study - Kindergarten, Pattern Books, Unit 4

Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	1
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

Writing Unit of Study - Kindergarten, Pattern Books, Unit 4

Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	2
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

Writing Unit of Study - Kindergarten, Pattern Books, Unit 4

Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	3
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

Writing Unit of Study - Kindergarten, Pattern Books, Unit 4

Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	4
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

Writing Unit of Study - Kindergarten, Pattern Books, Unit 4

Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	5
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

Writing Unit of Study -
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Lesson Plan

Session	1
Concept	Writers use patterns to communicate meaning.
Teaching Point	Writers use reading books to write patterns

Materials	
<ul style="list-style-type: none"> Mentor texts- <u>My School</u> by Michelle Dufresne and <u>I See</u> by Rozanne Williams or other simple pattern books [Resource Materials Packet] Pattern Book Ideas-Anchor Chart (created in Immersion) Leveled book baskets 	<ul style="list-style-type: none"> Writing Booklets/paper [Resource Material Packet] Markers

Tips	<ul style="list-style-type: none"> According to Lucy Calkins, this unit should not be taught in a heavily prompted way. It should not have a story starter kit feel. The purpose is to focus on meaning rather than the pattern of the day. pg. 50 (A Curricular Plan For the Writing Workshop, Grade K, 2011-2012) This would be a great unit to type up student work to add to the classroom library. Teachers should begin thinking about how to manage the publishing of the student's books. Students should not be spending time re-writing their books. One option could be photocopying the pictures to add to typed versions of the student booklet. Some writers will still be writing with labels. In this unit you will want to show them how the label can go under the picture on the writing line. They would then be making level A books.
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Connection	<ul style="list-style-type: none"> <i>Writers, I looked all around our classroom the other day during reader's workshop and I saw all of you reading! I realized you are quickly reading through all of the books we have in our library and that we may need more books. Now that we are all drawing pictures and writing words, I think we are ready to fill these baskets (leveled book baskets) with our own books. I thought maybe you would be willing to write books like the ones we have been reading.</i> <i>Today I am going to teach you how we can be writers of the kinds of books we have been reading.</i>
Teach	<ul style="list-style-type: none"> <i>We noticed that pattern book authors use a repeating structure, or words that repeat on each page. I want to show you how you can make a pattern book just like that. First I need to think about a topic or what I want to write about. I can use what I know or what I know about my friends or I could get an idea from a book I read. Refer to 'Pattern Book Ideas' anchor chart.</i> <i>I am going to write about something I know a lot about. I know a lot about hiking so I will write about hiking.</i> <i>Next I can think about all the different patterns I know about from the books I have been reading. In the book <u>My School</u> by Michelle Dufresne, she used the pattern, 'Here is...'</i> <i>I can make my book like <u>My School</u> . The pages of my book could go like this, 'Here is my hiking pole, Here is my hiking map.... Teacher quickly writes across the pages.</i> <i>Did you see how I first thought about my topic? Then I thought about a pattern from a book that I could use to help me make my book.</i>

Writing Unit of Study - Kindergarten, Pattern Books, Unit 4 Lesson Plan – Session 1, Continued

Active Engagement Part 1	<ul style="list-style-type: none"> • <i>Writers, let's try this together. First we need to think of a topic or what we want to write about. Teacher can reference 'Pattern Book Ideas' anchor chart. Class decides on a topic.</i> • <i>We decided to write about something we know a lot about. The playground. Let's write a pattern book about the playground.</i> • <i>Now we have to think about a pattern that we could use to help us make our own pattern book. Let's use the same pattern as the book <u>I See</u> by Rozanne Williams, 'I see a ...'</i> • <i>Our book could go like this, 'I see a slide, I see a ...' Turn to your partner and tell them something else we could add to our pattern book about what we see on the playground.</i> • <i>Teacher writes several pages of the 'I see a...' in a booklet.</i> • <i>Let's reread together our class pattern book to make sure we have used repetition or to make sure the words repeat on every page. Class reads book together.</i>
Part 2	<ul style="list-style-type: none"> • <i>Now each of you can try this. First you need to pick a topic. Refer to Pattern Book Ideas anchor chart. Teacher gives students some wait time to think about their topic. Give me a thumb up when you have your topic.</i> • <i>Next you need to think of a pattern you could use to write your pattern book. Give me two thumbs up when you are ready.</i>
Link	<ul style="list-style-type: none"> • <i>Writers, it is time for you to begin writing pattern books just like the ones you have been reading. Those of you who have two thumbs up can grab a booklet and begin writing your pattern book.</i> • <i>Teacher will assist any students remaining with additional help</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> • <i>Writers, I was noticing that many of you are writing patterns that use words like, 'I can,' or 'I see.' I want to show you that when writers write, they need to make sure that the first word in their sentence is always a capital letter. Watch as I show you how...</i>
Independent Writing and Confering	<ul style="list-style-type: none"> •
After-the-Workshop Share	<ul style="list-style-type: none"> • <i>Wow! Look at all the great pattern books you worked so hard to write today. I noticed that some of you wrote about things you knew a lot about but some of you wrote books about things that their friends were interested in. We have so many ways we can get ideas for our books. Teacher again reads chart, Pattern Book Ideas.</i> • <i>See Resource Materials Packet for other Share options</i>

Writing Unit of Study -
Kindergarten, Pattern Books, Unit 4
Lesson Plan

Session	2
Concept	Writers use patterns to communicate meaning.
Teaching Point	Writers think about what they want to say about their topic.

