

**Writing Unit of Study**

**Kindergarten - Informational Writing: Personal Expertise, Unit 8**



**ELA**

**Common Core  
State Standards  
Lesson Plan Packet**

**Kindergarten  
Informational Writing: Personal Expertise  
Unit 8  
3/20/14**

# Writing Unit of Study

## Kindergarten - Informational Writing: Personal Expertise, Unit 8

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#### Resource Materials

See Separate Packet

## Writing Unit of Study

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#### Abstract

Nonfiction reading and writing is the most common type of text that literate adults use. To aid young students in successfully writing informational text, they need to learn how to navigate through various steps of the process: generate ideas, plan, draft, revise, edit and publish. Teachers need to assist students in discovering what the different types of informational text look like and the structures and features proficient writers utilize when writing for various purposes.

Therefore, students need multiple opportunities across the year to study and write informative/explanatory texts (common core state writing standard #2). It is suggested that teachers consider at least 2-3 units of study in informative/explanatory writing. This is in addition to extensive informational writing students engage in during social studies, science, math, reading, and other areas. This unit is similar to the Writing All-About Books section from Nonfiction Writing: Procedures and Reports, Units of Study for Primary Writing: A Yearlong Curriculum (Calkins & Pessah, 2003). Students will be writing about topics in which they have personal expertise, drawing on their experiences and knowledge. This type of writing starts in kindergarten and will progress in sophistication and concepts from first grade to second grade and beyond.

To assist students in this endeavor, this unit focuses on six main concepts:

- 1) immersing students in text to study the purpose, structure and characteristics of informational writing and generate possible writing ideas;
- 2) choosing topics by considering areas of expertise
- 3) planning and drafting information in an organized way;
- 4) rereading and revising content using a toolbox of elaboration strategies;
- 5) adding nonfiction features and structures; and
- 6) preparing to publish by doing further revision and editing.

The unit culminates with students engaging in some type of celebration activity.

#### Important Point:

**At the start of the unit, encourage students to write a variety of books on areas of personal expertise. This will provide them repeated opportunities to practice how to generate ideas and plan the organization of information. They will learn to organize their books with tables of contents, chapter headings, and develop subtopics for each chapter. As the unit progresses, students will shift toward lifting the level of their work as they write new books that are more elaborate and revise previously written books to apply new skills they've gained. Near the end of the unit, students will chose one of their books to revise and edit more extensively for purposes of sharing with a wider audience.**

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#### Resources and Materials Needed

##### Mentor or Teaching Text

- Mentor text – See Resource Materials Packet for Suggestions
- Sample text set showing different aspects of one topic: all about the topic, one idea about the topic, one part of the topic or one kind of that topic.
- Identify pages in familiar mentor text that have various text features to be used for Teach section (Session 12)
- Informational books with text features – 1 to 2 per partnership (Session 12)

##### Materials to be reproduced-

- Paper Samples – duplicate stacks for students to use as needed – See Resource Materials Packet
- Blank Booklets- See Resource Materials Packet for samples
- Enlarged Personal Topic Template – See Resource Materials Packet
- Class set Personal Topic Templates – See Resource Materials Packet
- Editing Checklists– See Resource Materials Packet
- Table of Contents– See Resource Materials Packet
- Revision flaps or strips
- Class set of Editing Checklist

##### Materials to be produced-

- Teacher personal expertise topic list, teacher generated personal expertise book/s (used throughout unit). See individual lessons for various teacher pages needed.
- Pictures or artifacts related to teacher topic (Session 6)
- Class Shared Book – started in Immersion Phase
- Text Feature anchor chart from Immersion Phase (e.g. name, define/purpose, example)
- Chart paper, poster board, or blank big book for anchor charts
- Post-it notes – regular size and mini

##### Professional Resources

- Calkins, L. (2011-2012). *A curricular plan for the writing workshop, Kindergarten*. Portsmouth, NH: Heinemann.
- Calkins, L. & Pessah, L. (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.
- Stead, T. & Hoyt, L. (2011). *Explorations in nonfiction writing, grade 1*. Portsmouth, NH: Heinemann.
- Wiesen, M. P. (2012). *A quick guide to teaching informational writing, Grade 2*. Portsmouth, NH: Heinemann.

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#### 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.

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#### 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:** On-Demand Assessment

**Part Two:** Immersion Phase – Sample Lessons

**Concept I:** **Writers use mentor text to study characteristics of informational writing and generate ideas.**  
Immersion Phase - See Immersion Explanation

**Part Three:** Lesson Sequence Phase

**Concept II:** **Writers select things they know all about so they can teach others.**

Session 1 Writers think about topics they know all about so they can teach others.

Session 2 Writers decide if they know enough about the topic.

Session 3 Writers try on topics to see if they have enough facts to support the topic.

Session 4 Writers revise by adding more to their pictures to teach more about their topic.

**Concept III:** **Writers plan and write information in an organized way.**

Session 5 Writers plan how their books are organized.

Session 6 Writers learn to sort information into categories, or table of contents.

Session 7 Writers know that when they finish one informational book they begin another.

**Concept IV:** **Writers reread and revise by elaborating to make books longer.**

Session 8 Writers reread and revise by asking, What else can I add?

Session 9 Writers reread and revise based on questions from self and partner.

Session 10 Writers reread and revise by revisiting mentor text to adding words that tell how often or how many.

**Concept V:** **Writers elaborate by rereading and revising to add text features.**

Session 11 Writers study mentor text to get ideas of which text features to include.

Session 12 Writers carefully choose the text feature that best matches what they want to teach.

Session 13 Writers reread and revise by adding tips and warnings about their topics.

Session 14 Writers reread and revise by adding comparisons.

**Concept VI:** **Writers select and improve a piece to share with others.**

Session 15 Writers chose their best piece of writing and revise it more.

Session 16 Writers reread with their partners to revise and make sure their books make sense and sound right.

Session 17 Writers reread and make their writing readable for an audience.

Session 18 Writers fancy up their informational book.

Session 19 Writers celebrate their informational book.

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#### Assessing Kindergarten Writers: Informative/Explanatory Common Core State Standards

<b>Session</b>	This assessment should be conducted prior to starting of first informational unit. It should be done before the Immersion Phase.
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#### Materials

- Writing booklet suggestion: Use paper from informational unit. Students should have access to additional pages if needed.

#### 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 informational 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>Informational Pre-Assessment</b>	<b>Informational Post-Assessment</b>
<b>Kindergarten</b>	Prior to Unit 3- Label and List	After Unit 8- Informational Writing: Personal Expertise

#### Assessment Suggestion

Review these pieces alongside the informational 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 Informational unit, and the post-assessment administered after the final informational 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.

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#### Immersion Phase

##### Background Information

The immersion phase should be completed before starting the mini-lesson sequence. 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 informational books and started collecting possible writing ideas. Teachers may want to keep their own Writer's Notebooks or Ideas Page, so they can model leading a Writerly Life.

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 informational books to writers of informational books. Through studying mentor text primarily through read aloud students will develop a greater understanding of:

- A. Definition and Purpose
- B. Characteristics (What makes a good informational book?)
- C. How do these texts tend to go?
  1. General noticings about informational books
  2. Parts of an informational book
  3. Author craftsmanship
- D. Various components of text type (e.g. text features and structures)

It is suggested that immersion activities take place during reading. These activities should be done primarily during read aloud, but could also be addressed via shared reading, reading workshop, and/or independent reading time. 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 in writing workshop, immersion activities may be conducted during that time too. Text selection should include published work, as well as teacher created work and/or student authored work. (Please note: If it is not possible at this time to conduct immersion during reading time, add days to the writing unit of study prior to session 1).

Immersion lessons typically follow an inquiry approach; therefore, there may not be 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 the characteristics and purposes of this text type.

