



**Kindergarten**  
**Opinion Letter**  
**Unit 6**  
**08/11/13**

Writing Unit of Study  
Kindergarten – Opinion Letter, Unit 6

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## **Writing Unit of Study**

### **Kindergarten – Opinion Letter, Unit 6**

#### **Abstract**

In this unit we teach children how to channel their natural abilities of persuasion into letters designed to state an opinion about a book they know. Letter writing begins with the students believing they have something to share with someone and also that people are interested in hearing other points of view. We begin by telling children that what they have to say is important and that their words make a difference.

This unit becomes a foundation for teaching students that in real life and in various other writing forms, individuals make a claim and support it with evidence. Children need to grasp the big work that we are asking them to do and believe that this work is within their grasp. What is really important here is focus. Writers need to decide exactly what they want to say and then work diligently to say that one thing. You will want to revel in children’s approximations as well as their enthusiasm to get their opinions down on paper.

Students begin by listening and forming opinions about books they have heard. Through immersion, they study the format of letter writing, how books can create strong feelings within us and how we can have strong feelings because of the connections we make to the book. Before children begin to draw and write, they are given an opportunity to plan and rehearse at an oral level how their letters will unfold. After composing, in kindergarten fashion, writers revise and edit their work to make it more effective.

Finally, after their opinions are on the page, they seal them up and send them into the hands of another person.

## Writing Unit of Study

### Kindergarten – Opinion Letter, Unit 6

#### Resources and Materials Needed

##### Mentor or Teaching Text

- Anchor Charts – See Immersion Information
  - Strong Feelings Chart
  - Class Opinion Chart
- Mentor Texts – 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 6 – Teacher favorite books
  - Session 8 – Teacher prepared letter, Teacher/student prepared letter with a part missing
  - Session 9- Teacher prepared letter created in session 4
  - Session 10 – Teacher prepared letter that is missing a part
  - Session 12- Teacher prepared letter to share or go public

##### Resources and Materials

- Familiar read-aloud books (students will be forming opinions about these books)
- Books that have letter format in them (e.g. I Wanna Iguana-See Resource Materials Packet) – to be studied during Immersion Phase
- Student authored work from previous years
- Post-it notes (3 x3 and large size)
- Chart paper and markers
- Touch Organizer (See Resource Materials Section) – enlarge
- Touch Organizers – one per student
- Letter writing paper and envelopes
- Teacher prepared letter
- Student work sample or Class shared experience sample – enlarged on chart paper
- Mail delivery baskets – label outside as mail to deliver at home, mail to deliver at school (optional)
- Select Celebration Idea before starting the unit. See Session 14 for possible options. 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 and Pessah, Laurie. (2003). *Nonfiction Writing: Procedures and Reports*. 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 – Opinion Letter, Unit 6**

#### **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 Conferencing –**

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 – Opinion Letter, Unit 6

### Assessing Kindergarten Writers: Opinion CCSS

<b>Session</b>	This assessment should be conducted prior to starting of first opinion unit. It should be done before the Immersion Phase.
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<b>Materials</b>
<ul style="list-style-type: none"> <li>Writing booklet suggestion: Use paper from opinion unit. Students should have access to additional pages if needed.</li> </ul>

#### Assessment Explanation

It is suggested teachers conduct an on-demand writing assessment. The purpose of this assessment is to see what kind of writing students can produce on their own. Therefore, teachers do not guide students through the process. This is not a teaching day, but a day for students to show what they know about going through the steps of writing an opinion piece. Teachers will then analyze these writing pieces using a continuum or rubric. Please see K-2 Assessment Packet located in Atlas Rubicon under Assessment Tasks for on-demand guidelines, continuums links and rubrics. Data collected from analyzing this writing will allow teachers to begin to develop insight into what their young writers know and can do on their own; where they need additional help; and possible next teaching points.

#### Assessment Timeline

The following are guidelines. They may be adapted to meet building and district assessment plans.

<b>Grade</b>	<b>Opinion Pre-Assessment</b>	<b>Opinion Post- Assessment</b>
<b>Kindergarten</b>	Prior to Unit 6- Opinion Writing: Letter	After Unit 6- Opinion Writing: Letter

#### Assessment Suggestion

Review these pieces alongside the opinion continuum that shows the developmental stages of writing, and names the qualities of writing that define each stage (see the K-2 Assessment Package, Lucy Calkins' new book *Units of Study in Opinion, Information, and Narrative Writing* Lucy Calkins with Colleagues from the Reading and Writing Project and [www.readingandwritingproject.com](http://www.readingandwritingproject.com) for continuums. Locate the child's on-demand writing within the scale. Use the continuum to develop future goals for your young writers.

#### Growth comparison

Pre and post measures: Compare students' pre-assessment on-demand, final piece from final opinion unit, and the post assessment administered after the final opinion unit to note growth over time.

The pre/post on-demand assessments show what students are able to do on their own. The final piece for the unit shows what students can do with teacher guidance. All three writing samples provide valuable information.

## Writing Unit of Study

### Kindergarten – Opinion Letter, Unit 6

#### 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.

<b>Part One</b>	<b>On-Demand Assessment</b>
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<b>Part Two:</b>	<b>Immersion Phase – Sample Lessons</b>
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<b>Concept I:</b>	<b>Writers study mentor text to form opinions about books.</b>
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Sample – please see Immersion Phase section for more information.

Additional sessions/activities may be added depending if immersion is done during reading, writing time or both.

<b>Part Three:</b>	<b>Lesson Sequence Phase</b>
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<b>Concept II:</b>	<b>Writers form and support their opinions about books.</b>
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Session 1 Writers form and share their opinions about books.