Materials	
<ul style="list-style-type: none"> • Writing booklets/paper [Resource Materials Packet] • Chart Paper 	<ul style="list-style-type: none"> • Marker • This class book will be used again in session 5 & 7

Tips	<ul style="list-style-type: none"> • This lesson should not be the first time teachers begin to talk about the heart of the story (main idea). Main idea should be taught during shared reading, read aloud, and guided reading on a regular basis. • Teacher can individually ask students during writing time what the big idea is that they are trying to communicate or tell their reader. • This unit should not be taught in a heavily prompted way. It should not have a story starter kit feel. The purpose is to focus on meaning rather than the pattern of the day.
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Connection	<ul style="list-style-type: none"> • <i>Writers, yesterday we learned that when we want to write a pattern book just like the ones we have been reading, we first have to think of a topic and then think of a pattern we could use to write about that topic.</i> • <i>Today I am going to teach you that when writers plan their pattern books, they think about their topic and what they want to say about their topic.</i>
Teach	<ul style="list-style-type: none"> • <i>When I was thinking about my topic of hiking, I also started thinking about all the things I could write about hiking. For example, I could write about the equipment I use when I hike, or the places I like to hike, or even the things I see on my hike.</i> • <i>First... Teacher holds up one finger. ...I am going to think of my topic, hiking.</i> • <i>Next... Teacher holds up second finger. ... I am going to think about what I want to say about my topic. I want to write about all the things I see on my hikes. On my hikes I usually see trees, birds, squirrels, signs, and other people.</i> • <i>Then... Teacher holds up third finger. ...I am going to think of some repeating words that could help me write my pattern book. Words like, 'I see,' 'When I am hiking I see...', or 'I look at the birds when I hike.'</i> • <i>I think I am going to use the words, 'I look at the xxx when I hike,' to help me write my pattern book. The pages of my book would go like this, 'I look at the trees when I hike. I look at the birds when I hike. I look at the squirrels when I hike.' Did you see how I first thought of my topic (teacher holds up first finger), then thought about what I wanted to say about my topic (teacher holds up second finger), and finally (teacher holds up third finger), I thought about the words I could use to help me write my pattern?</i>

Writing Unit of Study - Kindergarten, Pattern Books, Unit 4

Lesson Plan – Session 2, Continued

Active Engagement	<ul style="list-style-type: none"> • <i>Writers, let's try this together. Let's write a class a pattern book about our classroom.</i> • Teacher holds up one finger. <i>We have thought of our topic, our classroom. Now we need to (teacher holds up second finger) think of what we want to say about our classroom. Do we want to say that we do fun things in our classroom or that we learn about a lot of important information in our classroom, or that our classroom has lots of neat things? Turn to your partner and decide what we want to say about our classroom.</i> • After students turn and talk decide on what they want to say about their classroom or topic • Teacher holds up third finger. <i>Writers, now we need to think of the words that we could use to help us write our pattern. Words like, 'In our classroom we like..., ' or, 'We like to...' Turn to your partner and tell them other words we could use to help us write our pattern book.</i> • After students turn and talk, teacher will call on several students to share words to help write pattern. • <i>We could use the words, 'We like to...' to help us write our pattern book. The pages would go like this, 'We like to read. We like to write. We like to eat snack. We like to play Dinos.'</i> Teacher writes each pattern sentence on a blank page for a class book.
Link	<ul style="list-style-type: none"> • <i>Writers, today and every day when you are getting ready to start a pattern book, you need to first (teacher holds up first finger) think about a topic, then you will (teacher holds up second finger) think about what you want to say about your topic, and then (teacher holds up third finger) you will think of words that you can use to help you write your pattern book.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> • <i>Writers, please stop writing and look at me. Writers touch your first finger and tell yourself the topic of your pattern book. Now touch your second finger and tell yourself four things you want to say about your topic. Finally, writers, point to the words on your page that you are using to write your pattern.</i> • <i>Remember writers, if you finish your pattern book and want to start new one, (teacher holds up first finger) first think of your topic, (teacher holds up second finger) then think about all you want to say about your topic, and (teacher holds up third finger) then think of the words that could help you write your pattern.</i>
Independent Writing and Conferring	<ul style="list-style-type: none"> •
After-the-Workshop Share	<ul style="list-style-type: none"> • Teacher begins creating anchor chart, How to Write a Pattern Book (See Resource Materials Packet for sample). • <i>Writers, today we learned that when we want to write a pattern book we have to do three things: 1) Think of a topic, 2) Think about what I want to say about my topic, and 3) Think of a pattern .</i> • See Resource Materials Packet for other Share options.

Writing Unit of Study -
Kindergarten, Pattern Books, Unit 4
Lesson Plan

Session	3
Concept	Writers use patterns to communicate meaning.
Teaching Point	Writers work to communicate meaning through the title.

Materials	
<ul style="list-style-type: none"> • <u>Hard and Soft</u>, by Rose Lewis, <u>The Bridge</u> by Joy Cowley- Mentor Text-or other pattern text [Resource Materials Packet] • Teacher prepared book from session 2 	<ul style="list-style-type: none"> • Students writing folders

Tips	•
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Connection	<ul style="list-style-type: none"> • <i>Writers, we have been studying lots of different pattern books. And one thing we know is that when we begin to write these books, we always think about what we want to say about our topic. We ask, 'What do I want the reader to know?'</i> • <i>Today I am going to show you that writers add titles to their books to help the reader understand or think about their story.</i>
Teach	<ul style="list-style-type: none"> • <i>One way we can help the reader understand our story is to think about the title of our story.</i> • <i>In the book <u>The Bridge</u> by Joy Cowley, she writes about all the meanies getting on the bridge. So she titled her book, <u>The Bridge</u>. In the book <u>Hard and Soft</u> by Rose Lewis, she lets us know through the title that the story is going to be about things that are hard and soft. She titled the book <u>Hard and Soft</u>.</i> • <i>The other day I wrote a book about hiking. If I were to put a title on my book to help my reader, first I need to think about what I want my reader to know and understand about hiking. I know – I want them to know about all the things I see when I go hiking. I am going to make my title <u>Things I See When I Hike</u>.</i>
Active Engagement	<ul style="list-style-type: none"> • <i>Today you are going to think about the titles of your books, too. Some of you have put titles already and some of your books still need titles. Let's take a look at some of your books and think first about what your book is about.</i> • <i>Students pull out some of their books out of the writing folders and think about possible titles</i> • <i>Pick at least one of your books you have written and turn and tell a partner what you will put for your title. You could say, 'My book is about xxx so my title is going to xxx.'</i> • <i>So writers can help the reader by making sure their title tells the reader what the story is about.</i>
Link	<ul style="list-style-type: none"> • <i>Today, when you go off to write, you can think about putting titles on your books to help your reader know what your story is about.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> • <i>Remember that there are several titles that will work well for the same book. Sometimes I like to try out several different ideas before settling on just one. Instead of calling my story <u>Things I See When I Hike</u>, I could have written other titles like, <u>Going Hiking</u>, or <u>Things on the Trail</u>. Writers do this all the time: they try out several different ideas before choosing just one.</i>
Independent Writing and Conferring	•

