

The Immersion Excursion

Examples of Lessons and Ideas to Help
Students Travel Through a Text Type

Pattern Books Unit #4
Kindergarten



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BACKGROUND SECTION

PURPOSE OF SAMPLE IMMERSION LESSONS

The purpose of these lessons is to provide a sense of possibilities for teachers. “Shop around” for ideas of what might be shared with students. Pick and choose lessons based on teacher background knowledge and students’ background knowledge and interests. These lessons serve as exemplars of how the study of Immersion might go. Teachers urged (really begged) me to craft lessons to guide newcomers on various ways to explore a text type and mentor texts. The intent is not to simplify the process into formulaic lessons. Instead, these represent samples of possible activities a teacher might include during an Immersion Phase. Immersion is inquiry based – discussion should revolve around what students notice and want to discuss. Therefore, modify, adjust, delete, and add lessons based on the background knowledge and needs of your students. An On-Demand performance assessment is an excellent vehicle to determine what students know and need to learn.

*Good luck being a tour guide for your students as they explore various text types and books. The act of writing opens hearts and minds ---
Dr. Sandy Biondo*

Purpose of Immersion

The purpose of the Immersion Phase is to help students develop a thorough understanding of the text type they will be writing. Immersion will help students to create a vision of how their own texts may be written and possible items to include. The goal is to move students from *explorers* of the text type to *writers* of it. Through studying mentor texts, students will develop a greater understanding of:

- A. Definition and Purpose (What is xxx? Why do people read xxx? Why do people write xxx?)
- B. Characteristics (What makes an effective xxx?)
- C. How these texts tend to go?
 1. How does the beginning or introduction tend to go? What is included?
 2. How does the middle part or body tend to go? What is included?
 3. How does the ending or conclusion tend to go? What is included?
 4. Author craftsmanship specific to that text type (e.g. narrative: character, plot, heart of the story, details as internal thinking, setting, character action, physical description, dialogue, etc.; information: text structures, text features)

such as captions, headings, bold face, etc.; details as numbers, names, examples, partner sentences, topic specific words, etc.; opinion – claim, reasons, supporting details as facts, quotes, micro-stories with a slant, interview information, surveys, etc.)

Webster’s dictionary defines a mentor as: “a close, trusted, and experienced counselor or guide” - which perfectly describes the relationship we want our students to have with mentor texts.

Reading Like a Reader, Reading Like a Writer

It is important that students have multiple experiences with a piece or book. Time should be devoted to them first *reading like a reader* – read, enjoy, and discuss. Then, pieces will be *reread* in part or whole through “writerly eyes.” Students will now *read like a writer*. Selections will be *reread* to notice, name, and discuss how and why an author structured things in a particular way or selected specific words. Students will come to learn that authors “intentionally” craft words and text in certain ways to share information and create different types of meaning. Ultimately, reading like a writer means to read with a sense of possibility – *What did this author do that I could try?* Subsequently, teachers want students to use mentor texts as resources for when they write.

Inquiry Approach Versus Architecture of a Mini-Lesson

Immersion lessons typically follow an inquiry approach; therefore, they are open-ended and idiosyncratic to the group. They will not follow the typical architecture of a mini-lesson (e.g. connection, teach, active engagement, link and share). Teachers may not have specific lessons for this phase, but instead have general areas of study (e.g. background - definition, purpose, characteristics, how texts tend to go, writing ideas, class shared draft, etc.). Teachers should follow the lead of their students -- notice, restate, negotiate what they say in order to bring meaning and understanding. This is a time for students to notice the characteristics and purposes of a text type. Teachers are assisting students in moving from ➔ EXPLORERS of the text type to WRITERS of the text type.