Session 2 Writers support their opinions by providing a reason.

Session 3 Writers use a touch organizer to orally share and plan their letters.

<b>Concept III:</b>	<b>Writers write to express an opinion.</b>
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Session 4 Writers think about and use their touch organizers to begin writing their letters.

Session 5 Writers choose an audience to share their opinions.

Session 6 Writers write more about their books.

Session 7 Writers write opinions about other things.

<b>Concept IV:</b>	<b>Writers revise and edit to make their pieces more effective.</b>
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Session 8 Writers use a touch organizer to check for the parts of their opinion letter.

Session 9 Writers revise the greeting and/or closing of their letters to make them more effective.

Session 10 Writers revise the body of their letter.

Session 11 Writers edit for readers to make sure the text is easy to read.

<b>Concept V:</b>	<b>Writers go public with an audience in mind.</b>
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Session 12 Writers go public with their writing.

## **Writing Unit of Study**

### **Kindergarten – Opinion Letter, Unit 6**

#### **Immersion Phase**

##### **Concept I: Writers use mentor text to form opinions about books?**

The purpose of the immersion phase is for students to develop a good understanding that they can have opinions or strong feelings about books, notice opinions in mentor text and that some writers state their opinions in a letter format. 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-VI). 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 stating an opinion or strong feeling and have started collecting story ideas and/or opinions about books. Teachers may want to keep their own collection of ideas about books so they can model leading a Writerly Life and use it as a resource if they decide to write their own opinion pieces.

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. These lessons follow an inquiry approach; therefore, there are no specific mini-lessons. 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 they can have opinions about books and they can write these opinions in a letter format. Text selection should include published books as well as student authored work.

##### **Some important ideas to focus on during this phase:**

- Noticing opinions in mentor texts
- Readers can have opinions or strong feelings about books
- Readers support their opinions by providing a reason (I like this book because it reminded me of...)
- Identifying the characteristics of a letter (greeting tells..., body tells..., closing tells...)
- Identifying the elements of letter writing (e.g. greeting, body, closing)
- Understanding the purpose of letter writing
- Identifying the different possible audiences that may want to read these letters or opinions
- Identifying how writers gather story ideas – lead a Writerly Life

##### **Immersion Activities for Opinion Letter Writing**

The following is a collection of immersion activities that teachers may do. These may be done during read aloud, shared reading, reading workshop or writing time.

- Develop and/or use Anchor Chart with visuals of strong feelings (see resource section)
  - This strong feelings chart should be co-constructed during this phase based on feelings the class had regarding the mentor text read
  - This chart will be used as a reference throughout the unit of study
- In reading, study the characteristics of a letter:
  - Review purpose

Details to highlight at this level: greeting, body, closing

- Study Mentor Text - These selections may be used during read aloud, shared reading, reading workshop, or writing time.

##### **Through the study of mentor text:**

- Generate excitement and interest in reading and writing letters about books that produce strong feelings
- Co-construct with students a definition and purpose/s of having an opinion
- Develop a list of strong feelings or opinions one could have about books or other things
- Reasons why we have opinions or strong feelings about books or other things



## Writing Unit of Study

### Kindergarten – Opinion Letter, Unit 6

Possible areas to explore using mentor texts:

- Letter Elements/Noticings: Greeting, Body, Closing
- Organizational Pattern: Study the typical organizational pattern of a letter
- Study how to state an opinion about a book (name of book, opinion, and reason/s)
- Qualities of Good Writing: Throughout the unit of study, students will revisit familiar text to study things such as word choice, purpose, audience, etc.
- Shared Writing (These sessions may be done prior to the unit or in small groups once the unit has begun. Shared writing is in addition to writing workshop. Shared class text will be used through the unit)
  - Sample sequence of shared writing lessons:
    - Day 1 – Begin filling out touch organizer by choosing a book, forming an opinion, stating a reason, and rehearsing
    - Day 2 – Revisit touch organizer, rehearse letter, and write letter. (This letter will be used through the unit)
  - Continue letter writing during shared and interactive writing.

**Writing Unit of Study**  
**Kindergarten – Opinion Letter, Unit 6**  
Immersion Phase, Continued

**Lesson Plan Template for Immersion Phase**

Session	1
Concept	
Teaching Point	

Materials	
•	•

**Outline immersion lesson:**

**Writing Unit of Study**  
**Kindergarten – Opinion Letter, Unit 6**  
Immersion Phase, Continued

**Lesson Plan Template for Immersion Phase**

Session	2
Concept	
Teaching Point	

Materials	
•	•

**Outline immersion lesson:**

**Writing Unit of Study**  
**Kindergarten – Opinion Letter, Unit 6**  
Immersion Phase, Continued

**Lesson Plan Template for Immersion Phase**

Session	3
Concept	
Teaching Point	

Materials	
•	•

**Outline immersion lesson:**

**Writing Unit of Study**  
**Kindergarten – Opinion Letter, Unit 6**  
Immersion Phase, Continued

**Lesson Plan Template for Immersion Phase**

<b>Session</b>	<b>4</b>
<b>Concept</b>	
<b>Teaching Point</b>	

<b>Materials</b>	
•	•

**Outline immersion lesson:**

**Writing Unit of Study**  
**Kindergarten – Opinion Letter, Unit 6**  
Immersion Phase, Continued

**Lesson Plan Template for Immersion Phase**

Session	5
Concept	
Teaching Point	

Materials	
•	•

**Outline immersion lesson:**

**Writing Unit of Study**  
**Kindergarten – Opinion Letter, Unit 6**  
 Lesson Plan

<b>Session</b>	1
<b>Concept II</b>	Writers form and support their opinions about books.
<b>Teaching Point</b>	Writers form and share their opinions about books.