**Writing Unit of Study -
Kindergarten, Pattern Books, Unit 4**
Lesson Plan – Session 3, Continued

After-the-Workshop Share	<ul style="list-style-type: none">• Have a few students share some of their titles they created for their books, have students respond as to what they think their stories will be about.• See Resource Materials Packet for other Share options.
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**Writing Unit of Study -
Kindergarten, Pattern Books, Unit 4**
Lesson Plan

Session	4
Concept	Writers use patterns to communicate meaning.
Teaching Point	Writers make sure all of the pages go together and make sense.

Materials	
<ul style="list-style-type: none"> Writing booklets/paper (See Resource Materials Packet for paper samples) Mentor Text- <u>Life at the Beach</u> by Rose Lewis or any other simple pattern book 	<ul style="list-style-type: none"> How To Write a Pattern Book - Anchor Chart [Resource Materials Packet]

Tips	<ul style="list-style-type: none"> All books placed in classroom library must have conventional spelling. Students should have at least 2-3 published books by the end of the unit. Students should not be spending time rewriting their books. One option could be photocopying the pictures to add to typed versions of the student booklet. Some writers will still be writing with labels. In this unit you will want to show them how the label can go under the picture on the writing line. They would then be making level A books.
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Connection	<ul style="list-style-type: none"> <i>Writers, yesterday we continued writing more pattern books just like the ones we have been reading.</i> <i>Today I am going to teach to you that when writers write pattern books, they need to make sure that all of their pages go together and make sense so the reader can understand what their book is about.</i>
Teach	<ul style="list-style-type: none"> <i>When we read the book <u>Life at the Beach</u> by Rose Lewis, we noticed that the story was all about the things you could see at the beach like crabs, and starfish. The author did not write, 'Look at the cow,' or 'Look at the pig', because that would not make sense and it would not fit with the rest of the pages about the beach. Rose Lewis made sure that all her pages were about things you can see at the beach so the reader would understand what her book was about. Watch as I show you how you can make sure your pages go together and make sense just like Rose Lewis did.</i> <i>First I need to think of my topic or idea. I know I will write about one of our favorite characters, Huggles (or another character familiar to students).</i> <i>Next, I am going to think about what I want to say about Huggles. I know that Huggles loves to hug so I want my words to be all about how Huggles loves to share his hugs.</i> <i>Now I need to think of my pattern. I thought I would try using the words, 'Huggles loves to hug,' to help me write my pattern book.</i> <i>Teacher begins writing a few pages of the book.</i> <i>Now, I need to stop and check my story and make sure that I am helping my reader by making sure all my pages are about what Huggles love to hug. Teacher rereads what has been written. Yes, these pages fit together and make sense. They are all about what Huggles loves to hug.</i> <i>I did not write about what Huggles likes to eat because that would not make sense and fit with the other pages about how Huggles loves to hug.</i> <i>Did you see how I decided on my topic, thought about what I wanted to say about that topic, thought of my pattern and then made sure that my pages were about the topic? Writers do this</i>

Writing Unit of Study - Kindergarten, Pattern Books, Unit 4

to help the readers understand their story.

Lesson Plan – Session 4, Continued

Active Engagement	<ul style="list-style-type: none"> • <i>Now you are going to help me make sure the rest of my pages go together and make sense.</i> • Teacher turns page, continues to write a few more pages and then reads book to students • <i>Now I want you to turn to your partner and decide if the rest of my pages go together and make sense.</i> • Ask students how they know the pages go together and make sense.
Link	<ul style="list-style-type: none"> • Teacher adds to the anchor chart, How to Write a Pattern Book. • <i>Writers, today as you are writing your pattern books you need to 1) think about your topic, 2) think about what you want to say about your topic , 3) think of a pattern and lastly, 4) make sure the pages go together.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> • <i>Writers, remember we can use the word wall to help write our pattern books. We can use words like, 'he,' 'we,' and 'go.' Those are words from our word wall or words we should be able to read and write in a snap.</i> • <i>Or Writers, let me show you what to do if your pages do not go together. You can...</i>
Independent Writing and Conferring	<ul style="list-style-type: none"> •
After-the-Workshop Share	<ul style="list-style-type: none"> • <i>Writers, choose one of your books to read to your partner. Your partner is going to listen and help you make sure that all the pages make sense and go together.</i> • See Resource Materials Packet for other Share options.

Writing Unit of Study -
Kindergarten, Pattern Books, Unit 4
 Lesson Plan

Session	5
Concept	Writers use patterns to communicate meaning.
Teaching Point	Writers use pictures to provide meaning that supports the reader.

Materials	
<ul style="list-style-type: none"> Mentor Text-<u>The Dog</u> by Rozanne Williams or any other simple Pattern book which has strong picture support(See Resource Materials Packet) Student writing folders-with at least one pattern book to the carpet 	<ul style="list-style-type: none"> Class book from Session 2 What Makes a Pattern Book - Anchor Chart