Text Selection

Text selection should include published work (e.g. literature books, articles), student authored work, and teacher authored work. Texts should exemplify the various components that a well written text at that grade level would include. See MAISA unit resource packets per unit for criteria for mentor text selection and possible titles. Additionally, teachers may check out the

following resources for possible mentor text: literature/trade book lists for that text type and grade level, websites that include student and teacher authored work, selections from Reading and Writing Project from Teachers College (www.readingandwritingproject.com), professional resources and recommendations from noted researchers (e.g. Katie Wood Ray, Lucy Calkins, Ralph Fletcher, Tony Stead, etc.), collections from the MAISA website, your district or local intermediate school district, etc.

Tip: When planning, jot notes on what the text has to offer so it can be used as a “cheat sheet.” Affix these notes on the back of the text. Select different texts for different reasons. Variety is the key. Don’t select books/texts that all look and sound the same and have the same features.

Make a list of text that can be shared beyond Immersion sessions. Include these selections during shared reading or read alouds during the entire unit of study.

Where to Find More Information on Immersion

Prior to studying these lessons, it is highly recommended teachers read the supplemental resource on Atlas: [Immersion Phase: Creating a Vision for Writing, Part 1 – Background Information and Part 2 – Grade Level Appendices](#).

A special thank you to Danielle Davenport, Troy Public Schools, Mike Thomas, Troy Public Schools, and Dawn Smith, Farmington Schools, for helping with this packet.

Kindergarten Unit 4: Pattern Books – Possible Texts

Find books, student authored work, teacher authored work and shared class pieces that fit each category. These texts could be used during Immersion and/or the unit. Depending on the ability level of the class, Immersion may only focus on basic or simple pattern books. During the unit, plan to continue reading pattern type books during shared reading and read aloud time. As the unit progresses, share more “advanced” pattern books.

General Category	Sessions	Description (Samples)	Possible Texts (books, student, teacher, class)
Basic Pattern Books – simple patterns (range of levels)	1,3	I am a xxx.	<u>Dangerous Animals</u> by Michele Dufresne
		I see the xxx.	<u>I See</u> by Rozanne Williams
		I see a xxx.	
		I like xxx.	
		I like to xxx.	
		Look at the xxx.	<u>My Classroom</u> by Michele Dufresne
		We like the xxx.	
		In our classroom, we like xxx.	
		This is a xxx.	
		This is the xxx.	
		This is my xxxx.	<u>Vacation</u> – Atlas Rubicon piece
		This is my xxx. It xxx.	
		Here is (a) xxx.	<u>Insects</u> by Michele Dufresne <u>My School</u> by Michele Dufresne
		Here is xxxx. S/he is at the xxx.	<u>The Bug School</u> by Ben Smith
		Xxx is xxx.	<u>Mom</u> by Rigby PM
		The xxx is xxx.	<u>Shells</u> by Mr. Thomas

Picture supports the words	4	Tricky vocabulary, high picture support- ex. I see the hippopotamus (picture of hippopotamus supports reader)	
Pattern Book (pictures tell more than words - Inferencing)	5	Ex. The cat sat on the mat (picture shows cat getting mad on each page as a new animal sits on his mat)	<u>The Bridge</u> by Joy Cowley <u>Cat on a Mat</u> by Brian Wildsmith <u>I See</u> by Rozanne Williams <u>The Jigree</u> by Joy Cowley (high level) <u>The Dog</u> by Rozanne Williams
Surprise Ending	7	Pattern changes at the end	<u>Worm is Hot</u> by Kathy Caple <u>Yuck Soup</u> by Joy Cowley
See-Saw	8	One pattern on one page, different pattern on the next	<u>Hard and Soft</u> by Rose Lewis
Question/Answer	9	Asks and answers a question	<u>What is a Huggles?</u> By Joy Cowley <u>Where is Tim?</u> By Jillian Cutting <u>Foods Animals Like</u> – Atlas student piece
Title communicates meaning	10	Title gives information regarding content of the story.	<u>Hard and Soft</u> by Rose Lewis

LESSON PLAN SECTION

Three Basic Goals of Immersion (simplifying a complex process)

Goal 1 – Develop Background Knowledge

Goal 2 – Generate Possible Writing Ideas

Goal 3 – Try It – Shared Class Writing – Begin a Class “Flash” Draft

SAMPLE WEEK OF IMMERSION LESSONS ***

Day 1

Goal 1: Develop Background Knowledge

What is a Pattern book?