##### Suggested Activities and/or Discussion Points

- It is highly recommend to read the immersion information in chapter one from [A Quick Guide to Teaching Informational Writing](#) (Wiesen, 2012). The time and care we take in immersing our student in the structure and sound of nonfiction through read-aloud and shared writing will be critical to their ability to write informational texts. By carefully selecting mentor texts, planning focused read-aloud experiences, and providing modeling and practice through shared writing, we can be sure that we have provided a strong foundation for the wide variety of writers in our classes, putting them on a sure path to success in informational writing (p. 20).
- See Resource Materials Packet for Criteria and Suggested Mentor Text Titles.
- Based on Common Core State Standards and Teachers College Reading and Writing Project, some essentials when teaching informational writing:
  - Informational writers write to teach their readers a lot of information as well as to make readers interested in their information.
  - Informational writers use both text and additional features to teach information.
  - Informational has a predictable structure of topics and subtopics.
  - Informational texts use domain specific vocabulary.



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#### Immersion Phase - Continued

- **Immersion study during Read Aloud and/or Shared Reading**
  - Identify and discuss purposes of informational text features (e.g. table of contents, labels, captions, headings, bold print, diagrams, etc.) Develop a class booklet or chart that includes text features, definition/purpose, and examples.
  - Create an informational text feature anchor chart for example; headings, labels, diagrams, bold print, etc. (See Resource Materials Packet for sample)
  - Explore a variety of layouts in informational texts (e.g. descriptive, question and answer format, facts, how-to, different-kinds-of-something, list, parts of something, etc.)
  - Discover and understand the typical structure in informational texts; analyze how chunks of information are organized by topics, study and predict how books will be organized.
  - Develop an anchor chart of words and phrases that are particular to informational texts (e.g. *sometimes, almost, some*; comparison language *a xxx is like xxx, but, 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 – Choose a topic and plan across the pages. Sketching to hold the ideas. (Select a topic that all students are familiar with such as All About the Cafeteria, All About the Playground, All About Summer, All About Kindergarten.)
    - Day 2 – Create a table of contents and start writing one of the chapters
    - Day 3 – Finish one of the chapters
    - Etc.
  - Think and talk together about different pages that could be added to the class or teacher text. Discuss what to write next and how to write it.
- **Generate Possible Topic Areas** - Develop a class list and individual student lists using Personal Topic Template (see resource material packet) of possible personal expertise areas. Use mentor text that demonstrate possible topics (see resource material packet for sample mentor text). Students should write books on a variety of topics drawn from their own life experiences. Guiding questions:
  - What do I know a lot about?
  - What could I teach other people?
  - Who will my reader be? Who would benefit from reading my book?
  - What are you an expert on? (Not research writing but personal to students)

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#### Immersion Phase, Continued

#### Lesson Plan Template for Immersion Phase

Session	1
Concept	1
Teaching Point	

Materials	
•	•

Outline immersion lesson:

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**Immersion Phase, Continued**

**Lesson Plan Template for Immersion Phase**

Session	2
Concept	
Teaching Point	

<b>Materials</b>	
•	•

**Outline immersion lesson:**

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#### Immersion Phase, Continued

#### Lesson Plan Template for Immersion Phase

Session	<b>3</b>
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

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**Immersion Phase, Continued**

**Lesson Plan Template for Immersion Phase**

Session	4
Concept	
Teaching Point	

<b>Materials</b>	
•	•

**Outline immersion lesson:**

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#### Immersion Phase, Continued

#### Lesson Plan Template for Immersion Phase

Session	5
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

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#### Lesson Plan

<b>Session</b>	1
<b>Concept II</b>	Writers select things they know all about so they can teach others.
<b>Teaching Point</b>	Writers think about topics they know all about so they can teach others.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Mentor text from immersion that demonstrate writing about people we know, places, things or activities ( See resource material packet for examples of text)</li> <li>Writing booklets</li> </ul>	<ul style="list-style-type: none"> <li>Personal Topic Templates- started in immersion</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>Use Personal Topic Template to help generate ideas. (See resource packet)</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li><i>Writers, we have been studying informational books and thinking about things we know a lot about and can teach others. We started keeping a list of these topics on our topic template (show chart). Today, we are going to start writing informational books. I am going to teach you how informational writers come up with an idea, think about everything they know about that idea and then start writing.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li><i>Today you are going to begin writing your own books that can teach others just liked the ones we loved (show some of the books)... One of the first things writers do is think of an idea they know a lot about and could teach others. I am going to look at my personal topics on my template and think about what I could teach others.</i></li> <li><i>1. We could think about people we know all about, people in our lives and famous people. I know a lot about my sister, Juanita, and I could tell you all about her. I know a lot about the famous singer, Justin Bieber, and I could teach you about him.</i></li> <li><i>2. Another topic I could be an expert on is places people go. These places might be where people eat, play, shop or visit. I think I know a lot about our school playground and I could teach someone new to the school all about it. Or, I could write about the farm we visited on our school field trip or about the place I visited on vacation.</i></li> <li><i>3. A third topic we could teach others about is activities I do at home, at school or outdoors. I play soccer and I could teach people all about it.....</i></li> <li><i>4. A fourth topic we could teach others about are things we know a lot about. I have a rock collection and I could teach you about all the kinds of rocks...</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li><i>Writers, I am going to have you use your personal topic templates and you are going to turn and talk to your partner (show finger and touch and say) tell them one person you could teach someone about. (Show finger and touch and say) one place you could teach someone about. (Show finger and touch and say) One activity you do at home, school or outdoors. (Show finger and touch and say) One thing you could teach someone about.</i></li> <li>Partnership work.</li> </ul>

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#### Lesson Plan – Session 1, Continued

<b>Link</b>	<ul style="list-style-type: none"><li>• <i>Writers, we thought about some things we know a lot about, and we shared them with a partner. I'm going to take one of my ideas and say everything I know about it across my fingers....demonstrate. Then I'll grab a booklet and write, write, write. Writers, choose one of the topics you know the most about, tell what you know across your fingers, and grab a booklet and go.</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• Select a student that told multiple things about his/her topic and share (e.g. person-told what his/her brother looked like, told what his/her brother liked to do, shared what he/she liked most about the brother, etc.).</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 we wrote about something we know a lot about and could teach others. Stand up if you wrote about a person.....stand up if you wrote about a place you go....stand up if you wrote about a thing or stand up if you wrote about an activity you do at home, at school or outdoors.</i></li></ul>



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#### Lesson Plan

<b>Session</b>	2
<b>Concept II</b>	Writers select things they know all about so they can teach others.
<b>Teaching Point</b>	Writers decide if they know enough about the topic.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Mentor Text to demonstrate writing about a topic you know a lot about.</li> </ul>	<ul style="list-style-type: none"> <li>Five page booklets for each student and teacher.</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li><i>The five things students know about their topic should go across different pages vs. one page.</i></li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li><i>Writers, yesterday I noticed that some of you wrote a lot about your topics. Others of you only had a page. You didn't have a lot to teach about your topic.</i></li> <li><i>Today, we are going to learn how to rehearse or plan our possible topic for an informational book. This will help us decide if we know enough about it to turn it into a whole book.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li><i>Let's revisit one of our mentor texts (title and author). The author wanted to teach us about (topic). He knew a lot about this topic and taught us some things or facts such as (blank) and (blank) and (blank) and (blank) about the topic. (Put up one finger for each item mentioned). This author picked a topic he knew a lot about.</i></li> <li><i>As writers we first think of a possible topic. Then, we rehearse to see if we know enough about it. We should know at least five things in order to write a book about it.</i></li> <li><i>Teacher demonstrates one topic option that has five items known (and this would be a go) and one that only has two (and this would be a no go).</i></li> <li><i>So now that I have a topic I could write about, I need to grab my booklet and rehearse what goes on each page. Demonstrate rehearsing the facts across the pages. Now I can make a quick sketch to help me remember what goes on each page.</i></li> <li><i>Writers write, write, write about topics they know five or more things they could teach. If you don't know five things to teach about a topic, then you have to choose a new topic to be an expert.</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li><i>Teacher gives each student a five page booklet</i></li> <li><i>Partner A, select a topic, turn to your partner and point across your pages what you could teach about your topic. When you get done, discuss with your partner if you had five things that you knew about the topic. If yes, then you can write a book on this. If no, you'll need to choose a new item to be an expert.</i></li> <li><i>Partners reverse roles and complete routine.</i></li> </ul>