Tips	<ul style="list-style-type: none"> This lesson should not be the first time students are introduced to using pictures to support their reading. Using picture clues should have been modeled multiple times in shared reading before this lesson.
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Connection	<ul style="list-style-type: none"> <i>Writers, yesterday while we were writing our pattern books we were making sure that our pages fit together and that they made sense. We did this to help the reader understand what our story was about. We know that as readers we always need to think about what the story is about. But sometimes when we read books, there are words that we may not know and one thing we can do to help ourselves is to look at the picture to help figure out the word.</i> <i>Today I am going to teach you another thing writers do to help the readers. Writers add to the picture to help the reader understand the book.</i>
Teach	<ul style="list-style-type: none"> <i>Writers, we noticed when we were reading our mentor texts... Teacher refers to What Makes a Good Pattern Book chart created in Immersion. ...that pattern books have pictures on every page and these pictures can support or help the reader with tricky words on the page.</i> <i>Let's revisit our mentor text, <u>The Dog</u> by Rozanne Williams, to see how the author and the illustrator work together to include pictures that help the reader with the tricky words.</i> <i>Teacher begins to reread mentor text. Writers, I am thinking 'sit' might be a tricky word for some readers. I noticed that the picture shows the dog sitting down and this picture would support or help the reader figure out the tricky word, 'sit.' On the next page I think the tricky word might be 'run.' Again, I looked at the picture and noticed the dog is running to catch the ball. This picture of the dog running to catch the ball will help the reader figure out the tricky word, 'run.'</i> <i>The author and illustrator of <u>The Dog</u> were careful to think about what needs to be in the picture for their readers to understand the tricky words.</i>
Active Engagement Part 1	<ul style="list-style-type: none"> <i>Writers, we created a book the other day about our classroom. We are going to reread and think about the pictures we need to add to help the reader. Teacher displays class pattern book started in lesson 2.</i> <i>Our first page says 'We like to read.' I think the tricky word for the first page of our book is going to be 'read.' Turn to your partner and tell them what the picture should look like to help the reader figure out the tricky word, 'read.'</i> <i>Students turn and talk to their partners.</i> <i>Teacher chooses several students to share ideas about what the picture should include.</i> <i>Writers, I think we can agree that our picture for this page should include students reading books in the classroom. Teacher quickly sketches a picture on the class book page that shows students</i>

**Writing Unit of Study -
Kindergarten, Pattern Books, Unit 4**
Lesson Plan – Session 5, Continued

Active Engagement Part 1 - Continued	reading in the classroom.
Active Engagement Part 2	<ul style="list-style-type: none"> • <i>Writers, please take out one of your pattern books. Reread a page and choose one word that you think might be a tricky word for your reader.</i> • <i>Turn to your partner and tell them what you could add to your picture, just like our mentor author did, that would help support your reader as they try to figure out the tricky word.</i> • Students turn and talk to partners, sharing what they could add to the picture to help support the reader with the tricky word.
Link	<ul style="list-style-type: none"> • <i>Writers, as you are writing your pattern books you will need to think like our mentor author and illustrator, Rozanne and Jim, to make sure you are drawing pictures that would help support your reader with the tricky words.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> • <i>Writers, I want to show you how Joe made sure he used spaces in between his words.</i>
Independent Writing and Conferring	<ul style="list-style-type: none"> •
After-the- Workshop Share	<ul style="list-style-type: none"> • <i>Writers, get with your partner and tell them how your picture helps support the reader with the tricky words.</i> • See Resource Materials Packet for other Share options.

Writing Unit of Study -
Kindergarten, Pattern Books, Unit 4
Lesson Plan

Session	6
Concept	Writers use patterns to communicate meaning.
Teaching Point	Writers plant picture clues to tell even more than the words (Inferencing)

Materials	
<ul style="list-style-type: none"> Mentor Text- <u>I See</u> by Rozanne Williams, <u>Cat on the Mat</u> by Brian Wildsmith or any other simple pattern book that provides picture clues for meaning and inferencing (See Resource Materials packet for Mentor Text suggestions) Classroom library bin for student work 	<ul style="list-style-type: none"> Class pattern book from session 2 How to Write a Pattern Book-Anchor chart [Resource Materials Packet] Blank writing booklet

Tips	<ul style="list-style-type: none"> The big idea is to help children understand that even the smallest books hold meaning. For future teaching of this lesson, teacher may want to begin collecting student samples to teach from. All student books that will be placed in class libraries must be conventionally spelled .
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Connection	<ul style="list-style-type: none"> <i>Yesterday we learned that writers like Rozanne Williams make sure their pictures support or help the reader to figure out the tricky words on each page.</i> <i>Today I am going to teach you another thing that writers do to their pictures to help the reader. Writers sometimes put clues in the picture that tell even more than what the words say.</i>
Teach	<ul style="list-style-type: none"> Teacher holds up mentor text <u>I See</u> by Rozanne Williams. <i>Remember when we were reading the book <u>I See</u> and we noticed that the characters on each page were carrying items for a party. Teacher opens mentor text to first page. We also noticed that the words on each page...</i> (Teacher points to word and rereads pages. ...<i>'I see the cat. I see the dog.'</i> <i>did not tell us about the party items the animals were carrying. We just knew they were going to a party because the writer put clues in the pictures to help us think about what the story is all about. Another book we read was <u>Cat on the Mat</u> by Brian Wildsmith. In this story we noticed that the cat was getting more and more angry on each page, but the words did not tell us this. The words said, 'The cat sat on the mat, The dog sat on the mat..,' the writer gave us clues in the pictures about how the cat felt about the animals on the mat. The words just tell us who is on the mat but the pictures tell us more, which helps us think about what the story is about.</i> <i>Writers, I thought we could try this too! Refer to anchor chart, How to Write a Pattern Book. First we can think about a topic. Let's write about the rain. Next I need to think about what I want to say about the rain. I know we do not like rain because then we have to stay inside for recess. I want my book to be all about the things we see outside our window when it rains like lightening, wind, and dark clouds. Next I have to think about my pattern. We could say, 'I see the dark cloud, I see the wind...'</i> Teacher begins writing out the story across a few of the pages. <i>Now I am going to make the pictures. If our story is about how we do not like rain, I am going to have to make sure my pictures help the reader understand that we do not like rain.</i> <i>On this first page it says, 'I see the dark cloud,' Hmm... what could I do to my picture to help the reader know that I am not happy when I see the dark cloud?'</i>