Why do people read them? Why do people write them?

How do they tend to go? (Noticings)

Day 2 & 3

Goal 1: Develop Background Knowledge

What Makes a Pattern Book? (Noticings)

Day 4

Goal 2: Generate Possible Writing Ideas

Use Mentor Text to Discover Writing Ideas

Goal #3: Try It – Shared Class Writing

Write a Class Pattern Book. *This may begin anytime during the Immersion phase during shared/interactive writing time.*

IMMERSION Goal #1 – Develop Background Knowledge

Day 1 - What is a Pattern book?

**Why do people read them? Why do people write them?
How do they tend to go? Do you notice a pattern? (Noticings)**

Samples:

- **Read and discuss:** *Shells* by Mr. Thomas (see attached teacher created text)
- **Read and discuss:** *Vacation* (see attached student created text – Atlas Rubicon)
- **Read and discuss:** *Small and Large* by Arlene Block & *Dangerous Animals* by Michele Dufresne (published texts).

Teacher Choice:

- **Read and discuss:** _____
- **Read and discuss:** _____

~ ~ ~

Generate discussion around the following areas:

Part I: DEFINITION AND PURPOSE*

1. Develop an understanding of the concept of a pattern. Show unifix cubes or blocks that form a pattern (red, blue, red, blue, etc.). What is a pattern? A pattern is something that repeats.
2. These books are called Pattern books. Why?
3. What is the pattern of this book? Go through each book and emphasize how certain words repeat.
4. How could we define or explain what a Pattern book is?
5. Why do you think someone would read a book like this?
6. Why do you think someone would write a book like this?
7. Why someone does something is called purpose.
8. Explain to class that they will become authors of Pattern Books too!

***simplify in kindergarten terms**

Part II: BEGIN GENERAL CHART OF NOTICINGS

Example: **Pattern books have.... Or What makes a pattern book?**

BOOK DISCUSSION – sample questions

A. What is this book all about? Example: Mom (Rigby PM)

B. What is the book teaching us about a xxx? Big Idea or message?

Example: Mom does A LOT of things.

C. How does the book tell you this information or big idea? What pattern is used?

Example: Mom is ____.

D. Discuss ending.

Example: funny ending – Mom worked so hard all day that she now needs to rest.

E. Other Noticings? Example: Picture matches text; words on the cover – title, etc.

F. Repeat discussion with other books.

See the next few pages of teacher resources to help facilitate discussion.

Teacher Resources for Discussion - Background Knowledge

What Makes a Pattern Book?

What is a pattern book?

- A pattern book is a book with repeating words that communicate or share meaning. Or A pattern book shares an idea through repeating words or a word pattern.)
- A pattern is when the same words are repeated.

Why do people read them? Why do people write them?

- People read pattern books to learn a big idea or the author's message/meaning. Pattern books are fun to read. Pattern books help us to learn to read words.
- People write pattern books to share a big idea (or communicate a message or meaning) with others.

- **Some important ideas to focus on during Immersion and throughout the unit:**

Pattern books... (Teacher language – simplify for kindergarteners)