Materials	
<ul style="list-style-type: none"> <li>Familiar read-aloud books, Shared Reading books and/or independent book bins</li> <li>Class Opinion Chart</li> <li>Student Opinion Chart</li> </ul>	<ul style="list-style-type: none"> <li>Strong Feelings Chart (developed during Immersion Phase)</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>Encourage students to approximate writing opinion letters based on what they learned in the Immersion Phase using the touch organizer.</li> <li>Books should be from familiar selections (e.g. read-aloud, shared reading, independent book bins). These should be available for the next few lessons.</li> <li>The sentence starter, I think (title of book) is (opinion), could be used to form opinions on other topics. For example, I think McDonalds is a great restaurant, or, I think the character is adventurous, etc.</li> <li>Students having difficulty writing a title of a book may need additional support. A teacher could label familiar text by numbering them and students may write the number of the book instead of the title on their note-taking forms.</li> </ul>
<b>Connection</b>	<ul style="list-style-type: none"> <li><i>I have been thinking about the books we have been reading and have been noticing that these books include letters that have opinions.</i></li> <li><i>Today I am going to teach you how you can form an opinion about a book.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>Using a selection of familiar books, teacher models his/her thought process in the selection and naming of a book and how to form an opinion <i>I am going to look through some of these books we have read and think about the strong feelings or opinions I have about the book. Remember, an opinion is a strong feeling you have about something.</i></li> <li>Demonstrate how to form an opinion about a book. Use sentence starters such as:               <ul style="list-style-type: none"> <li>I think (title of book) is (opinion).</li> <li>I feel (title of book) was (opinion).</li> </ul> </li> <li>Teacher will model several think alouds during the mini lesson to share different opinions one can have. e.g., <i>I think (title of book) is (funny)..., or I feel the book (title of book) was scary.</i></li> <li>Teacher will fill out a chart that lists book titles and opinions (see chart below).</li> <li>Teacher should refer to feelings chart created in Immersion Phase if additional support is needed for identifying feelings.</li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>Using the chart below teacher holds up a familiar read-aloud and writes title. Next students are asked to form an opinion about the book.</li> <li>Students will turn and talk to their partners and use the sentence starter to share their personal opinions about the book.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li><i>So readers form opinions about books. They think about the strong feelings they have about their books. Today when you go off, you will make your own chart about books in which you have strong feelings.</i></li> </ul>

**Writing Unit of Study**  
**Kindergarten – Opinion Letter, Unit 6**  
**Lesson Plan – Session 1, Continued**

<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>Writers, many of you have finished filling out your opinion charts. Now you can try writing a letter just like we did as a class. You can use the touch organizer.</li> </ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"> <li></li> </ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"> <li>Have a few students share their opinions they had about books .</li> </ul>

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

**Sample**

**Opinion Chart**

I think...

Book	Opinion	Reasons
Don't let the Pigeon Stay Up Late	funny	



**Writing Unit of Study**  
**Kindergarten – Opinion Letter, Unit 6**  
 Lesson Plan

<b>Session</b>	2
<b>Concept II</b>	Writers form and support their opinions about books.
<b>Teaching Point</b>	Writers support their opinions by providing a reason.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Familiar read-aloud books (from shared reading )</li> <li>Student and Teacher Opinion Chart (from session 1)</li> </ul>	

<b>Tips</b>	<ul style="list-style-type: none"> <li>Encourage students to approximate writing opinion letters based on what they learned in the Immersion Phase .</li> <li>An option for students who are having challenges with writing could be to place a sticky note on the page to identify the place that supports their opinion.</li> <li>Encourage students to write opinion letter drafts if they want .</li> <li>Each student will have a collection of familiar read-alouds they will use over the next few sessions.</li> </ul>
<b>Connection</b>	<ul style="list-style-type: none"> <li><i>Writers, yesterday we looked through books and wrote opinions about the books.</i></li> <li><i>Today we are going to think about why the books made us feel a certain way and talk about our reasons. What writers do is form an opinion and then they provide a reason or tell why they feel that way.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>Teacher models taking some of her books from yesterday and states a reason why that book elicited a particular feeling.</li> <li><i>I think the book, <u>Don't Let the Pigeon Stay up Late</u> is funny. I formed an opinion it was funny. Now I have to provide a reason why I feel that way. One way to explain why a reader feels a certain way is to give an example from the book that shows that feeling. We call this 'book evidence.' Book evidence is a place in the book that supports your reason. Let me show you...I have to find a part in the book that I think is funny. I pick this page, 'I think the book is funny and my reason is the Pigeon is really tired and doesn't want to go to bed, I thought this was a funny part so..., I am going add to my chart the reason why I thought the book was funny.</i></li> <li>Teacher models with a few other books, reiterating the steps: Revisit familiar book, form an opinion by stating a feeling, provide a reason, add to chart (1<sup>st</sup> type is book evidence – a place in the book that shows that feeling).</li> <li><i>'Another way to explain why a reader feels a certain way is because we made a connection to the book. A connection is something you see or hear that reminds you of something in your life. 2<sup>nd</sup> type is text to self, could use gesture of interlocking index fingers and thumbs to show a connection ∞.</i></li> <li><i>Watch me as I make a connection about a book I know. 'I think the book <u>Fergus</u> is so funny. Now I have to give a reason why I feel this way. I think this book <u>Fergus</u> is so funny because it reminds me of my dog who always gets in trouble. I made a connection with the book and something in my life – what my dog did.'</i></li> <li>Model with another familiar text. <i>I first form my opinion, 'This book makes me happy.' Then, I give a reason, 'This book makes me happy because it has pictures of beaches and I love going to the beach.' I made a connection with the pictures and my memory of how much I love the beach.</i></li> </ul>