**Writing Unit of Study -
Kindergarten, Pattern Books, Unit 4**
Lesson Plan – Session 6, Continued

Active Engagement	<ul style="list-style-type: none"> • <i>Turn to your partner and tell them what we could put in the picture to help the reader understand that we do not like the rain.</i> • <i>After students turn and talk, ask several students to share ideas of what could be put in the picture.</i> • <i>Writers, many of you suggested that we make our faces look sad or mad. You thought that this would help the reader understand that the story is about the fact that we do not like the rain.</i> • <i>Teacher continues writing each page with students helping with picture cues.</i> • <i>Writers, did you see how when we thought about what we wanted to say about our topic of rain, we really thought about what we wanted the reader to know? We wanted them to know that we do not like rain. We thought about the words and thought about what our pictures could look like to help the reader.</i>
Link	<ul style="list-style-type: none"> • <i>Today writers, after you think about your topic, you can think about what you want to say in your books and how your pictures can help the reader understand what you are trying to say.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> • <i>Writers, I noticed that when Kiera was getting started she said to herself, ‘What do I want to say in my book?’ She was thinking about the big idea she wanted the reader to learn from her book. Then she thought about the words and the clues she could put in her pictures to help her reader understand her story.</i>
Independent Writing and Conferring	<ul style="list-style-type: none"> •
After-the-Workshop Share	<ul style="list-style-type: none"> • <i>Mini-celebration.</i> • <i>Writers you have been working so hard to write all of these great pattern books. We are writing these books because we want to add more books to our library, just like the ones we have been reading.</i> • <i>Writers, please choose what you think is your best pattern book so far to add to the new basket in our classroom library so that we will have even more books to choose from.</i> • <i>See Resource Materials Packet for other Share options.</i>

**Writing Unit of Study -
Kindergarten, Pattern Books, Unit 4**
Lesson Plan

Session	7
Concept	Writers write elaborate pattern books.
Teaching Point	Writers write for readers.

Materials	
<ul style="list-style-type: none"> Teacher prepared pattern book with pages left to write (from session 6) 	<ul style="list-style-type: none"> Student white boards and markers Pencils

Tips	<ul style="list-style-type: none"> Teachers should have a management system in place for having students use dry erase boards during a writing lesson. Students should have been taught, through interactive and shared writing, and have had lots of practice with quickly locating words on the word wall and writing them quickly on the page before this lesson. Students should have previously been taught how to clap-out multisyllabic words to find parts to stretch. This is a way to support hearing and recording more sounds in words.
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Connection	<ul style="list-style-type: none"> <i>Writers, I have noticed that many of the words you are using in your pattern books are words from our word wall. Using words from our word wall is a very powerful tool. We can write these words in a snap, quickly with little effort, so you can spend more time on the words you don't know.</i> <i>Today I am going to teach you that writers use different strategies to help them write the words in their pattern books so that the reader can read all of their words.</i>
Teach	<ul style="list-style-type: none"> <i>One strategy writers use to help them write words they don't know is to clap and listen for the parts of the word. Let me show you how to do this.</i> <i>Today I wanted to add another page to the book we started about rain. Read book aloud. My next page is going to say, 'I see the lightning.' I know how to write the words, 'I see the' in a snap. Teacher quickly writes, I see the on a blank page.</i> <i>But I don't know how to write the word 'lightning' in a snap. One strategy I can use to help me figure out how to write that word is to clap it. Teacher claps 'lightning.' 'Lightning' has two claps. I hear 'light' and 'ning.' Next I am going to clap the word 'lightning' again and slowly listen for the sounds I hear in the first part. Teacher models clapping and saying slowly the first part /l/i/t/. I heard the sounds /l/i/t/ and I am going to write the letters that make those sounds.</i> <i>Now I have to write the second part of 'lightning.' Teacher claps and slowly says the second part of 'lightning.' I hear the sounds /n/ing/. I am going to write the letters that make those sounds.</i>
Active Engagement	<ul style="list-style-type: none"> <i>Writers let's try this strategy together. I want to add another page to my pattern book about rain. I want this page to say I see the 'puddles.' I know I can write my pattern, 'I see the in a snap. Teacher quickly writes, I see the on a blank page.</i> <i>Writers, I do not know how to write 'puddles' in a snap. Let's clap the word 'puddles.'</i> <i>Writers show me on your fingers how many claps we clapped for the word 'puddles.' That's right, 'puddles' has two claps.</i> <i>Writers, lets clap the word 'puddles' again and this time we'll slowly listen for the sounds we hear in the first part of 'puddles.' Writers, write the first part of 'puddles' on your board. Now clap again and say the last part slowly and add the letters for the sounds you hear.</i> <i>Writers turn to your partner and share what you wrote for the sounds you clapped and heard.</i>

**Writing Unit of Study -
Kindergarten, Pattern Books, Unit 4**
Lesson Plan – Session 7, Continued

Link	<ul style="list-style-type: none"> Writers, as you are writing your pattern books and come to a word that you don't know how to write in snap, try using the strategy of clapping and listening for parts just like we learned and practiced.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Writers, remember when you don't know how to write a word in a snap we can...
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> Writers, choose one of your pattern books to share with your partner and get out one pencil. Your partner is going to read your pattern book. When you partner comes to a word s/he cannot read, s/he will underline the word with their pencil. This is a word that you will want to re-visit using our clapping strategy to make sure you have done your best to write all of the chunks and sounds you hear. See Resource Materials Packet for other Share options.

Writing Unit of Study -
Kindergarten, Pattern Books, Unit 4
Lesson Plan

Session	8
Concept	Writers write elaborate pattern books.
Teaching Point	Writers write surprise endings.