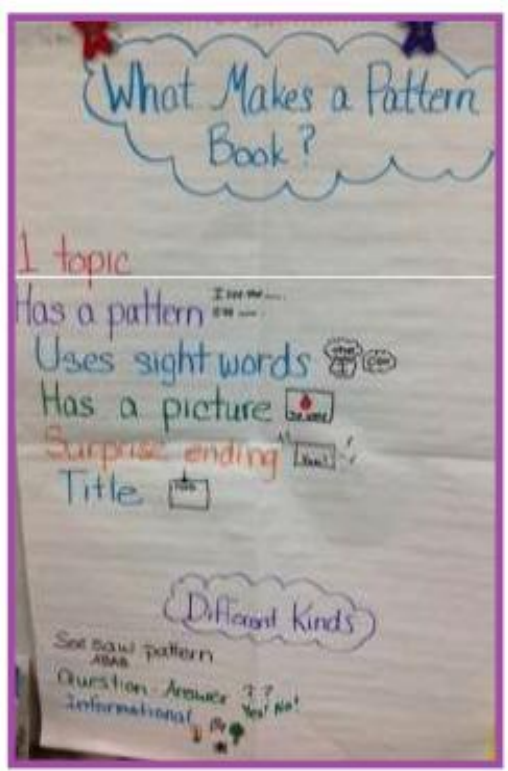
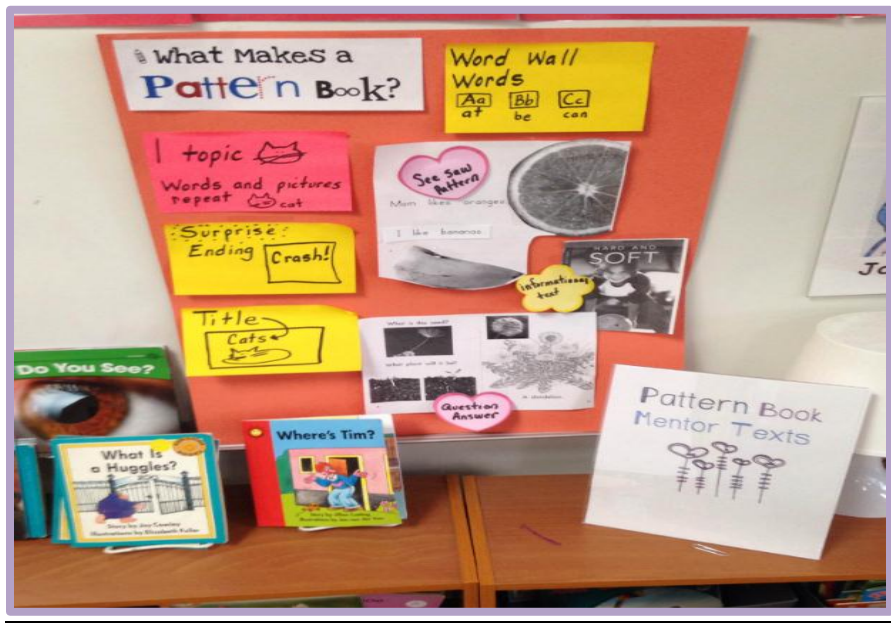
- communicate meaning (author's purpose)
- have one topic
- share a big idea or meaning
- have words that talk about the topic
- have similar words on every page or a pattern, words repeat or a repeating sentence
- can be fiction or non-fiction
- have titles that tell the reader what the book is about
- can have a twist at the end or a surprise ending
- have pictures that support words and add meaning
- have "snap" or word wall words (high frequency words)
- may give facts
- etc.

- **Different types of pattern books (add additional noticings as unit progresses, include samples from familiar texts):**
 - Simple patterns – using “snap” words (I like xxx. I like xxx. I like xxx.)
 - See-saw (A ball is hard. A bunny is soft.)
 - Question/answer – asks a question, answers it per page (What is green? Grass is green.)
 - Question/answer – author asks a questions, whole book answers it (What is a Huggles?)
 - Surprise endings (Worm blows away!)
 - Like/not alike or compare/contrast (Dogs bark. Cats Meow. Dogs go on walks. Cats Jump around.)
 - Two sentence pattern per page (This is a xxx. It is xxx.)

Teacher Notes:

- Replace books in this packet with ones from your school – literature collection, student written, teacher written, or class shared pieces.