**Writing Unit of Study**  
**Kindergarten – Opinion Letter, Unit 6**  
**Lesson Plan – Session 2, Continued**

<b>Teach - Continued</b>	<ul style="list-style-type: none"> <li>• <i>Did you see how I thought about my feelings or opinion and then thought about my reason why I felt that way? I had an opinion and provided a reason.</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• Teacher puts up same familiar read-aloud from Day 1 and asks students to remember how they felt about the book and to now talk about their reasons why the book made them feel that way.</li> <li>• Students turn and talk to their partners about their reasons.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>So not only can readers have strong feelings about books, they can also provide a reason for these feelings. Today, I want you to look at your books and think about why you felt that way about each book. Add your reason to your chart.</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>• <i>Writers, many of you have finished filling out your opinion charts. Now you can try writing more letters just like we saw in the books we've been reading.</i></li> </ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"> <li>• </li> </ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"> <li>• Have a few students share: Show book, state opinion, and provide a reason.</li> </ul>

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

<b>Sample</b>		
<b>Opinion Chart</b>		
I think...		
Book	Opinion	Reasons
Don't Let the Pigeon Stay Up Late	Funny	Keeps yawning but tired
Fergus	Funny	Reminds me of my dog who gets in trouble

**Writing Unit of Study**  
**Kindergarten – Opinion Letter, Unit 6**  
 Lesson Plan

<b>Lesson</b>	3
<b>Concept III</b>	Writers plan and rehearse opinions about books.
<b>Teaching Point</b>	Writers use a touch organizer to orally share and plan their letters.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Collection of familiar read-alouds</li> <li>Chart paper</li> <li>Students' opinion charts</li> <li>Parts of a Letter: Greeting, Body, Closing (from immersion)</li> </ul>	<ul style="list-style-type: none"> <li>Touch organizer -enlarged [Resource Materials Packet]</li> <li>Touch organizer for individual students [Resource Materials Packet]</li> <li>Markers</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>Encourage students to approximate writing opinion letters based on what they learned in the Immersion Phase.</li> <li>It is important students have background knowledge about the parts of a letter. This should have been done during the Immersion Phase. They will need a review as Immersion was over a week ago.</li> </ul>
<b>Connection</b>	<ul style="list-style-type: none"> <li><i>Writers, we have been thinking about books we have strong feelings or opinions about and reasons why we feel that way. Today I am going to show you how to use the touch organizer to plan your strong feelings/opinion letters.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li><i>We have read a lot of books that have letters in them and we have written letters. We know that letters look a certain way. There is a greeting which tells who the letter is written to, the body tells the reader what the letter is about and the closing tells the reader who wrote the letter. I want you to watch as I use the touch organizer and my book to plan my letter. A touch organizer is important because it helps us plan our story and helps us make sure we have all the important parts of a letter. I am going to think aloud what I might write.</i></li> <li>Teacher touches greeting. <i>This is the greeting part which tells who the letter will be going to. I am going to share this letter with my son Joe. So I would write, 'Dear Joe' in this section. But for now I will just touch it and say, 'Dear Joe.'</i></li> <li>Teacher touches body. <i>This is the body part which tells the reader what the letter is about. This is where I would put my opinion and reason. First, I will share my opinion or strong feeling. I might say something like, 'I think the book <u>Don't let the Pigeon Stay up Late</u> is so funny.'</i></li> <li>Teacher touches body again. <i>In the body I need to say my opinion <u>and</u> share my reason. I can say, 'Even though the Pigeon was so tired he kept trying to stay up late.'</i></li> <li>Teacher touches closing. <i>This is the closing which tells the reader who wrote the letter. In this part, I would write, 'Love, Mom.'</i></li> <li>Teacher reinforces what she did, <i>Did you see how I practiced telling my letter by touching different parts of the organizer and practicing orally what I could write?</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>Each student will be given a touch organizer.</li> <li>Walk them through each part of a letter and its purpose while they point to that part.</li> <li>Students turn and talk with writing partner to rehearse their opinion letters using the touch organizer (ex: <i>This is where I would write, 'Dear Mom,' and this is where I would write my feeling, etc.</i>).</li> </ul>

## Writing Unit of Study

### Kindergarten – Opinion Letter, Unit 6

#### Lesson Plan – Session 3, Continued

<b>Link</b>	<ul style="list-style-type: none"><li>• <i>So writers can practice saying their letter aloud while touching the organizer. It helps us make sure we have all the important parts in our letter and gives us a chance to practice what we might want to say before we write it. When you go off today you can practice rehearsing some of the other books you want to share.</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• <i>Writers, I noticed that some of you rehearsed your strong feeling/opinion letters and are ready to get started writing them. You can grab some paper and get started.</i></li></ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"><li>• </li></ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>• <i>Writers, give me thumbs up if you have at least 2 books to share your strong feelings about? At least 3 books? Tomorrow we are going to share these opinions through letters.</i></li></ul>

**Writing Unit of Study**  
**Kindergarten – Opinion Letter, Unit 6**  
**Lesson Plan**

<b>Session</b>	4
<b>Concept IV</b>	Writers write to express an opinion.
<b>Teaching Point</b>	Writers think about and use their touch organizers to begin writing their letters.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Touch organizer [Resource Materials Packet]</li> <li>• Letter writing paper</li> </ul>	