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#### Lesson Plan – Session 2, Continued

<b>Link</b>	<ul style="list-style-type: none"><li>• <i>When you go off to write today, you are going to be like (author stated above) and make decisions if you know enough about a topic to write, write, write a book. There were times when (author) had an idea but didn't know enough about it and had to think of something else. There were other times he knew enough about it. If you think of an idea and have five or more ideas, you can plan your book across the pages and make a quick sketch then start writing.</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• Model again how to try out topics to see if writer knows enough about it, or select a student that has demonstrated this ability to reenact it for the class.</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 two or three students that were successful in applying today's teaching point.</li></ul>

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#### Lesson Plan

<b>Session</b>	3
<b>Concept II</b>	Writers select things they know all about so they can teach others.
<b>Teaching Point</b>	Writers create a table of contents to teach others how their writing is organized.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Mentor text to illustrate table of contents</li> <li>• Table of contents page for each student (See resource material packet)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher created text from session 2</li> </ul>

<b>Tips</b>	
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Writers, when readers read informational books one thing they can do is use the table of contents page to help them know what information will be in the book and on what page they will find that information. Yesterday, I thought about what I wanted to teach my reader and then I sketched these ideas across the pages and started writing. Today I am going to show you how you can create a table of contents page using these sketches and thinking what your page is mostly about.</i></li> </ul>
<b>Teach 1</b>	<ul style="list-style-type: none"> <li>• Use teacher text started in session 2.</li> <li>• <i>Writers, we know that authors like Ruth Mattison or Michele Dufresne have used a table of contents when they wrote their books. (Teacher shows a book or two). When we sketch our ideas across the pages we do this to help us remember what we want to write on that page. In the book I started yesterday, I wanted to teach the reader all about gymnastics. On the first page I sketched a picture of a gymnast practicing. And then I wrote that to be a gymnast you have to practice all the time. If you want to go to the Olympics you have to practice every day and for many hours. So this page is teaching about how a gymnast practices. I can take this picture I sketched here and sketch it onto the table of contents page.</i></li> <li>• Teacher demonstrates using sketches and putting into table of contents pages for the remaining pages.</li> </ul>
<b>Teach 2</b>	<ul style="list-style-type: none"> <li>• <i>Now that I have the pictures in my table of contents next I need to write what they will find on each page. When I look at this first sketch of a gymnast practicing I know that on this first page I will find out that gymnasts have to practice a lot. So I will write on this line gymnasts practice. I could have written to be a gymnast you have to practice all the time but they are going to read about that on when they read the book. What goes in the table of contents page is just a word or two to help the reader know what they will learn on that page.</i></li> <li>• So first I am going to put the picture I sketched on each page in the table of contents and next I will write a word or two to let the reader know what they will learn on that page.</li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>I am going to have you help me with thinking about what I would write on the next line in my table of contents. On the second page I wrote about all the different tricks gymnasts do, like flips and</i></li> </ul>

## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

	<p><i>jumps. My sketch is a gymnast doing a jump. If I want to write a word or two about this page what could I write?</i></p> <ul style="list-style-type: none"><li>• Share with you partner your idea. Take one or two ideas you heard while listening into partners</li><li>• <i>I heard some great ideas, I heard that I could write gymnasts do tricks, or another idea was what gymnasts do. These words would give the reader just enough information to know what they would read about on that page.</i></li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li>• <i>Writers today I am going to give you each a table of contents for you to use to help your reader know what information is in your book and what page they would find that information. You first put in your picture and then write a word or two on the line to help your reader.</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• <i>Writers, can I have you look up here. I want to share with you how Will used his sketches from yesterday to help himself create his table of contents...</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 their table of contents.</li></ul>

## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

#### Lesson Plan

<b>Session</b>	4
<b>Concept II</b>	Writers select things they know all about so they can teach others.
<b>Teaching Point</b>	Writers revise by adding more to their pictures to teach more about their topic.

<b>Materials</b>	
<ul style="list-style-type: none"><li>• Chart paper to create a Writers Revise By.. chart</li><li>• Informational Books Have... Anchor chart created in immersion( see resource material packet for example)</li></ul>	<ul style="list-style-type: none"><li>• Mentor text that show: Labels, captions, diagrams, picture</li><li>• Teacher created informational book used in session 2 &amp; 3</li></ul>

<b>Tips</b>	<ul style="list-style-type: none"><li>• The discussion of things we can add to our pictures should be a review from the immersion phase.</li></ul>
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<b>Connection</b>	<ul style="list-style-type: none"><li>• <i>Writers, we know that when writers think they are done they have really just begun.</i></li><li>• <i>Today, I want to remind you that writers sometimes decide to go back to revise <u>all</u> of their books, rather than starting a brand-new one on a new topic. And one way we might revise our books is to think of ways that we can add to our pictures to teach more about our topics. Teaching pictures have labels and other stuff in them to help readers learn not just from the words of the book but also from the picture.</i></li></ul>
<b>Teach</b>	<ul style="list-style-type: none"><li>• Discuss and review with students different ways we can add to our pictures and teach more about our topic.</li><li>• For example; (Refer to anchor chart created in immersion Informational Books Have...)<ul style="list-style-type: none"><li>-label – a label lets the reader know parts of (show a mentor text example)</li><li>-diagram- a picture to help give more details or information (show a mentor text example)</li><li>-captions- captions help the reader by giving information about the picture (show a mentor text example)</li></ul></li><li>• <i>Writers use these text features to teach others even more about their topic. Watch as I show you how I can go back and read my book and decide if I could add to my picture to teach more about my topic.</i></li><li>• <i>When I look at my first page that teaches how gymnasts have to practice a lot. My picture shows a gymnast doing some flips. I know that the words tell that a gymnast has to practice a lot but it is hard to tell from my picture that they have to practice a lot. I am thinking I could add to my picture to help the reader know more about this. I am thinking by adding a caption under their picture that says gymnasts practice every day, might help teach the readers even more about this picture. A caption is added information that tells more about the picture. Teacher models by adding a caption to teacher created informational book.</i></li></ul>

## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

#### Lesson Plan - Session 4, Continued

<b>Active Engagement</b>	<ul style="list-style-type: none"><li>• <i>I am going to keep rereading my book and look at this next page and think, Is there something else I could add to my picture to teach more about my topic? I am going to have you help me with this next page.</i></li><li>• Teacher reads next page, students turn to partner to discuss if a text feature would help teach more about the picture. Teacher adds based on student input.</li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li>• <i>Writers, when you go off today, before you begin a new book you can reread your books and think 'Is there something else I could add to my picture to teach more about my topic?' Writers can add labels or captions, diagrams, labels, etc. to help teach the reader even more about the topic.</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• Discuss and review a routine or a ritual based on your individual class needs.</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 students come back to the carpet and begin creating a Writers Revise By.... chart.</li><li>• <i>Today we learned that writers can revise their Information Book by adding to their pictures to help teach the reader even more about the topic. Let's create a chart called Writers Revise By so that we can remember the strategies writers use when they want to teach their reader more by adding to the pictures.</i></li></ul>