Sample anchor charts from kindergarten classrooms



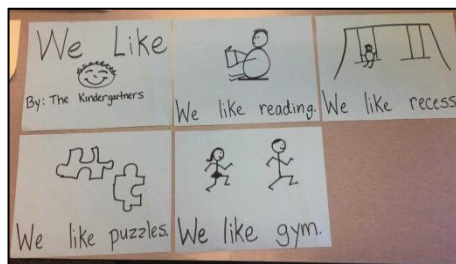
IMMERSION Goal #1 – Develop Background Knowledge
Day 2 – What makes a pattern book? Pattern books ... (Noticings)

Samples:

Read and discuss: I See by Rozanne Williams (published text)

Read and discuss: Shared Class Writing

Example:



Teacher Choice:

Read and discuss: _____

Read and discuss: _____

~ ~ ~

1. Revisit definition and purpose.
2. Review what students noticed so far about pattern books. Discussion should include: Notice, Name and Why. (example: Notice - Words on the front cover, Name - title, Why? - tells what the book is about, etc.)
3. Read and discuss new texts. Discuss if these books have the same characteristics that were listed yesterday.
4. Add new noticings to the anchor chart. See Teacher Resources to facilitate book discussion of noticings.

BOOK DISCUSSION – sample questions – same as Day 1

- A. What is this book all about?
- B. What is the book teaching us about a xxx? Big Idea or message?
- C. How does the book tell you this information or big idea? What pattern is used?
- D. Discuss ending.
- E. Other Noticings?
- F. Repeat discussion with other books.

Days 3 and 4 – Use Mentor Text to Discover Ideas

Writers start gathering ideas for possible pattern books they could write.

Throughout Immersion and the unit, generate a list of possible pattern book sentence structures and topics. Sentence structures may be gathered from familiar text that they have read (e.g. books, student authored work from former students, teacher authored work, class shared writing from a previous class, etc.). Topics may be generated from everyday things students do or like at school, home, or in the community.

Remind student that pattern books use a repeating structure, or words that repeat on each page. Revisit books previously read and look through the lens of what pattern does this book have. Begin an anchor chart of possible patterns. List pattern and if possible affix a page from the book as a sample.

*sample chart only – list patterns from books being shared

Part I: Patterns We Could Try

Patterns We Could Try

Simple Patterns*

- I see a xxx. **affix sample page for each pattern if possible**
- I see the xxx.
- I like xxx.
- I like to xxx.
- Look at the xxx.
- We like to xxx.
- In our classroom, we like xxx.
- This is a xxx. This is the xxx.
- This is my xxx.
- This is a xxx. It xxx.
- Here is a xxx.
- Xxx is xxx.
- Etc.

Part II: Things We Could Write About or Writing Ideas

Revisit books and discuss through the lens of topic or writing ideas.

Examples:

Topics I could write about:

- A. **People** – family (Mom book), friends (I Like book), sports teams, etc.
- B. **Places** – Classroom (My Classroom book), school, playground, favorite spot, etc.
- C. **Things know a lot about and could share with others** – hobbies, sports, activities, nature, areas of interest, etc.

(I See book), facts (Dangerous Animals book, Foods Animals Like book), nature (Insects book), etc.
- D. **Ideas from books:**

examples
 - Yuck Soup (In go some xxx)
 - The Bug School – 2 sentence pattern (Here is xxx xxx. She is at the xxx xxx.)
 - Mom (xxx is xxx.)
- E. **Ideas from friends** – ask friends what books they like to read and about what topics, ask friends what books they have written, etc.

Sample anchor charts**Topics I Could Write About**

Add sketch or pictures to accompany words

- People (family, friends, school mates, sports teams, etc.)
 - Family
 - Friends
 - School mates
 - Sports teams
 - “Famous” people
 -

- Places
 - Classroom
 - School
 - Playground
 - Favorite spot
 - Home
 - Backyard
 - Walking to and from school
 -

- Things know a lot about (hobbies, activities, sports, nature, areas of interest, etc.)
 - Nature
 - Things
 - Hobbies
 - Activities
 - Sports
 - Areas of interest
 - Things
 -

-



Goal #3: Try It – Shared Class Writing**May begin anytime during the Immersion Phase.****General Background Information**