Materials	
<ul style="list-style-type: none"> • <u>Worm is Hot</u> by Kathy Caple or other Pattern Book with surprise ending [Resource Materials Packet] • New teacher pattern book (last page not written) 	<ul style="list-style-type: none"> • Chart paper, marker • Special Structures of a Pattern Book – Anchor Chart • Class book from session 2

Tips	•
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Connection	<ul style="list-style-type: none"> • <i>So far, all of the pattern books we have been writing are just like the ones we have been reading. They have had the same pattern on every page.</i> • <i>Writers, today I am going to teach you that sometimes authors write a surprise ending using a different pattern for the very last page.</i>
Teach	<ul style="list-style-type: none"> • <i>Many times writers use the same pattern on every page of their pattern book, but sometimes writers write a surprise ending on the last page that doesn't use the same pattern that is written on the rest of the pages in the book.</i> • <i>Our mentor author, Kathy Caple, wrote a surprise ending in her book <u>Worm Is Hot</u>. Let's reread this book and listen closely for the surprise ending. Teacher rereads mentor text.</i> • <i>Writers, I noticed you all started laughing when we read the last page of the story. Kathy's surprise ending, 'Worm blows away,' is funny and is different from the rest of the patterned pages in the book.</i> • <i>Writing a surprise ending is something we can try in our pattern books, just like Kathy Caple did.</i> • <i>Did you notice that worm blows away because he used too many fans to cool off? Even though Kathy wrote a surprise ending it still made sense and fit with the other pages.</i> • <i>Writers, I want to try writing a pattern book with a surprise ending. First I think about my topic and all the yummy things to eat at a birthday party. Then I write down all the things I have to say about eating those yummy things at a birthday party. My pattern book goes like this . . . Teacher reads teacher created pattern book. ...Cookies are yummy to eat at a birthday party. Cake is yummy to eat at a birthday party. Ice cream is yummy to eat at a birthday party. Cupcakes are yummy to eat at a birthday party.</i> • <i>When I get to the end I want to write a surprise ending just like our mentor author, Kathy Caple. So I reread my book and thought about what would happen if I ate all of these things at a birthday party. I know . . . I would get a bellyache and bellyaches are yucky!</i> • <i>My surprise ending could go like this, 'Bellyaches at a birthday party are yucky!'</i> • <i>When writers want to write a surprise ending for their pattern books, they reread their pages and think what would make sense and surprise the reader.</i>

**Writing Unit of Study -
Kindergarten, Pattern Books, Unit 4**
Lesson Plan – Session 8, Continued

Active Engagement	<ul style="list-style-type: none"> • <i>Writers, let's try this with another book. Let's try it with the book we wrote about our classroom.</i> • Teacher rereads class pattern book • <i>We know that our book is about things we like to do in our classroom. Let's think what we could write to give our readers a surprise at the end.</i> • <i>Writers, turn to your partner and tell them a possible surprise ending that would make sense and surprise our readers.</i> • After turn and talk, have several students share possible surprise endings • Teacher writes surprise ending on last page • <i>Writers, we thought about our story and came up with an ending that made sense and surprised the reader.</i>
Link	<ul style="list-style-type: none"> • <i>Writers, as you begin writing your pattern books you can think about your story and your pattern and think about how you can change your ending, too.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> • Share two students' surprise endings with the class. • <i>Writers, please stop your writing and listen. You just have to hear the surprise ending Terry added to his pattern book.</i>
Independent Writing and Conferring	<ul style="list-style-type: none"> •
After-the-Workshop Share	<ul style="list-style-type: none"> • <i>Writers, it is time to surprise your readers with your surprise ending. Give me a thumb up if your surprise ending was funny. How about scary? What about sad? If you wrote a pattern book with a surprise ending will you please add it to our pattern book basket so that we can read your pattern book and be surprised by your ending?</i> • <i>Let's begin a chart on the special structures of pattern books. Tomorrow we are going to learn about other ways we can write a pattern book.</i>

<p style="text-align: center;"><u>Special Structures of Pattern Books</u></p> <ul style="list-style-type: none"> • Surprise endings • •

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

**Writing Unit of Study -
Kindergarten, Pattern Books, Unit 4**
Lesson Plan

Session	9
Concept	Writers write elaborate pattern books.
Teaching Point	Writers write see-saw structures.

Materials	
<ul style="list-style-type: none"> • <u>Hard and Soft</u> by Rose Lewis Mentor text- or other text with see-saw structure [Resource Materials Packet] • Blank booklet for teacher story 	<ul style="list-style-type: none"> • Special Structures of Pattern Books – Anchor Chart • Writing folders

Tips	•
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Connection	<ul style="list-style-type: none"> • <i>We have learned that pattern book writers add things like pictures, patterned sentences, and surprise endings to their books. Today I am going to show you another thing writers can do in their pattern books to make them interesting. Writers can change the pattern back and forth on each page; this is called a see-saw pattern.</i>
Teach	<ul style="list-style-type: none"> • <i>Many times writers use the same pattern on every page but sometimes a writer may choose to change the pattern back and forth to help the reader understand the meaning of the story.</i> • <i>When we read the book <u>Hard and Soft</u> by Rose Lewis, we noticed that on one page the author wrote about something that was hard and on the next page the author wrote about something that was soft. The next page was about something hard again and the next page something soft. This makes the story interesting to the reader and helps the reader understand that the writer is comparing things that are hard and soft.</i> • <i>If I wanted to write a see-saw book, first I would have to think about a topic I want the reader to know about. I'm going to write about the foods that I like to eat.</i> • <i>Next, I have to think about the see-saw pattern. If I say on one page that I like to eat fish, my next page would say something different. Maybe I could say what I don't like on the next page. I don't like broccoli. So my see-saw pattern would be 'what I like' and 'what I don't like.' Teacher writes a few pages with this pattern.</i> • <i>Did you notice how one page has a pattern and the next page has another pattern? Let's try this together.</i>
Active Engagement	<ul style="list-style-type: none"> • <i>Let's write a pattern book with a see-saw pattern together. First let's think of our topic. How about if we write about animals.</i> • <i>Next we have to think about what we want to say about our topic, we may want to tell about what animals eat.</i> • <i>Now we have to think about the see-saw pattern. If we say on one page, 'Here is a dog', our next page would say something different. Our next page could say what a dog eats.</i> • <i>Turn to your partner and think about what this page could say.</i> • <i>Teacher takes ideas.</i> • <i>We could say, 'Here is a dog. It eats bones.' Teacher begins to write pattern book.</i> • <i>So on one page we tell what the animal is, and on the next page we say what it eats. One page has a pattern and the next page has a different pattern.</i> • <i>Turn to your partner and think of another page we could add.</i>

Writing Unit of Study - Kindergarten, Pattern Books, Unit 4

Lesson Plan – Session 9, Continued

Link	<ul style="list-style-type: none"> Writers today when you start a new pattern book, you need to first think about your topic and what you want to say about your topic. Then think about what kind of pattern book you want to write to help the reader understand the meaning of your story. If you use a see-saw pattern, you can think about how the pattern goes back and forth from one page to the next.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Writers, remember that when we begin writing a pattern book we always need to stop and ask ourselves, 'What is my story about?'
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> Have students bring writing folders to gathering spot. We have talked about many ways authors use pattern books to help readers understand the meaning of their story. They can add surprise endings, they can add clues to their pictures, or they can use a see-saw pattern. I want you to pick one of your pattern books to share with your partner. See if they can figure out what you did in your pattern book to make it interesting. Tomorrow I am going to show you another way authors use pattern books more interesting and help readers understand the story.