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

#### Writers Revise by...

- Adding to pictures – labels, captions
- Adding a table of contents

## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

#### Lesson Plan

<b>Session</b>	5
<b>Concept III</b>	Writers plan and write information in an organized way.
<b>Teaching Point</b>	Writers plan how their books are organized.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Informational Books Have... (Anchor chart created in immersion)</li> </ul>	<ul style="list-style-type: none"> <li>Stacks of books from the immersion phase that students can study</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>Have mentor text always available.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li><i>Writers, we have been working hard on adding more to our informational books and today we are going to think about how our books are organized.</i></li> <li><i>Today we want to revisit our chart Informational Books Have...? We will think about how they are organized and what types of text features are included in them. This will help us think about and plan for what we want to include in our books.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>Teacher selects a mentor text and models, going through the book and noticing different aspects (e.g. title, table of contents, chapters, headings, how-to page, etc.).</li> <li>Review anchor chart created in immersion; Informational Books Have... that was created during the immersion phase.</li> <li>Using own teacher created informational book, teacher models how to use a mentor text to cross check their own writing by adding features they do not have (even if it is one feature).</li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li><i>I'm going to give you and your partner an informational book; will you investigate and see if your informational book has these same features? Check whether, (refer to the list), your book has a title that signals to readers that this book will teach them all about a topic.</i></li> <li><i>An informational book is more like a whole hand than a single finger. It's big, and it has parts that go into it. See if you can see the title. (Touch the palm of your hand), and see if you can see smaller sections or chapters. (Touch your fingers), How are the sections divided up? (Spread your fingers apart), so they don't all glob together. Turn and talk with your partner. (Calkins and Pessah, 2003. <u>Nonfiction Writing: Procedures and Reports</u>, p. 60. Portsmouth, NH; Heinemann).</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>Review how mentor text was used to add text features to add to their information books.</li> <li><i>So far today we have looked over examples of the kind of writing we want to do. Now it's your time to make decisions as authors as to what kind of features you would like to include in your book that will help teach others about your topic.</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>Select one to two students that added something to an existing book and emphasize that as an author he/she made a decision to include this to help the reader learn more about their topic.</li> </ul>

## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

#### Lesson Plan – Session 5, Continued

<b>Independent Writing and Conferring</b>	•
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>• Ask students to bring their folders to the carpet and sit with their partner.</li><li>• Explain to students they will be discussing two main things with their partner; 1) count and show how many books they have written so far and 2) pull out their longest book and explain to partner why this particular one is so long.</li><li>• Emphasize how important it is that students write, write, write in order to become better non-fiction writers, like the authors we read, they must continue to write many non-fiction books.</li></ul>



## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

#### Lesson Plan

Session	6
Concept III	Writers plan and write information in an organized way.
Teaching Point	Writers learn to sort information into categories.

Materials	
• Teacher topic (optional prompts to accompany story)	• Teacher created book with pages out of order

<b>Tips</b>	<ul style="list-style-type: none"> <li>• If transfer is difficult, this might be a time to pull a small group and do a strategy group around categories.</li> <li>• Concrete objects helped for sure. Might need to model it different ways and allow more time to categorize.</li> <li>• Talk about How did this author organize this book? (make it clear).</li> <li>• Should be hearing it in Readers Workshop as well.</li> <li>• This should have been visited during read aloud, shared reading...</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Writers, yesterday we looked at many ways informational books are organized. Today, writers, I am going to give you a big tip. When you have a lot to tell or teach others, we don't just want to throw all of the information out to our readers like this, in a jumbled or mixed-up way (Blah....teacher holds out hands) Instead we want to sort the things we want to teach into categories or <b>things</b> that are similar or alike so that it is organized and readers can learn more easily.</i></li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li>• Teacher models, using actual objects about a topic of interest of the teacher, to show how to sort information into categories.</li> <li>• Example: <i>I want to teach you about my dog.</i> (Teacher begins to go through items in an unorganized way, saying a brief fact about each item). (Teacher holds up dog brush) <i>My dog often has burrs near her paws that need to be combed.</i> (Teacher picks up dog biscuit) <i>My dog eats four treats a day.</i> (Teacher holds up dog shampoo). <i>My dog's fur often gets dirty and needs a bath.</i> (Teacher holds up an empty measuring cup). <i>I feed my dog a cup of dry food every morning and night.</i></li> <li>• <i>If my book were written this way, it would be hard for my reader to understand and remember everything I want to teach them. Instead, we want to sort our items into groups or categories, so the reader can learn more easily.</i></li> <li>• Teacher models sorting the objects into two categories. <i>I could put the biscuit and measuring cup together to teach you about feeding my dog and I could put the brush and the shampoo together to teach you about grooming my dog.</i></li> <li>• <i>So writers, first I think of my topic and everything I want to say about my topic then I need to sort these ideas into categories or things that are the alike.</i></li> </ul>
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## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

<b>Active Engagement</b>	<ul style="list-style-type: none"><li>• Teacher selects a whole class topic (e.g. the cafeteria, playground, field trip, etc.).</li><li>• <i>Partner A, turn to your partner and list across your fingers, the possible categories we could include in an Informational book on our cafeteria.</i></li><li>• Reverse roles and complete same routine.</li><li>• Teacher will record possible ideas on an anchor chart.</li><li>• <i>So writers we thought about our topic then we sorted what we wanted to say about the topic into categories or things that are the same.</i></li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li>• <i>Today, writers, when you go off, remember don't just throw your information out to your readers in a jumbled or mixed-up way. Writers should organize their information into groups or categories so it's easier for your reader to read and understand.</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• <i>Writers, I want to show you what Keisha noticed about her informational book about cats. She was rereading her book and noticed that some of her pages did not go together and that she needed to move some pages around. Watch as I show you with Keisha book how you can take your book apart and move the pages to organize your information so it is easier for the reader. You can reread your books and see if you need to take your book apart and rearrange the pages so the information is organized for your reader.</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>As you were working, I was revisiting one of our informational books by xxx and noticed how he organized the book so it was easy for the reader to find things. I want to share with you how they changed their pages around to make it easier for the reader.</i></li></ul>

## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

#### Lesson Plan

<b>Session</b>	7
<b>Concept III</b>	Writers plan and write information in an organized way.
<b>Teaching Point</b>	Writers know that when they finish one informational book they begin another.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Personal Topic Template</li> <li>Writers Revise by... (anchor chart started in session 4).</li> </ul>	<ul style="list-style-type: none"> <li>When I'm Done I've Just Begun (Anchor Chart created in Unit 2, see Resource Materials Packet)</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>Students will need their writing folders with them</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li><i>Writers, yesterday, I noticed that when some of you finished your work you didn't know what to do or it seemed you had trouble selecting a new topic. So, you just sat there.</i></li> <li><i>Today, we need to revisit our saying, When you are done, you've just begun.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li><i>Let's think about or brainstorm what writers can do when they finish a piece.</i></li> <li>Solicit responses such as start a new book, go to topic idea chart and write about an area you haven't written about yet, add some things we noticed are in all-about books (refer to immersion chart), go back and add something else you could teach.</li> <li>Revisit anchor chart- When I'm Done I've Just Begun; 1) add to the pictures, 2) add to the words, 3) start a new piece.</li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>Have students take out piece from yesterday and decide what they are going to do today; 1) add to the pictures, 2) add to the words, 3) start a new piece.</li> <li>Share with your partner the plan for today.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li><i>So today and every day, When you're done you've just begun. Say it with me, We can add.....</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>Discuss the areas for possible topic choice and extend their understanding of possibilities within each category (e.g. a person could be a friend, a relative, a mentor, a famous person. A place could be the local park that they visit often, a favorite shopping place or restaurant, etc.).</li> </ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"> <li></li> </ul>

## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

#### Lesson Plan – Session 7, Continued

<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>• Writers, I noticed today that many of you were really thinking about our saying, when you're done you've just begun. Give me a thumb up if you went back and added to the pictures? Added to the words? Started a new piece? Writers do this whenever they write!</li><li>• Let's add to our chart Writers revise by...</li></ul>
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#### Sample Anchor Chart

#### Writers Revise by...

Adding to pictures – label, zoom-in, use action lines and arrows, caption

Adding a table of contents

Adding to the words- giving more information, explaining more

## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

#### Lesson Plan

<b>Session</b>	8
<b>Concept IV</b>	Writers reread and revise by elaborating to make books longer.
<b>Teaching Point</b>	Writers reread and revise by asking, What else can I add?