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Remind students to use the titles of their books when sharing their opinions. Teachers may want to use sentence starters such as: I think the book _____ was _____, or The book _____ was _____, or I felt the book _____ was _____.</li> <li>• Students are writing on letter paper not the touch organizer.</li> </ul>
<b>Connection</b>	<ul style="list-style-type: none"> <li>• Students bring touch organizers and letter writing paper.</li> <li>• <i>Yesterday we used a touch organizer to orally plan our opinion letters.</i></li> <li>• <i>Today I am going to show you how to use a touch organizer to recall your ideas and begin writing.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>Watch as I show you how to use the touch organizer to begin writing.</i></li> <li>• Teacher touches the greeting on the touch organizer and says <i>My greeting is, 'Dear Joe.' I am going to write on my paper, 'Dear Joe.'</i> Teacher writes greeting.</li> <li>• Teacher touches the body (opinion or strong feeling) and says, <i>My strong feeling is, 'I think the book <u>Don't let the Pigeon Stay up Late</u> is so funny.' I am going to write my strong feeling on my paper.</i> Teacher writes strong feeling. Remind students that the writer needs to name the title of the book.</li> <li>• Teacher touches the body (reason) and says, <i>My reason/connection is, 'It reminds me of when you (Joe) always try to get me to let you stay up late.' I am going to write my reason/connection on my paper.</i> Teacher writes reason.</li> <li>• Teacher touches the closing and says, <i>My closing is, 'Love, Mom.' I am going to write my closing on my paper.</i> Teacher writes closing.</li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• Students will first orally rehearse the steps they will take to begin their writing: <ul style="list-style-type: none"> <li>○ 1<sup>st</sup> touch the greeting, then write the greeting.</li> <li>○ 2<sup>nd</sup> touch the body – touch the strong feeling or opinion, then write the strong feeling or opinion.</li> <li>○ 3<sup>rd</sup> touch the body again – touch the reason and write the reason.</li> <li>○ 4<sup>th</sup> touch the closing, then write the closing.</li> </ul> </li> <li>• Next student a will turn and tell student b the steps they will take to begin writing (encourage pointing to organizer).</li> <li>• Next student b will turn and tell student a the steps they will take to begin writing.</li> <li>• Lastly they will tell themselves the steps they will take to begin writing.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>So writers can use a touch organizer to recall their ideas and begin writing. Today, when you go back to start writing, you can think of these steps we rehearsed. First touch the greeting and write the greeting. Second, touch the strong feeling and write the strong feeling. Third, touch the reason and write the reason. Last, touch the closing and write the closing. Do the best you can with writing your words.</i></li> </ul>

## Writing Unit of Study

### Kindergarten – Opinion Letter, Unit 6

#### Lesson Plan – Session 4, Continued

<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li><i>I see that many of you have finished rehearsing your letters with the touch organizer. Those who have finished are now ready to start writing the words that match the plan. I see some of you have already started this step.</i></li></ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"><li></li></ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>Share an exemplar model.</li></ul>

**Writing Unit of Study**  
**Kindergarten – Opinion Letter, Unit 6**  
**Lesson Plan**

<b>Session</b>	5
<b>Concept IV</b>	Writers write to express an opinion.
<b>Teaching Point</b>	Writers choose an audience to share their opinions.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Students familiar reading books</li> <li>Chart Paper</li> </ul>	<ul style="list-style-type: none"> <li>Marker</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>Encourage conversations around other things which students can have opinions. (Ex. I think summer is the best. I like it so much because school is done and we can swim all the time!)</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li><i>Writers, we have been thinking about books we have strong feelings or opinions about and reasons why we feel that way.</i></li> <li><i>Today, I am going to show you how to select someone who would be interested in hearing your opinion/feelings about your books. This will be your audience.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>Teacher will pick a personal experience to model different audiences to whom students can write and share their opinion.</li> <li><i>Yesterday I said that I felt the book <u>Don't let the Pigeon Stay up Late</u> was funny because even though the Pigeon was tired he kept trying to convince you to let him stay up late. This book made me think about my son because he always tries to get me to let him stay up late. I know he would love to hear about this book. My son is my audience. He is the one I want to share my opinion with.</i></li> <li><i>Did you see how I looked at the book I had strong feelings about and I thought about who might be interested in hearing about my book?</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>Students will pick <b>one</b> of their books and think about who they think might be interested in hearing about their book.</li> <li>Students will turn and talk about who they thought might be interested and why.</li> <li>Teacher creates an anchor chart to list possible audiences writers can share their opinions with about books (e.g. friend, brother, sister, classmate, etc.)</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li><i>Today, when you go off to look at books, you are going to decide on someone who would be interested in hearing your opinion/feelings about your books. This will be your audience.</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li><i>I notice that some of you have thought of several people who would be interested in your book. If that has happened to you, you'll need to make a choice about who would be the most interested. To do this, think about which person would connect most with your book.</i></li> </ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"> <li></li> </ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"> <li>Have some students share the person in which they would like to share their opinion.</li> <li>Teacher could make an anchor chart of possible audiences (principal, other teachers, dog, etc.)</li> </ul>

