Common Core State Standards Lesson Plan Packet

1ˢᵗ Grade
Informational Books: Personal Expertise
Unit 6
8/11/13

Writing Unit of Study
1st Grade- Informational Books: Personal Expertise, Unit 6

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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 the 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 (Calkins and Pessah, 2003, Units of Study for Primary Writing: A Yearlong Curriculum. 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 progresses in sophistication and concepts from first grade to second grade and beyond.

 In 1st grade, the first informative/explanatory unit is a How-To that focuses on teaching others to do something the writer knows how to do well. The second unit, this one, focuses on students sharing an area of personal expertise.   The third unit centers on a whole-class shared topic. It is referred to as a hybrid unit in that reading, writing and science are all integrated in the quest to learn more about a particular science concept and subsequently share and write findings, similar to how a scientist would.

The MAISA units are following the recommendation and resources of Teachers College Reading and Writing Project in that children begin writing about topics of personal expertise before advancing to topics requiring research. This unit aids students in acquiring informational writing skills before undertaking the complex task of research.

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 and audience
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
6) preparing to publish by doing further revision and editing

The unit culminates with students engaging in some type of celebration activity (e.g. Expert Share Fair).

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 generating ideas and planning the organization of information. They will learn to organize their books with tables of contents and chapter headings. As the unit progresses, students will shift toward lifting the level of their work as they write new books that are more elaborate and also 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 the purpose of sharing with a wider audience.

Writing Unit of Study
1st Grade- Informational Books: Personal Expertise, Unit 6
Resources and Materials Needed
- Anchor Charts – See Immersion Information
  A. Topic Idea Chart
  B. Writers Revise By...
  C. How Do Informational Books Tend to Go (created in Immersion)
  D. Text Features   (created in Immersion)
  E. Working with Your Partner
- Mentor Texts – See Resource Materials Packet

Mentor or Teaching Text
- Teacher and class sample story/stories – The following items will be targeted in the unit, so write a variety of text that lend themselves to teaching into these items:
  - Immersion - Informational books with text features that students can look through in partnerships, Mentor text that includes exclamations and wonderings; comments and tips (MWTP) – could also be in teacher book
  - Session 1 - Mentor text, Snakes, by Tracey Crawford or My Baseball Book by Gail Gibbons or another similar book that has precise words - e.g. all, some, many
  - Session 3 - Topic Idea Chart with picture clues – People, Places, Activities, Things or Tiny Topic Notepads
  - Session 4 - Mentor text that has the following text features: label, zoom in, action lines and arrows, captions, Teacher All-About Book – page where a picture and caption can be added
  - Session 5 - Sort into categories page
  - Session 6 - Stacks of books from the Immersion Phase that students can study for text features
  - Session 8 - Mentor Text that has a table of contents, Copies of Table of Contents template, Picture of grocery store aisle signs, if possible
  - Session 9 - Stack of mentor texts with headings
  - Session 12 - Teacher created informational Book
  - Session 13 - Teaching text, All-About Honeybees by Michele Dufresne , or other similar book that has text features
  - Session 13 - Mentor text from Immersion that partnerships can explore, Diagram Paper
  - Session 14 - Diagram paper with caption
  - Session 15 - 3 x 5 index cards – some with exclamation points and some with questions marks, Teacher text that includes a page of fact after fact after fact
  - Session 16 - Mentor text that includes comparisons – e.g. I Know That! By Brian and Jillian Cutting
  - Session 17 - Writers Revise By student checklist ,
  - Session 18 - Teacher created best attempt (chosen in Session 17) book that includes mistakes
  - Session 19 - Copy of Editing Checklist for each student
  - Session 20 - Mentor text – any to demonstrate with

Resources and Materials
- Paper Templates – duplicate stacks for students to use as needed – See Resource Materials Packet
- Topic Idea Chart with picture clues – People, Places, Activities, Things or Tiny Topic Notepads – See Resource Materials Packet
- Enlarged sample of above
- Teacher personal expertise topic list, teacher generated personal expertise book/s (used throughout unit). See individual lessons for various teacher pages needed.
- Chart paper, poster board, or blank big book for anchor charts

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Resources and Materials Needed, Continued
- Post-it notes – regular size and mini, colored
- Booklet paper with approximately 7 lines
- Flap or strip for revision
- Optional: colored pens for revision
- Writing folders
- Teacher sample text of a topic teacher knows a lot about and one that teacher knows little about
- Class created information book or teacher created information book
- Select Celebration Idea before starting the unit. Explain to students early on how their work will be shared. This should motivate them to do their personal best.