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Teacher pre-written informational book</li> <li>• Colored Post-Its or revision flaps</li> </ul>	<ul style="list-style-type: none"> <li>• Writers Revise By anchor chart</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• The big idea is to get students to begin to think like a reader and anticipate what a reader might want to know.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>We have learned one way writers revise their writing is by adding labels, captions, diagrams, etc in their pictures to teach the reader even more.</i> Teacher rereads and refers to the Writers Revise By chart.</li> <li>• <i>Today, we are going to go back and do what author, and author, and author did. They wrote their pieces, read them, and thought how I can make them even better. Good writers always take the time to revise. Today I want to teach you another way we can revise our informational books is to add more information to them. We can read our writing and ask ourselves, 'What else can I say here?' Then we can add more to <u>each</u> page.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• Review the concept of revision; re-seeing and re-thinking our work and importance for doing so.</li> <li>• Teacher models going page by page and asking self What else can I add here? e.g. <i>On this page I shared information about what color my dog is. I could also add more information about what she looks like- how big she is and how three of her paws are different colors.</i></li> <li>• Teacher writes new information on a colored Post-It and adds it to the page.</li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• Revisit class Informational book. Read a page. Have partnerships discuss what else we could add. Share out whole group.</li> <li>• Partners could say things like, What did you mean by...? or What else do you know about...?</li> <li>• Teacher adds new information to a colored Post-It or flap and adds it to the page.</li> <li>• Partners can also share-What else can you add?</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>I'm going to add this new revision strategy to our Writers Revise By chart. Today we are going to be like writers from all over the world. We are going to reread and add more information to each page. We will ask ourselves what else I can add here. I can't wait to see all of the Post-Its on each of your pages.</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>• Review and model how to use a caret as another way to add more words or a sentence to a page.</li> <li>•</li> </ul>

## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

#### Lesson Plan – Session 8, Continued

<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>• Return to meeting area and share with partner some of the additions that were added.</li><li>• Add to chart, Writers revise by...</li></ul>

#### Sample Anchor Chart

##### Writers Revise by...

Adding to pictures – label, zoom-in, use action lines and arrows, caption

Adding a table of contents

Adding to the words- giving more information, explaining more

Asking, What else could I add?

## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

#### Lesson Plan

<b>Session</b>	9
<b>Concept IV</b>	Writers reread and revise by elaborating to make books longer.
<b>Teaching Point</b>	Writers reread and revise based on questions from self and partner.

<b>Materials</b>	
<ul style="list-style-type: none"><li>• Partner teacher can model lesson with- Cross grade level student or advanced writer in the classroom</li><li>• Class Story</li></ul>	<ul style="list-style-type: none"><li>• Writers Revise By chart</li><li>• Sticky notes</li></ul>

<b>Tips</b>	<ul style="list-style-type: none"><li>• Students should be used to asking questions to clarify.</li><li>• Use something such as sticky notes to mark the area where their partner makes the suggestion so they can work on it when they go back to independent writing.</li></ul>
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<b>Connection</b>	<ul style="list-style-type: none"><li>• <i>We have already learned some ways that writers all around the world use when they want to revise their writing. Yesterday we learned that writers can ask themselves, 'What else can I add?'</i></li><li>• <i>Today I am going to teach you another way to revisit and revise our books. We can think about what questions readers will ask us and then answer them.</i></li></ul>
<b>Teach</b>	<ul style="list-style-type: none"><li>• <i>One way writers try to figure out the questions readers might have is to share our books with our writing partners to see if they have any questions about parts of our books that might be confusing or parts they have wonderings about.</i></li><li>• Teacher models with a partner the following steps:<ol style="list-style-type: none"><li>1. Share listening purpose- Listen for any part that may be confusing or make you say, does this make sense? or a part that has left you wondering or something you want to know more about.</li><li>2. Partner A reads book to partner</li><li>3. Partner B asks questions</li><li>4. Partner A tries to answer the question</li><li>5. Reverse roles</li><li>6. Make revisions based on partner suggestions</li></ol></li><li>• Review step.</li></ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"><li>• Send partners off to find a quiet spot to work</li><li>• Guide students in completing the six steps stated above</li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li>• <i>Now writers it is time for you to return to your seats and make revisions to your piece based on your partners questions.</i></li></ul>

## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

#### Lesson Plan – Session 9, Continued

<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• <i>Sometimes writers when I am working at home alone or I am at school and my partner is busy I become my own partner. I reread a page and ask myself, 'What questions might my partner have?'. Right now will you please pick a page, reread it to yourself, and think about what questions my reader might have about this information. Then I add that information.</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 students come to the carpet</li><li>• <i>Today, writers, we learned another way writers can revise their writing. We learned that writers think about what questions readers might have and respond to those questions. Sometimes writers can work with their writing partners, and other times writers have to ask themselves, 'What questions might my partner have?'</i></li><li>• <i>Let's add this third revision strategy to our Writers Revise By chart.</i></li></ul>

#### Sample Anchor Chart

#### Writers Revise by...

Adding to pictures – label, zoom-in, use action lines and arrows, caption

Adding a table of contents

Adding to the words- giving more information, explaining more

Asking, What else could I add?

Thinking about what questions my reader might have, then fixing or adding that information (confusing parts or wonderings)



## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

#### Lesson Plan

<b>Session</b>	10
<b>Concept IV</b>	Writers reread and revise by elaborating to make books longer.
<b>Teaching Point</b>	Writers reread and revise by revisiting mentor text to adding words that tell how often or how many.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Mentor text that uses precise words like most, all, many</li> <li>• Teacher created Informational book that allows for revision of precise words</li> </ul>	<ul style="list-style-type: none"> <li>• Writers revise by... anchor chart</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• In read-aloud look for phrases that are particular to informational texts. The focus is not so much about content words as it is looking for general words found in most informational books. (e.g. <i>some, most, all, etc.</i>).</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Writers, yesterday we worked with our partners and they helped us revise our informational books by asking questions.</i></li> <li>• <i>Today I want to show you that another way for you to teach your reader even more information is to use precise words. You can do this by rereading your book and asking yourself, 'How can I make this fact more precise?'</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• Using mentor text, <u>All About Flies</u> or <u>How Plants Grow</u>, select several pages to highlight the use of these informational type of precise words: most, all, some or many.</li> <li>• <i>Writers, I was thinking I could use the words all, some, or most in my own book that I am writing to help make my facts more precise. When I give information, I want to think about if this applies to all, some or most. Let me show you... In my book, I wrote, (teacher reads from her own book) 'Soccer balls are black and white.' Hmm, are all soccer balls black and white? Or are some black and white or most black and white? Which best fits? I could add the word 'most' to this sentence to make the fact more precise. 'Most soccer balls are black and white.' Not all of them are because my cousin has one that is blue and yellow. But in the store and on the field, most balls are black and white. Teacher models by adding the word 'most' to her own book.</i></li> <li>• <i>Teacher turns the page and reads, 'Soccer teams have a goalie.' Hmm, do all soccer teams have a goalie, or do some, or do most have a goalie? Which best describes what it is? All. I could add the word 'all' to this fact to make the fact even more precise.</i></li> <li>• <i>Writers, did you see what I did? When I reread my book, I read each page and added words like all, some, or most to make my facts even more precise.</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Writers, will you help me use the words all, some, or most to add more details to the next page of my book?</i></li> <li>• <i>Teacher reads from her own book, Soccer players wear uniforms. Now writers think, what more can we say about uniforms?</i></li> <li>• <i>Turn and talk to a partner about how you could use the word all, some, or most to add more details to this page. Teacher elicits responses such as; All soccer players wear cleats or most soccer jerseys have numbers.</i></li> </ul>

## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

#### Lesson Plan – Session 10, Continued

<b>Link</b>	<ul style="list-style-type: none"><li>Writers, today when we go off, I want you to reread your book and ask yourself ‘what more can I say on this page?’ Use the words all, some, or most to add more details to the page.</li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>Writers, I have noticed that so many of you are writing as if your hand is on fire and you have so many more words than lines on a page. Don’t forget to use the flaps and strips in our writing center to help you add more space for writing. Don’t stop just because you’ve run out of lines on your page.</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>Give me a thumb up if you used the word all to start a sentence. Give me a thumb up if you used the word some to start a sentence. Give me thumb up if you used the word most to start a sentence.</li><li>Instead of a thumb up students could stand up.</li></ul>

#### Sample Anchor Chart

##### Writers Revise by...

Adding to pictures – label, zoom-in, use action lines and arrows, caption

Adding a table of contents

Adding to the words- giving more information, explaining more

Asking, What else could I add?