**Writing Unit of Study**  
**Kindergarten – Opinion Letter, Unit 6**  
**Lesson Plan**

<b>Session</b>	6
<b>Concept IV</b>	Writers write to express an opinion.
<b>Teaching Point</b>	Writers write more about their books.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Familiar read-alouds</li> <li>Teacher favorite books</li> <li>How to Write an Opinion Letter -Anchor Chart</li> </ul>	<ul style="list-style-type: none"> <li>Chart Paper</li> <li>Marker</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>Encourage conversations around other things which students can have opinions. (Ex. I think summer is the best. I like it so much because school is done and we can swim all the time!)</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li><i>Writers, we have been writing strong opinion letters about books to our friends, our parents and even the principal. I was thinking they might really be interested in reading some of these books. So I thought we could share more information about the books for which we have strong feelings. Today I am going to show you how you can tell more about your book.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li><i>When I really like a book, I love to share that book with others. I tell them my opinion of the book and my reason for that opinion, but I also tell them a little bit about the book, too. When I tell them about the book, this helps them understand why I have such strong feelings about the book. Listen as I tell you more about some books I have strong feelings about.</i></li> <li><i>I brought in some books that I have strong feelings about. The first book, called <u>Fever</u> by Laurie Anderson, was interesting. It was about a girl who survived the yellow fever epidemic in Philadelphia long ago when they did not have medicine. I liked it because it made me think about how lucky we are to have medicine to make us better.</i></li> <li><i>Another book I have strong feelings about is the book called <u>Bad Kitty</u>. I think the book <u>Bad Kitty</u> is so funny. It is about a cat that does crazy things when her owners run out of her favorite food. I liked this book because it makes me think about my cat that also does crazy things.</i></li> <li>Teacher creates chart with steps (be sure to include icons).</li> <li><i>So first I tell the title of my book and state my opinion. Next, I say what the book is about. Last, I give the reason for my opinion.</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li><i>We are going to practice saying more about some of our favorite books. I have put some of the books we have been talking about up here. I want you to think about the strong feelings/opinions that you have about...</i></li> <li><i>Now using our chart you can turn to your partner and 1) Name of the book (or topic), 2) State your opinion, 3) Say what it is about, and 4) Provide a reason.</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li><i>Today, when you go off to write some more opinion letters about books you have strong feelings about, you can tell more about your book by adding what your book is about.</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li><i>Writers, remember that when we state our strong feelings/opinions about our books, we have to make sure we tell the title of the book. Listen to how James included his title...</i></li> </ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"> <li></li> </ul>



**Writing Unit of Study**  
**Kindergarten – Opinion Letter, Unit 6**  
**Lesson Plan – Session 6, Continued**

<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li><i>Writers, today as you were writing, I noticed what a good job you did giving evidence from the book to support your opinion/strong feeling. I bet that you probably have strong feelings/opinions about a lot of different things. Tomorrow we'll learn about how to write letters to show our opinions about things other than books.</i></li></ul>
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# Writing Unit of Study

## Kindergarten – Opinion Letter, Unit 6

### Lesson Plan

<b>Session</b>	7
<b>Concept IV</b>	Writers write to express an opinion.
<b>Teaching Point</b>	Writers write opinions about other things.

Materials	
<ul style="list-style-type: none"> <li>How to Write an Opinion Letter -Anchor Chart</li> </ul>	

<b>Tips</b>	<ul style="list-style-type: none"> <li>Encourage conversations around other things which students can have opinions. (Ex. I think summer is the best. I like it so much because school is done and we can swim all the time!)</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li><i>Writers, I was thinking about all the great opinions you have about books and thought we can write about other things that we have strong feelings about, too! Today I am going to show you how you can write an opinion letter about other things for which you have strong feelings.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li><i>When I want to share the things I have strong feelings about with other people, I first think about things I really like or even things I don't like.</i></li> <li><i>Like the other day I went to see the movie, 'Wreck It Ralph' with my boys. I loved this movie. I can share my strong opinions with others about a movie just like I did with a book.</i></li> <li>Teacher refers to How to Write an Opinion Letter anchor chart.</li> <li><i>First, I tell my topic, 'I went to see Wreck It Ralph.'</i></li> <li><i>Next, I state my opinion, 'I loved this movie.'</i></li> <li><i>Then I tell a little bit about it, 'It is about a video game bad guy who is tired of being the bad guy.'</i></li> <li><i>Last, I give my reason/s, 'I loved this movie because the characters were really funny.'</i></li> <li><i>So first I tell my topic, and then state my opinion, next I say what it is about, and last I give my reason.</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li><i>We are going to practice sharing the strong feelings we have about other things with our partners.</i></li> <li><i>Before I have you turn and talk, I want you to first think of something you have a strong feeling about.</i></li> <li><i>Now, using our chart you can turn to your partner and 1) Name the book ( or topic), 2) State your opinion, 3) Say what it is about, and 4) Provide a reason.</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li><i>Today when you go off to write, you can start writing about other things that you have strong feelings for or an opinion.</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li><i>Writers, can I stop you for a minute and share what one of our friends wrote about. Thomas wanted to tell about his new DS game. He said he did not like it too much because it was really hard to learn how to play. He decided to share his strong feeling/opinion about something he did not like.</i></li> </ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"> <li></li> </ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"> <li><i>Writers, today when you were writing, I overheard Sonya telling Jake that he forgot to give a reason why he liked his new football so much. This was such a smart thing to think about making sure you have all the important parts of your opinion letter in your writing. Tomorrow we are all going to check to make sure we have all the parts of our opinion letters.</i></li> </ul>