Special Structures of Pattern Books

- Surprise endings
- See-Saw
-

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

**Writing Unit of Study -
Kindergarten, Pattern Books, Unit 4**
Lesson Plan

Session	10
Concept	Writers write elaborate pattern books.
Teaching Point	Writers use question-answer structures.

Materials	
<ul style="list-style-type: none"> Where is Tim? By Jillian Cutting or What is a Huggles? by Joy Cowley-Mentor text [Resource Materials Packet] or other pattern books with question-answer structure Blank booklet for teacher story 	<ul style="list-style-type: none"> Special Structures of Pattern Books – Anchor Chart

Tips	<ul style="list-style-type: none"> Additional examples of question/answer books that are more than yes and no are recommended
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Connection	<ul style="list-style-type: none"> We have been learning that authors choose different ways to write pattern books to help the reader understand the meaning of the book. Today I am going to show you another way you could write a pattern book. You could use a question and answer structure.
Teach	<ul style="list-style-type: none"> In <u>What is a Huggles?</u> by Joy Cowley, the author asks a question and then uses the rest of the book to answer the question. Teacher reads the book. Another way you could use a question and answer pattern is by asking a question and answering it just like Jillian Cutting did in the book <u>Where's Tim?</u> Teacher reads the book. I am going to show you how to write a question and answer book. First, I need to think about a topic. I know I could write about lunch. Now I need to think about a question I could ask about lunch. I think a good question is, 'What food they are having for lunch?' Next, I need to think about how my question and answer pattern is going to go. I could write, 'Is it hot dogs?' And my answer could be, 'No.' My next question could be, 'Is it spaghetti?' And my answer could be, 'No.' Teacher models with blank book and writes a few more pages in the pattern book. Did you notice how I thought about my topic and the question I wanted to ask? Then I thought about my question/answer pattern.
Active Engagement	<ul style="list-style-type: none"> Now I would like you to work with your partner to try this. First, think of a topic and tell your partner. Teacher gives wait time. Next, think of a question you could ask about your topic. Teacher gives wait time Last, think about a question/answer pattern you could use. Give me a thumb up if you have a topic and a question/answer pattern you could try. Teacher has a few students share their ideas. So writers, another way you could make a pattern book is to make a question/answer book.
Link	<ul style="list-style-type: none"> Today when you go off to write you can try using the question/answer pattern to write your books. You can think about a topic, think about your question, and then decide on your pattern.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Writers, when we write question/answer books, one thing we need to do is make sure we end our sentences differently. We put a period at the end of a sentence that tells the reader to stop. We need to put a question mark to let the reader know when we are asking a question. Watch as I show you where I put my question mark.
Independent Writing and Conferencing	<ul style="list-style-type: none">

**Writing Unit of Study -
Kindergarten, Pattern Books, Unit 4**
Lesson Plan – Session 10, Continued

After-the-Workshop Share	<ul style="list-style-type: none">• Add question/answer to Special Structures of Pattern Books anchor chart• See Resource Materials Packet for other Share options
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Special Structures of Pattern Books

- Surprise endings
- See-Saw
- Question/answer
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This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

Writing Unit of Study -
Kindergarten, Pattern Books, Unit 4
Lesson Plan

Session	11
Concept	Writers write elaborate pattern books.
Teaching Point	Writers choose the type of pattern books they want to write.

Materials	
<ul style="list-style-type: none"> Mentor pattern books with different structures Anchor Chart- How to Write a Pattern Book 	<ul style="list-style-type: none"> Special Structures of Pattern Books – Anchor Chart

Tips	<ul style="list-style-type: none">
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Connection	<ul style="list-style-type: none"> <i>Writers, we have been studying lots of different pattern books. And we know lots of ways to write pattern books. Some have.... Refer to anchor chart, Special Structures of Pattern Books.</i> <i>Today I am going to show you that as a writer you can decide which type of pattern book you would like to write.</i>
Teach	<ul style="list-style-type: none"> <i>Watch as I think about and decide what type of pattern book I am going to write.</i> <i>First I will think about my topic. I will write about cats.</i> <i>Next I need to think about what I want to say. I want to write about things cats do.</i> <i>Now I can pick my pattern. Hmm.. I really like writing see-saw patterns I think I will write a see-saw pattern book about cats. It could go like this, 'I like cats. This cat is a calico. I like cats. This cat is a tabby.'</i> <i>Writers, did you see how I followed the steps from 'How to Write a Pattern Book' anchor chart and then I picked a pattern? You can do this, too.</i>
Active Engagement	<ul style="list-style-type: none"> <i>Let's try this together. First I want you to... Teacher moves through steps from How to Write a Pattern Book anchor chart.</i> <i>Next you can pick a pattern. We know lots of ways to write pattern books so you can pick the one you like best.</i> <i>Turn and tell your partner about your topic and your pattern.</i>
Link	<ul style="list-style-type: none"> <i>Today, when you go off to write, you can decide which type of pattern book you would like to write.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> <i>Writers, can I have you look this way. I want to share with you the pattern book Joe decided to write....</i>
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> Writers share their pattern books with their partners . See Resource Materials Packet for other Share options.

Writing Unit of Study -
Kindergarten, Pattern Books, Unit 4
Lesson Plan

Session	12
Concept	Writers finish and publish their pattern books.
Teaching Point	Writers choose their best piece of writing to edit.