It is recommended that Shared Writing be included as part of a balanced literacy program. Shared Writing is defined as a process whereby the teacher acts as scribe for a group of children, with the emphasis being placed on the composing process and constructing a text that students can read and study later. It may take place during Immersion time and/or during a designated shared writing time. The piece that is co-constructed as a class will be revisited throughout the unit and revised. This piece will serve as a model. Therefore, it is not the intent to have this be a “polished” product, but rather a “rough” draft that has missing elements. Intentionally, don’t create a finished product. A ‘bare bones’ piece drafted quickly in a short period of time is just fine. Lucy Calkins often refers to this piece as a “flash” draft, meaning it was drafted quickly or in a “flash” to get a shared class piece started. Teachers scaffold students in writing the various parts.

Lucy Calkins advocates volume - having students write lots of drafts of whatever type of writing they are studying, even having students begin drafting during the Immersion Phase. During this phase, get students to write “flash” drafts – write quickly a draft knowing they can go back later and make them better. These early pieces help teachers to see where students are, thus enabling teachers to coach students along based on their needs. Students will be encouraged if not required to go back to earlier drafts and apply new learning. For example, after a teacher does a lesson on describing words, students would go back to earlier drafts and add (or revise) descriptive language.

Depending on the text type and form, a class shared flash draft may be completed in one setting or over the course of a few days. For longer text as an information piece, shared writing may occur over a period of days (e.g. day 1 – select topic and brainstorm subtopics, develop a table of contents, day 2 – introduction, day 3 – write 1st chapter, etc.) These parts may be done prior to the unit or in small groups once the unit has begun.

Class Shared Writing – Pattern Books

It is suggested that the class piece *be done during the Interactive/Shared Writing component* of a Balanced Literacy Program. Plan to spend a few days during shared writing working on the class piece. As the unit progresses and students learn more about Pattern Books, go back and revise based on their new knowledge. Encourage students to do the same – go back to earlier pieces and revise, just like the class did with the shared writing piece.

- Sample sequence of shared writing lessons. Adjust based on time available and students' needs. Some days may be combined.
 - Day 1 –
 - Choose a topic. Select a topic that all students are familiar with, such as classroom. Refer to anchor chart for ideas.
 - Discuss the topic. What does the class want to say about the topic? What is the big idea or message? (Example: There are lots of things in our classroom).
 - Discuss the pattern. Think of a pattern and how you want to share the information. Refer to anchor chart for ideas. (Example: I see xxx).
 - Rehearse – Rehearse how the pages might go. Brainstorm lots of ideas. Point to a page and rehearse what might go on that page.
 - Write title on the cover.
 - Start page 1 if time – rehearse, sketch, write
 - Days 2 – 4 Review previous day's work. Rehearse pattern across pages again. Do a quick sketch for each page. Begin writing each page.
 - Day 5 – Discuss ending. Write last page.



Examples of Class Shared Writing

APPENDIX OF SAMPLE MENTOR TEXT

- **Replace sample Pattern Books in this packet with ones from your school – literature collection, student written, teacher written or class shared pieces.**

Unit: Pattern Books
Grade: K
Task: Teacher-Created Text
Title: Shells



Shells

Written by Mr. Thomas 😊



The shell is flat.



The shell is round.



The shell is bumpy.



The shell is smooth.



The shell is small.



The shell is big.



The shell is pointy.

Unit: Pattern Books
 Grade: K
 Task: Student Work Sample
 Title: Vacation

The following student artifact has been retyped; please see a copy of the original student work at the end of this document. Comments about student work can be found in the box on the right.

Vacation

This is my suitcase.

This is my car.

This is an airport.

This is a plane.

This is a house.

I love vacation!

For complete student booklet, go to Atlas resource section and download.

The writer used patterns to write information about an object.

The writer added a cover with a title (see student sample).

The writer observes, sketches and exactly labels observations across pages.

The writer stretched each word out by putting down all the sounds s/he heard (see student sample).

The writer supplied information about the topic.

The writer looked closely at his/her object and described it in pictures, labels and sentences.

The writer used comparisons to describe the object.