Thinking about what questions my reader might have, then fixing or adding that information (confusing parts or wonderings)

Adding words that tell how many or how often

## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

#### Lesson Plan

<b>Session</b>	11
<b>Concept V</b>	Writers elaborate by rereading and revising to add text features.
<b>Teaching Point</b>	Writers study mentor text to get ideas of which text features to include.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Informational books have... ( Anchor Chart)</li> <li>• Writers Revise By – Anchor Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor Text- All About Honey Bees ( or other informational book with text features) See Resource Materials Packet</li> </ul>

<b>Tips</b>	
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Writers, I have noticed how you have been making your books longer by asking yourself, ‘What else can I add?’, answering partners questions, and using the words all, some, or most to add more details to your page.</i></li> <li>• <i>Today I want to teach you that writers can study mentor texts to get ideas about which text features to include in our informational books.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>Writers, I love to cook and bake. When I want to learn more about cooking and baking I study the way Martha Stewart bakes cakes and decorates them to learn more. Writers do the same thing. We study other authors to learn ideas for our own books.</i></li> <li>• <i>Teacher takes out book, <u>All About Honey Bees</u> or other informational book with text features.</i></li> <li>• <i>As I was looking through the book <u>All About Honeybees</u>, I noticed that the author of this book decided to use a diagram on page 15 to teach the reader about the parts of the honey bee. I know that in my book I am trying to teach others about the parts of a dog so this might help my reader. I could try putting a diagram in my own book to teach parts of a dog.</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Writers, I want you to go back and explore some of our mentor text in order to get ideas about text features that we can include in our own informational books.</i></li> <li>• <i>Teacher has system in place for passing out books.</i></li> <li>• <i>Students explore books .</i></li> <li>• <i>Writers turn and tell your partner one text feature you have tried in your information book and one text feature you are going to try today.</i></li> <li>• <i>Students turn and talk.</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Writers you all have a plan for writing. Today when you go off, remember you are going to use our favorite authors to teach more using text features in your Informational books.</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>• <i>Stop students and praise them for text features they are trying to use. Point out student examples</i></li> <li>• <i>Studying mentor text is another great revision strategy writers use to add even more to their Information Book. I’m going to add it to our Writers Revise By chart while you get back to work.</i></li> </ul>

## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

#### Lesson Plan – Session 11, Continued

<b>Independent Writing and Conferencing</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 I noticed that Milad used a diagram in her Informational book, but Krissy used a caption. Tomorrow, I am going to teach you that writers carefully chose the text feature that best matches what they want to teach.</i></li></ul>

#### Sample Anchor Chart

##### Writers Revise by...

Adding to pictures – label, zoom-in, use action lines and arrows, caption

Adding a table of contents

Adding to the words- giving more information, explaining more

Asking, What else could I add?

Thinking about what questions my reader might have, then fixing or adding that information (confusing parts or wonderings)

Adding words that tell how many or how often

Studying mentor text to get ideas of what text features to add

## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

#### Lesson Plan

<b>Session</b>	12
<b>Concept V</b>	Writers elaborate by rereading and revising to add text features.
<b>Teaching Point</b>	Writers carefully chose the text feature that best matches what they want to teach.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Informational Books Have...- Anchor chart</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Informational book</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>This session could be done over two days highlighting other text features and pushing students to think, If I want to teach... I might try using....</li> <li>Students should have already studied text features during the immersion phase as well as readers workshop. It is important for students to be able to identify the text feature as well as understand the purpose for the features.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li><i>Writers we spent time yesterday studying our favorite authors and noticing all of the different text features they used to help teach the reader even more about the topic.</i></li> <li><i>Today I want to teach you that when writers want to add more to their writing by adding a text feature they have to carefully decide which text feature would be the best choice to help teach the reader even more. Writers don't want to include a feature just because they can.</i></li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li>Teacher models using think-aloud process for choosing an appropriate text feature for her teacher created book .</li> <li><i>Writers I was rereading my book about the playground and was trying to decide what would be the best text feature I could use to help teach the reader even more about the playground. I know that I don't just pick a text feature willy-nilly I need to think...If I want to teach __ which text feature would help me do this? Here is a page that I wrote all about the swings. If I want to teach more about my picture I think using a caption would do this best. (Revisit chart Informational Books Have...).</i></li> <li><i>I want to tell my reader that my playground has 3 swings, so I am going to write a caption underneath my picture that says, 'There are three swings to choose from on the playground.'</i></li> <li><i>Writers did you notice that I carefully thought , If I want to teach ... which feature would help me do this? I thought about what would be the best choice to help teach the reader even more. I didn't include a text feature just because I can.</i></li> </ul>
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<b>Active Engagement</b>	<ul style="list-style-type: none"> <li><i>Writers I was thinking that I want to add another text feature to my book to teach my reader even more about the playground. Let me read to my page about the play structure. It says The play structure is big and has many fun things to do.</i></li> <li>Teacher refers to anchor chart Informational Books Have...?</li> <li><i>Let's reread the page again and look at our chart so we can think about and decide which text feature would be the best choice to help teach the reader even more.</i></li> <li>Teacher and students reread page and chart</li> <li><i>Turn and talk with your partner about which text feature would be the best choice to teach the</i></li> </ul>
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## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

	<p><i>reader even more about the play structure.</i></p> <ul style="list-style-type: none"><li>• Teacher listens to partnerships discussing the text feature that would be the best choice for the page.</li><li>• <i>Writers, as I was listening in, I heard many of you discussing which text features would be the best choice to help teach the reader even more.</i> Teacher highlights several examples discussing why one text feature would or would not be the best choice to teach the reader even more.</li><li>• Teacher adds the text feature that was the best choice to the page about the play structure.</li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li>• <i>Writers, today you are going to go off with your writing partner and reread your Information Books. Remember to look at the chart Information Books Have.....to help each other plan and decide which text feature would be the best choice to use to teach the reader even more about the topic. Remember we don't just add any text feature because we can, we carefully think about which text feature would be the best choice to teach the reader even more.</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• <i>Writers, if you have finished adding your text feature, remember writers also revise by adding more to the picture, words, or by adding even another text feature.</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, you have all been busy adding text features to teach your reader even more. Get with your writing partner and share the text feature you decided to add before you went off to write.</i></li></ul>

## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

#### Lesson Plan

<b>Session</b>	13
<b>Concept V</b>	Writers elaborate by rereading and revising to add text features.
<b>Teaching Point</b>	Writers carefully chose the text feature that best matches what they want to teach.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Teacher created Informational Book</li> </ul>	<ul style="list-style-type: none"> <li>Informational Books Have... ( Anchor Chart)</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>This session is optional if your students need to explore and think about which text feature would be best for which purpose.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li><i>Writers we spent time yesterday rereading our books and thinking about if I want to teach... which text feature could I use?</i></li> <li><i>Today we are going to think a bit more about text features and look at some other features we might think about using. Remember when writers want to add a text feature they have to carefully decide which text feature would be the best choice to help teach the reader even more. Writers don't want to include a feature just because they can.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>Teacher models using think-aloud process for choosing an appropriate text feature for her teacher created book</li> <li><i>Writers I was rereading my book about the playground again I was thinking that maybe my reader might not have heard this word tether ball before. I started to think, if I want my reader to understand this word which text feature might help me with this? (Revisit chart Information Books Have...).</i></li> <li><i>Writers did you notice that I carefully thought, If I want to teach ... which feature would help me do this? I thought about what would be the best choice to help teach the reader even more. I didn't include a text feature just because I can.</i></li> <li>Teacher may want to give another example.</li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li><i>Writers let's all pull out one of our informational books out and reread again. As you read be thinking if I want to teach... which text feature could I use?</i></li> <li><i>Turn and share your thinking with the person next to you.</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li><i>Writers, today you are going to go off with your writing partner and reread your Information Books. Remember to look at the chart Information Books Have.....to help each other plan and decide which text feature would be the best choice to use to teach the reader even more about the topic. Remember we don't just add any text feature because we can, we carefully think about which text feature would be the best choice to teach the reader even more.</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li><i>Writers, can I have you look up here. I want to share with you what Joe did in his writing as he was thinking about text features.</i></li> </ul>

## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

#### Lesson Plan – Session 13, Continued

<b>Independent Writing and Conferring</b>	•
<b>After-the-Workshop Share</b>	• Partner share text feature that they have added.



## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

#### Lesson Plan

<b>Session</b>	14
<b>Concept V</b>	Writers elaborate by rereading and revising to add text features.
<b>Teaching Point</b>	Writers reread and revise by adding comparisons.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Mentor Text- All About Ants, Seeds or other mentor text that compares using words or pictures</li> <li>• Students bring writing folders to carpet</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher created informational book used in sessions 12 &amp; 13</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Make sure comparisons have been done immersion and other subject areas</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Writers, we have been thinking and writing about the many different ways we teach others about things we know a lot about. Give yourselves a pat on the back for all your hard work. Well today I am going to show you how when we want to show our reader that something we want to teach them is the same or different we can draw pictures or use words to help them teach what is the same or different.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>Writers, in the book <u>Seeds</u>, the author tells us that a fruit can have one seed but other fruits can have lots of seeds. The author used words to help us understand that seeds in fruits are different. The author also used pictures to show how the seeds in some fruits look different. When I look at the picture I can really see how these seeds look different from each other. So using the picture really helped me understand how they are different.</i></li> <li>• <i>In the book <u>All About Ants</u> the author told us that some ants are worker ants and some ants are queen ants. The author used the words some ants are ... and some are... to show that not all ants are the same.</i></li> <li>• <i>Writers in my book about the playground, I am teaching the reader all about the things you can do on the playground. I wanted to be sure the reader knew that we had two slides one that is straight and one that is curved. I can teach the reader this by using words like we have two slides on the playground. This slide is straight. This slide is curved. I can also use a picture to show this too. (demonstrate by drawing the picture)</i></li> <li>• <i>On this page I was teaching the reader what is tether ball. I used a bold word and told what tether ball is. I was thinking I could draw a picture a soccer ball next to the tether ball so the reader could see how they look different and a little bit the same.</i></li> <li>• <i>Writers, I went through my book and thought about what else could I add to my picture or the words that might help the reader understand how what I am trying to them might be the same or different.</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Writers, open up your folders and take out a piece that you think you can add a comparison to. Reread your piece and think if there is a place that you might be able to add to the picture or the words to help the reader understand what is the same or different.</i></li> <li>• Choose a student that you met with that had a place to add to their writing.</li> </ul>

## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

<b>Link</b>	<ul style="list-style-type: none"><li>• <i>Writers, when you go off to write, be thinking do I need to add more to my pictures or words to help the reader understand what might be the same or different?</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• Choose a few students that are trying the teaching point</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, we have been working so hard on writing so many informational books. Can you believe that tomorrow it is already time to choose one of your pieces to begin fancying up your piece to go public?</i></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 Anchor Chart

##### Writers Revise by...

Adding to pictures – label, zoom-in, use action lines and arrows, caption

Adding a table of contents

Adding to the words- giving more information, explaining more

Asking, What else could I add?

Thinking about what questions my reader might have, then fixing or adding that information (confusing parts or wonderings)

Adding words that tell how many or how often

Studying mentor text to get ideas of what text features to add

Using comparisons in words and pictures

## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

#### Lesson Plan

<b>Session</b>	15
<b>Concept VI</b>	Writers select and improve a piece to share with others.
<b>Teaching Point</b>	Writers choose their best piece of writing and revise it more.

<b>Materials</b>	
• Writers Revise By . . . chart	• Teacher folder containing teacher created writing pieces

<b>Tips</b>	<ul style="list-style-type: none"><li>• The piece selected by teacher as best attempt should include editing mistakes that can be revised in Session 17 and 18.</li></ul>
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<b>Connection</b>	<ul style="list-style-type: none"><li>• <i>Writers today is an exciting day we are going to be choosing a piece to publish. We have been writing and revising our informational books all month. Now it is time to get ready for our celebration.</i></li><li>• <i>Before we celebrate we need to choose our best piece of writing and revise it a little bit more. Today I want to teach you how writers select their best piece of writing and can reread the pieces we want to publish, revisit the strategies that we were introduced to, and find places in our writing that we could add to.</i></li></ul>
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<b>Teach</b>	<ul style="list-style-type: none"><li>• <i>Writers I brought my own writing folder with me to the carpet today. And just like you, I have worked so hard on all of these pieces and I'm ready to reread and choose the one information book that I think shows my best attempt to teach the reader all about my topic.</i></li><li>• Teacher models by thinking aloud how to choose the best piece</li><li>• <i>When writers want to choose their best piece they need to think about why this is their best piece. They can think about things like...I tried a lot of different revision strategies, or I added lots of text features, or this is a good example of my personal best! I am going to do that right now.</i></li></ul>
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<b>Active Engagement</b>	<ul style="list-style-type: none"><li>• <i>Writers now it is your turn to get your writing folder, reread your all about books, and choose the one information book that you think shows your best attempt to teach the reader all about your topic.</i></li><li>• Students are given time to reread pieces and choose their best piece.</li><li>• After choosing best piece students return to the carpet.</li><li>• <i>Writers now that you have chosen your best piece let's revisit strategies we have learned and can use (reread Writers Revise By . . . chart) to help revise our best pieces a little bit more.</i></li></ul>
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<b>Link</b>	<ul style="list-style-type: none"><li>• <i>As you go off to work today you may be thinking to yourself, 'I'm all done' or 'I have already taught my reader everything I know about the topic.'. Remember when you think you are done you have only just begun. Writers you will need to push yourself to revise and add more.</i></li></ul>
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## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

#### Lesson Plan – Session 15, Continued

<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• <i>Writers I have noticed that some of you are having a hard time pushing yourself to revise and add more to your piece. Sometimes as writers we have to ask ourselves, 'What other parts can I revise and add to?' Remember to use the charts we've made and the books we've read to help make your writing even better.</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 get with your writing partner and share what revisions you made to make your book even better.</i></li><li>•</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 Anchor Chart

##### Writers Revise by...

Adding to pictures – label, zoom-in, use action lines and arrows, caption

Adding a table of contents

Adding to the words- giving more information, explaining more

Asking, What else could I add?