Professional Resources
- Calkins, Lucy. *(2011-2012). A Curricular Plan for the Writing Workshop, Grade 1.* Portsmouth, NH: Heinemann.
- Calkins, Lucy and Pessah, Laurie. (2003)*. Nonfiction Writing: Procedures and Reports.* Portsmouth, NH: Heinemann.
- Calkins, Lucy. (2013). *Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum.* Portsmouth, NH: Heinemann.

Writing Unit of Study
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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: **Immersion Phase – Sample Lessons**

Concept I: **Writers study mentor text to learn about informational writing.**
                    Immersion Phase   **See explanation and lesson suggestions**

Part Two: **Lesson Sequence Phase**

Concept II: **Writers select things they know all about so they can teach others.**
Session 1   Writers think about topics in which they are experts, things they know all about, so that they can teach others.
Session 2   Writers consider their audience when choosing a topic.
Session 3   Writers try on topics to see if they have enough supporting facts.
Session 4   Writers revise by adding more to their pictures to teach more about their topic.
Session 5   Writers brainstorm possible things to teach about their topic.

Concept III: **Writers plan and write information in an organized way.**
Session 6   Writers plan how their books are organized.
Session 7   Writers reread and revise to make sure information is grouped together in an organized way.
Session 8   Writers learn to sort information into categories to create a table of contents.
Session 9   Writers use headings to help organize their writing.

Concept IV: **Writers reread and revise by elaborating to make books longer.**
Session 10   Writers reread and revise by asking, "What else can I add?"
Session 11   Writers reread and revise based on questions from self and partner.
Session 12   Writers reread and revise by adding words that tell how many or how often.

Concept V: **Writers draft and revise longer chapter books with increasing independence.**
Session 13   Writers study mentor text to get ideas for which text features to include.
Session 14   Writers carefully choose the text feature that best matches what they want to teach.
Session 15   Writers wonder and exclaim to make their writing more interesting!
Session 16   Writers reread and revise by adding comparisons.

Concept VI: **Writers select and "fancy-up" a piece to share with others.**
Session 17   Writers choose their best piece of writing and add even more revisions.
Session 18   Writers reread and revise with partners to make sure their books make sense and sound right.
Session 19   Writers reread and make their writing readable for an audience.
Session 20   Writers 'fancy up' their informational books.
Session 21   Writers celebrate in an Expert Share Fair**.**

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Assessment	This assessment should be conducted prior to starting of first informational unit. It should be done before the Immersion Phase.

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.

Grade	Informational Pre-Assessment	Informational Post-Assessment
1st	Prior to Unit 3- How-To	**After Unit 6- 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 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 purpose of the Immersion Phase is to help students develop a thorough understanding of the type of text they will be writing. The goal is to move students from *explorers* of a particular text type to *writers* of that text type.   In this particular unit, students will learn the purposes of informational writing as well as the characteristics of well-written, pieces. Basically, during this phase, students are thinking, How do these kinds of text tend to go?

Concept I is considered the immersion phase of the unit. The immersion phase should be completed before starting the mini-lesson sequence (Concepts II-VI). It is recommended that teachers spend several days on immersion activities prior to starting the unit. The writing unit is based on the assumption that students, through immersion, have developed background knowledge of informational books and have begun collecting possible personal expertise topics, either on an Idea Template or in their Writer's Notebooks. Teachers will want to keep their own collections of personal expertise topics so they can model leading a Writerly Life, and use them as a resource when they decide to write their own books.