**Writing Unit of Study**  
**Kindergarten – Opinion Letter, Unit 6**  
 Lesson Plan

<b>Session</b>	8
<b>Concept IV</b>	Writers revise and edit to make their pieces more effective.
<b>Teaching Point</b>	Writers use a touch organizer to check for the parts of their opinion letter.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Teacher prepared letter</li> <li>Touch organizer</li> </ul>	<ul style="list-style-type: none"> <li>Optional: Teacher prepared letter or student prepared letter with a missing part</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>Students are continuing to write numerous letters</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li><i>Writers when we began writing our letters, we used a touch organizer to plan our letter. Today we are going to use the touch organizer as a tool to revise our letters and make sure we have included all the parts (or elements) of a letter.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>Teacher brings out touch organizer and previously written letter .</li> <li>Remind students what revision is and the purpose of revising a piece.</li> <li>Teacher orally talks through each element of the touch organizer (greeting, body, closing).</li> <li>Teacher models how to refer back to the touch organizer while rereading written pages, <i>Hmm, the touch organizer says I should have a greeting...</i></li> <li>Teacher touches writing and says, <i>Here is my greeting!</i> etc...</li> <li>Teacher says, <i>Did you see how I used the touch organizer to make sure I had all the parts or elements of a letter?</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>Students will visualize what it will look like to go back and use the touch organizer to check for the elements of a letter in their own writing .</li> <li>Students will turn and tell their partner the steps they visualize taking to check for the elements of their letter.</li> <li>Partner listens and confirms for steps of checking for letter elements.</li> <li>Optional: Create another sample letter where a part is missing and it is discovered when rereading using the touch organizer to cross check. Remind them if a part is missing they need to add it.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li><i>Today, when you go off, you are going to get out your touch organizer and letter. You'll check to make sure you have all the parts of a letter and add any parts that you are missing.</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li><i>Writers, I was talking to Sienna and she noticed she wrote her opinion but she forgot to include the title of the book. Let me show you how writers can add to their letters by using a caret.</i></li> </ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"> <li></li> </ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"> <li>Share the work of 2-3 students (no missing parts, discovered a missing part).</li> </ul>

**Writing Unit of Study**  
**Kindergarten – Opinion Letter, Unit 6**  
 Lesson Plan

<b>Session</b>	9
<b>Concept V</b>	Writers revise and edit to make their pieces more effective.
<b>Teaching Point</b>	Writers revise the greeting and/or closing of their letters to make them more effective.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Familiar read-aloud that has letters in it – reread text prior to lesson during reading time (e.g. <u>I Wanna Iguana</u>)</li> <li>Shared class letter co-constructed in immersion</li> </ul>	<ul style="list-style-type: none"> <li>Teacher prepared letter from session 4</li> <li>Greetings and closings – Anchor Chart</li> </ul>

<b>Tips</b>	
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<b>Connection</b>	<ul style="list-style-type: none"> <li><i>Today I am going to show you how to reread your letter and make it more effective by changing the greeting and/or closing.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li><b>Part I – Develop anchor chart</b> <ul style="list-style-type: none"> <li>Teacher selects a familiar read aloud that has lots of examples of different greetings and closings (Ex. <u>I Wanna Iguana</u>, <u>Dear Mrs. LaRue</u>, etc.)</li> <li><i>I have been thinking about the book, <u>I Wanna Iguana</u>, and I can't help but notice the variety of greetings and closings the writer used to make a letter more effective.</i></li> <li>Teacher points out different greetings and /or closings and begins making an anchor chart of the variety of greetings and closings that can be used</li> </ul> </li> <li><b>Part II – Revise teacher piece</b> <ul style="list-style-type: none"> <li>Teacher rereads and finds greeting and/or closing and decides if change is needed</li> <li>Teacher will refer back to letter written in session 4 and model the procedure for revision</li> <li><i>I think my closing could be changed so it sounds better</i></li> <li>Look at anchor chart and decide what word could fit better, <i>Hmm... I think I could change the closing from, 'Love, Mom,' to 'All my love, Mom.'</i></li> <li>Teacher changes own word/s with anchor chart word/s</li> <li><i>These are the steps I used: 1) Reread my writing, 2) Found the greeting and/or closing and decided what I wanted to change, 3) I used the anchor chart to help me think about how I could change that part, and 4) I changed that part. Writers do this when they want their writing to be more effective.</i></li> <li>Simplified Steps for students: 1) Reread, 2) Decide, 3) Check Chart, and 4) Change It</li> </ul> </li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li><i>Let's take a look at the letter we wrote together in Immersion and see if we want to makes changes to our letter to make it more effective:</i> <ul style="list-style-type: none"> <li>○ Reread (teacher rereads)</li> <li>○ Decide (turn to your partner and decide what might be changed)</li> <li>○ Check Chart (turn to your partner and talk about how we would change)</li> <li>○ Change it (teacher takes a few suggestions)</li> </ul> </li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li><i>So when writers want to make their letters more effective, they can 1) Reread their writing, 2) Find the greeting and/or closing and decide which to change, 3) Look at anchor chart and decide what word could fit better, and 4) Change own word with an anchor chart word/s.</i></li> <li><i>Today, when you go off, you can reread your writing and use these steps to help revise your greeting and/ or closing parts.</i></li> </ul>

## Writing Unit of Study

### Kindergarten – Opinion Letter, Unit 6

#### Lesson Plan – Session 9, Continued

<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li><i>I just talked with Randy and he shared with me his revised greeting. Then he did something that made me very proud. He decided to make his writing even stronger by revising both his greeting and his closing. I watched him as he went back into his writing and read it over again so that he could begin revising his closing.</i></li></ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"><li></li></ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>Share an exemplar model.</li></ul>

**Writing Unit of Study**  
**Kindergarten – Opinion Letter, Unit 6**  
 Lesson Plan

<b>Session</b>	10
<b>Concept V</b>	Writers revise and edit to make their pieces more effective.
<b>Teaching Point</b>	Writers revise the body of their letter.