Thinking about what questions my reader might have, then fixing or adding that information (confusing parts or wonderings)

Adding words that tell how many or how often

Studying mentor text to get ideas of what text features to add

## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

#### Lesson Plan

<b>Session</b>	16
<b>Concept VI</b>	Writers select and improve a piece to share with others.
<b>Teaching Point</b>	Writers reread with their partners to revise and make sure their books make sense and sound right.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Teacher created best attempt (chosen in Session 15) all about book that includes mistakes</li> </ul>	

<b>Tips</b>	<ul style="list-style-type: none"> <li>Flaps should have been previously introduced as a revision technique.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li><i>Yesterday we chose the pieces we thought showed our 'best attempt to teach the reader everything we know about the topic. We also began making revisions to the piece in order to get it ready to share with others.</i></li> <li><i>Today I am going to teach that you can reread your writing with your partner to revise and make sure what you wrote makes sense and sounds right.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>Have students sit in a fish bowl arrangement.</li> <li>Teacher selects a student to help model partner revision work.</li> <li><i>Holly and I are going to work together to reread our writing by pointing to each word to make sure what we wrote makes sense. I am going to start by reading my book to Holly. I am going to point under each word as I read and ask does it make sense and sound right?'. (Teacher reads a page from teacher created book that contains an error.)</i></li> <li><i>Oops . . .does that sound right? No, that does not sound right. I need to cross out that word. Let me reread it again. Now that sounds right!</i></li> <li>Teacher Turns page and reads another page in teacher created book.</li> <li><i>Oops. . .does that make sense? I think I forgot to add the word -----. I can use a caret to add the word -----. Let me reread it again. Now that makes sense!</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li><i>Turn and tell the person next to you what you saw Holly and I do and what you heard us say as we worked together to revise the piece to make sure what I wrote makes sense and sounds right.</i></li> <li>Teacher selects several students to share what they saw and heard.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li><i>Writers you are now going to go off with your partner and work just like Holly and I did. You are going to reread your writing, point to each word, and ask, 'Does this sound right and does it make sense?'</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li><i>Writers I see many of you revising your information books by using carets or crossing out words. Remember flaps are available also if you need more space to make changes to your writing.</i></li> </ul>

## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

#### Lesson Plan – Session 16, Continued

<b>Independent Writing and Conferring</b>	•
<b>After-the-Workshop Share</b>	• <i>Writers tomorrow we will have one last chance to make sure we have done all we can to make our books easy for others to read.</i>

## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

#### Lesson Plan

<b>Session</b>	17
<b>Concept VI</b>	Writers select and improve a piece to share with others.
<b>Teaching Point</b>	Writers reread and make their writing readable for an audience.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Copy of Editing Checklist for each student (See resource materials packet)</li> </ul>	

<b>Tips</b>	<ul style="list-style-type: none"> <li>• This lesson meets Common Core Language standard for Kindergarten:             <ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                 <ol style="list-style-type: none"> <li>a. Print many upper-and lower case letters</li> </ol> </li> <li>2. Demonstrate command of the conventions of standard E English, capitalization, punctuation, and spelling when writing.                 <ol style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun I</li> <li>c. Write a letter or letters for most consonant and short vowel sounds (phonemes)</li> </ol> </li> </ol> </li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Writers yesterday you worked with your partner to revise your writing to make sure it made sense and sounds right. You are in the home stretch to publish your information book. As authors, we want to make sure that our pieces are the absolute best they can be.</i></li> <li>• <i>Today I want to teach you that it is important to not only reread our writing, but also to look at our writing in different ways.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>One way we can reread our writing, is to see if our book is easy to read. Writers need to reread their books to make sure they have used a capital I when I is a word by itself, used spaces between their words, and have spelled word wall words correctly.</i></li> <li>• Teacher uses Editing Checklist (See resource packet).</li> <li>• <i>This editing checklist will help me make sure I have done everything I can to make my book easy to read. I will read my book 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 book again to make sure I have put spaces between my words. I will then check that off my list. I will reread my book one last time to make sure I have spelled word wall words correctly. Then I will check that off my list.</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• Partner turn &amp; talk.</li> <li>• <i>Writers turn to your partner and tell them how many times you will be reading your book. Touch your finger and say what you will be rereading for each time.</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Writers today will be your last chance to make sure that your book is easy to read. Use the checklist and reread your book to make sure you have done everything you can to make your book easy to read.</i></li> </ul>

## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

#### Lesson Plan – Session 17, Continued

<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• <i>Writers when you reread your book the first time you looked to make sure that you capitalized I when it was a word by itself and the first word in the sentence. Now you need to reread your book and make sure all of the other letters are lower case and look like the books we have read.</i></li></ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"><li>•</li></ul>
<b>After-the-Works hop Share</b>	<ul style="list-style-type: none"><li>• <i>Writers all of the editing work you just did should have helped you make your book easy to read. Your information book is almost ready to share with others. We not only want our books to be easy to read, but also LOOK the best they can. Tomorrow we will fancy-up our books by adding color to our pages to make them look even more like the information books we read.</i></li></ul>



## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

#### Lesson Plan

<b>Session</b>	18
<b>Concept VI</b>	Writers select and fancy up a piece to share with others.
<b>Teaching Point</b>	Writers fancy up their informational book.

<b>Materials</b>	

<b>Tips</b>	
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<b>Connection</b>	<ul style="list-style-type: none"><li>• <i>We have been working hard on getting our books ready to share with the world.</i></li><li>• <i>Today I want to teach you that writers not only fix-up their writing they also fancy it up.</i></li></ul>
<b>Teach</b>	<ul style="list-style-type: none"><li>• <i>One way writers fancy up their work is by making it look like a real information book. (Hold up several mentor texts) We have noticed that information books have a cover, title, author/illustrator, colored pictures that teach, and a back cover.</i></li><li>• <i>We can fancy up our writing by adding these parts to our own books.</i></li></ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"><li>• Partner turn &amp; talk.</li><li>• <i>Writers turn and tell your partner two things you plan to do to fancy-up your information book.</i></li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li>• <i>Writers it is now time to fancy-up your information book and get it ready to share with others.</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• <i>Writers one more way you can fancy-up your information book is by adding page numbers to your pages just like real informational books have. Remember we don't see pages numbers in the middle of the page. They are usually in a corner at the top or bottom of a page.</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 you have worked so hard to fancy up your pieces and get them ready to share with the world. Tomorrow we will get the chance to share our fancied up pieces with others!</i></li></ul>

## Writing Unit of Study

### Kindergarten - Informational Writing: Personal Expertise, Unit 8

#### Lesson Plan

<b>Session</b>	19
<b>Concept VI</b>	Writers select and fancy up a piece to share with others.
<b>Teaching Point</b>	Writers celebrate their informational book.

<b>Tips</b>	<ul style="list-style-type: none"><li>•</li></ul>
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<b>Connection</b>	<ul style="list-style-type: none"><li>• <i>Writers it is time to gather and celebrate. It is time to celebrate all of the hard work we have done to complete our informational all about books. Please come to the carpet with your finished all about book in hand.</i></li><li>• <i>You have learned how to organize and write about topics that you want to teach others about. We also added more to our books by including text features just like our mentor texts. And you have chosen your best teaching piece to fix and fancy in order to share it with the world!</i></li><li>• <i>You all did such an amazing job. Please give yourself a soft pat on the back.</i></li></ul>
<b>Teach</b>	<ul style="list-style-type: none"><li>• <i>I'm going to show you how we are going to celebrate what we have chosen to teach others about.</i></li><li>• Teacher may choose different options to celebrate. See tips above.</li></ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"><li>• Students share and celebrate their work.</li></ul>
<b>Link</b>	
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• <i>Writers one more way you can fancy-up your information book is by adding page numbers to your pages just like real informational books have. Remember we don't see pages numbers in the middle of the page. They are usually in a corner at the top or bottom of a page.</i></li></ul>
<b>Independent Writing and Conferring</b>	
<b>After-the-Workshop Share</b>	<i>Writers you have worked very hard to write all about books that teach others so much about your topic. You deserve this special day! Congratulations!</i>