Materials	
<ul style="list-style-type: none"> • Student writing folders • Editing checklist big enough for class to see [Resource Materials Packet] 	<ul style="list-style-type: none"> • Editing checklists-one for each student

Tips	<ul style="list-style-type: none"> • Books not used for independent library can be used for this session. The big idea here is the process of editing work.
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Connection	<ul style="list-style-type: none"> • <i>Writers, we have been working so hard on our pattern books over these last few weeks. Today we are going to pick a few of our very favorites and get them ready for others to read.</i>
Teach	<ul style="list-style-type: none"> • <i>One thing writers do is reread their stories to see if they have made sure that they...</i> Take out editing checklist -this should be big enough for all students to see and read. • <i>Watch me as I reread the story I chose to get ready for others to read. I am going to use my checklist and check to see if I capitalized 'I' when it was by itself.</i> Teacher demonstrates rereading and checking for capital 'I' and checks off on editing checklist. • <i>Next I need to reread and check to see if my word wall words are spelled correctly.</i> Teacher demonstrates rereading and checking for word wall words and checks off on editing checklist. <i>Watch how I fix the words by crossing them out and writing the correct word above it. I could also erase the word and write the correct word.</i> • Teacher continues demonstrating with remaining items on checklist. • <i>Writers, did you see how I kept rereading and checking my work? This is what writers do when they want to get their writing ready for readers.</i>
Active Engagement	<ul style="list-style-type: none"> • Teacher hands out writing folders and checklist for each student. • <i>We are going to try this with one of your books. I want you to pick a book out of your writing folder that you would like get ready for others to read.</i> • Teacher walks students through each part of the checklist. Ex: <i>First you need to reread your book and see if you have capitalized the 'I' in your story. Give me a thumb up if you checked.</i>
Link	<ul style="list-style-type: none"> • <i>Writers, when you go off to write today, I want you to use your editing checklist to make sure that you have made your work ready for readers. Remember, you can cross out a word if you need to fix the word.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> • <i>Writers, do you know what I saw Jonah doing just now? He forgot to put a question mark at the end of one of his sentences and he quickly put it in. He wanted to make sure his book was ready for a reader.</i>
Independent Writing and Conferring	<ul style="list-style-type: none"> •
After-the-Workshop Share	<ul style="list-style-type: none"> • Have students share their revisions with a partner. • Teacher reviews editing checklist, <i>So writers, we know that when we want to make our writing ready for readers, we need to check for...</i> • See Resource Materials Packet for other Share options.

**Writing Unit of Study -
Kindergarten, Pattern Books, Unit 4**
Lesson Plan

Session	13
Concept	Writers finish and publish their pattern books.
Teaching Point	Writers practice and share highlights of their pattern books.

Materials	
<ul style="list-style-type: none"> Student writing folders Chart Paper 	<ul style="list-style-type: none"> Marker

Tips	<ul style="list-style-type: none"> May want to invite those who typed the stories in for the share
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Connection	<ul style="list-style-type: none"> <i>Writers, you have been writing so many great pattern books! I think it is time for us to get ready to share our stories.</i> <i>Today I want to show you how writers give a little bit of information about their book to let the reader know what their book is about.</i>
Teach	<ul style="list-style-type: none"> <i>One thing I thought we could do to help share our books with readers is to tell our readers a little bit about the books we have written. This will help them decide if this is a book they would like to read.</i> <i>I was thinking we could practice what we want to tell about our books and then share them with our class.</i> <i>First, I was thinking we might want to tell our friends what our book is about. We could start by saying, 'My book is about xxxx.' Teacher writes, My book is about... on chart.</i> <i>I also thought we would want to tell our friends why they should read our books. We could say, 'You should read this because...' Teacher writes, You should read this because... on chart.</i> <i>Teacher demonstrates sharing his/her book using the chart.</i>
Active Engagement	<ul style="list-style-type: none"> <i>Now I am going to have you practice this with your partner.</i> <i>First you need to pick out a book you would like to share. Students pick partner.</i> <i>Next you need to decide who will share first. Students decide who will start.</i> <i>Now you need to start by telling your partner, 'My book is about...' Students tell partner.</i> <i>Now you can tell them why they should read this book, 'You should read this book because...'</i> <i>Now you can switch partners.</i>
Link	<ul style="list-style-type: none"> <i>Writers, you all did such a nice job sharing with your partner. Now we are going to share with the rest of the class.</i> <i>Students can share in small groups and then switch groups.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> <i>I heard Sammy telling Madelyn that he enjoyed the pattern in her book and that he might want to try a pattern similar in his next book. This is exciting because writers do this all the time – they look to other authors to get ideas for their own books.</i>
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> <i>Wow, we really have written a lot of books. Tomorrow we are going to sort our books and have an opportunity to check some of these books out for our own private reading.</i>

Writing Unit of Study -
Kindergarten, Pattern Books, Unit 4
Lesson Plan

Session	14
Concept	Writers finish and publish their pattern books.
Teaching Point	Writers sort their pattern books to add to the class library.

Materials	
<ul style="list-style-type: none"> students pattern books book bins or containers to hold new books 	<ul style="list-style-type: none"> Index cards or paper to label baskets with category

Tips	<ul style="list-style-type: none"> Books placed in classroom library should have conventional spelling. Teacher may need to coach students on how to sort books into categories. Other possible celebrations: author's chair, buddy share, read to other Kindergarten classrooms.
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Connection	<ul style="list-style-type: none"> <i>Writers, yesterday you worked very hard to share your work with others in our classroom. Today we are going to organize our great work so our classmates can read your books anytime they like.</i>
Teach	<ul style="list-style-type: none"> <i>First we need to decide how we will organize our books.</i> <i>I noticed that many of you wrote books about animals. I thought we could create a book basket labeled, 'Animals.' If you wrote a book about animals you can come put it in this basket.</i> <i>Another topic I noticed you wrote about sports. We could create a book basket called, 'Sports.' If you wrote a book about sports, you can come put it in this basket.</i> Teacher continues sort. <i>Now that we have sorted our books into all these baskets, this will help our friends when they want to check out our books for their own independent reading.</i> Teacher may decide to have book checkout now and have a celebration while reading others books.