Materials	
<ul style="list-style-type: none"> <li>Teacher prepared letter that is missing a part or student work that could benefit from this teaching point</li> <li>Chart paper</li> </ul>	<ul style="list-style-type: none"> <li>Marker</li> <li>How to Write an Opinion Letter - Anchor Chart (created in session 6)</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>Encourage conversations around other things which students can have opinions. (Ex. I think summer is the best. I like it so much because school is done and we can swim all the time!)</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li><i>Writers, yesterday I was listening to you read as you revised your greetings and/or closings in your letters. Today I am going to show you how to read your letter aloud to make sure your letter makes sense or sounds right and to make sure you have included all the important parts of an opinion letter.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>Teacher reads letter, then rereads emphasizing the importance of listening to make sure it makes sense. One way to make sure it makes sense is to check that it includes all the important parts of an opinion letter: name the book, state an opinion, tell a little about the book and give a reason/s.</li> <li>Read and ask students to listen for each part. Give a thumb up when you hear the name of the book, opinion, information about the book and the reason/s.</li> <li>Writers, you noticed that I did not give a reason for why I found my book so interesting. I need to put that part in but I do not have any room to add it in my letter, even with a caret. One thing we can do is to add a flap to my letter so I can include my reason.</li> <li>Teacher demonstrates adding flap and models adding reason.</li> <li>When writers want to make sure their work is ready to share, one thing they do is reread their work and make sure it sounds right and to make sure they have included all their thoughts. And if it doesn't sound right, they can fix their writing by adding more.</li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>Let's take a look at another letter.</li> <li>Read and ask students to listen for each part. Give a thumb up when they hear the name of the book, opinion, information about the book and the reason/s.</li> <li>Turn and tell your partner what you noticed.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li><i>Today when you go off to reread your work, you are going to check to make sure your writing sounds right and you have included all the important parts of an opinion letter.</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li><i>I just watched as Jenny finished reading and checking over her letter for all the important parts. She noticed that she forgot to write her opinion of the book. Then I watched as she went right back into her writing to make that revision, just like our mentor authors do when they notice that something is not quite right in their writing.</i></li> </ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"> <li></li> </ul>

## Writing Unit of Study

### Kindergarten – Opinion Letter, Unit 6

#### Lesson Plan – Session 10, Continued

<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>• Share the work of 2-3 students that added or revised their work.</li></ul>
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**Writing Unit of Study**  
**Kindergarten – Opinion Letter, Unit 6**  
 Lesson Plan

<b>Session</b>	11
<b>Concept V</b>	Writers revise and edit to make their pieces more effective.
<b>Teaching Point</b>	Writers edit for readers to make sure the text is easy to read.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Student writing sample enlarged on chart paper – select sample that needs editing work</li> </ul>	<ul style="list-style-type: none"> <li>Editing Checklist- [Resource Materials Packet]</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>Encourage conversations around other things which students can have opinions. (Ex. I think summer is the best. I like it so much because school is done and we can swim all the time!)</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li><i>Writers, we have been working so hard to write letters to tell our audience our opinions and ideas. I was thinking how disappointed someone would be if they couldn't read your great idea. Today we are going to make sure our writing is easy to read.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li><i>One reason we reread our writing is to see if our letter is easy for others to read. Writers need to reread their letters to make sure they have used a capital 'I' when 'I' is a word by itself, used spaces between their words, and to make sure they have spelled word wall words correctly, etc.</i></li> <li>Teachers uses Editing Checklist.</li> <li><i>This editing checklist will help me make sure I have done everything I can to make my letter easy to read. I will read my letter the first time to make sure I have used a capital 'I' when 'I' is a word by itself and that the first word in my sentence begins with a capital letter. Then I will check that off on my list. I will reread my letter again to make sure I have put spaces between my words. I will then check that off my list, etc.</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li><i>Let's try this together. I am going to read a letter that one of my students wrote last year. We are going to use the editing checklist to make sure this letter is easy to read.</i></li> <li><i>Give me a thumb up if you noticed there is an 'I' that needs to be fixed.</i></li> <li>Teacher rereads for each part of the editing checklist and models fixing if necessary.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li><i>Today you are going to work with your partner and reread your writing. You will look to see if there are things you can change to make your writing easier to read.</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li><i>Ashley finished checking her work by herself but she just wasn't sure about the spaces in one of sentences. I watched her as she showed that sentence to her neighbor and quietly asked if they could read it. When they couldn't read it, Ashley knew for sure that she needed to rewrite that sentence with spaces.</i></li> </ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"> <li></li> </ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"> <li>Share the work of 2-3 students.</li> </ul>



**Writing Unit of Study**  
**Kindergarten – Opinion Letter, Unit 6**  
 Lesson Plan

<b>Session</b>	12
<b>Concept VI</b>	Writers go public with an audience in mind.
<b>Teaching Point</b>	Writers go public with their writing.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Envelopes</li> <li>• Teacher prepared letter</li> <li>• Mail delivery baskets – label outside as mail to deliver at home, mail to deliver at school</li> </ul>	

<b>Tips</b>	<ul style="list-style-type: none"> <li>• If students will be putting letters in an envelope, explain how to put the person’s name on the outside.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Writers we have spent so much time working on writing our opinions and ideas. Today we are going to share those with letters with an audience.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• Teacher refers back to previously written letter and thinks aloud how it could be shared.</li> <li>• <i>I wrote my letter to my son and I am thinking I could put it in an envelope and give it to him when I get home.</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• Students will turn and talk about how they will share their letters to their intended audience</li> <li>• Make a chart of possible ways: put letter in envelope and hand to person at home, put in school delivery box, meet with friend in class and read it to him/her or meet with cross-age buddy and give to him/her, etc.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Today, when you go off, you’re going to prepare to share your letter.</i></li> </ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"> <li>• </li> </ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"> <li>• Students share the publishing decision they’ve made in order to get their letter to the intended audience.</li> </ul>