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

Most of these lessons follow an inquiry approach. Teachers should follow the lead of their students – notice, restate, and negotiate what they say in order to bring meaning and understanding. This is a time for students to notice the characteristics of informational text and view them through a writer's lens.   Text selection should include published books as well as student authored work. Text should always be read first as a reader and discussed. Then, students reread the same text to study it through writerly eyes.

Through reading informational books, student will develop a greater understanding of these areas:
- Definition and purpose of informational books (especially based on personal expertise
- Characteristics of informational text – Basically, during this phase, students are thinking, How do these kinds of text tend to go? Chart findings.
  - General noticings (qualities of well written ones)
  - How do introductions tend to go? What is included?
  - How does the middle or body tend to go? What is included?
  - How do conclusions/endings tend to go? What is included?
  - Author's Craftsmanship - Discover author's craft, unique to or typical of informational text
- Various components of text type (e.g. text features and structures)
- Possible personal expertise topics and identify how writers gather topics (lead a Writerly Life – always searching for things to write about from our everyday lives)

Suggested Activities and/or Discussion Points
- Highly recommend reading Immersion information in chapter one from A Quick Guide to Teaching Informational Writing, Grade 2 by Marika Paez Wiesen (2012, Heinemann). 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
- Reading like Writers – Writers first read like readers – read to enjoy and comprehend a text. Then, writers reread familiar text to study how the author wrote it – what are interesting things we notice about how the author crafted words; how did the author chose to structure different parts of the text; how did the writer include qualities of good

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writing; etc. In other words, students read like writers and discern what an author did and why. In simple terms, we guide students in charting the following: A. Notice – What do you notice the author did?, B. Name – What is this called?, C. Why - Why did an author intentionally make that decision? (More advanced students may also discuss if they had ever seen that technique before and where, as well as try the technique with a class or student sample)

- Based on Common Core State Standards and Teachers College Reading and Writing Project, some essentials when teaching informational writing:
  o Nonfiction writers name a topic, supply some facts about the topic, and provide some sense of closure (W.1.2.)
  o Nonfiction writers write to teach their readers a lot of information as well as to make readers interested in their information
  o Nonfiction writers use both text and additional features to teach information
  o Nonfiction has a predictable structure of topic and subtopics
  o Nonfiction texts use domain specific vocabulary

- **Immersion study during Read Aloud and/or Shared Reading**
  o Identify and discuss purposes of nonfiction <u>text features</u> (e.g. table of contents, labels, captions, glossaries, headings, bold print, diagrams, etc.) Develop a class booklet or chart that includes text feature, definition/purpose, examples.
  o Explore a variety of <u>layouts</u> in nonfiction texts (e.g. descriptive, question and answer format, facts, how-to, different-kinds-of-something, list, parts of something, etc.)
  o Discover and understand the typical <u>structure</u> of topic and subtopics in non-fiction texts, analyze how chunks of information are organized by topics and subtopics, study and predict how books will be organized, discuss different types of subtopics, study table of contents and note different ways authors wrote them, etc.
  o Analyze the <u>language</u> <u>and sound</u> often found in informational texts; discuss how the writer shares information, etc.
  o Develop an anchor chart of words and phrases that are particular to nonfiction texts (e.g. *one example, sometimes, almost, as many as, some, xxx is called xxx, also, there are*) comparison language such as *on the other hand, similarly, but, etc.;* cause and effect language such as *since, because, this led to, etc.*
  o Discuss role of audience and things such as: Who might the reader of this book be? Who would benefit from reading this book?

- **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)
  o Sample sequence of shared writing lessons:
    ➢ Day 1 – Choose a topic and begin a table of contents (Select a topic that all students are familiar with such as All About the Cafeteria, All About the Playground, All About Summer, All About 1st Grade)
    ➢ Day 2 – Finish the table of contents and start writing one of the chapters
    ➢ Day 3 – Finish one of the chapters
    ➢ Etc.
  o 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 of possible personal expertise areas. Students should write books on a variety of topics drawn from their own life experiences.   See Session 1 for ideas. Guiding questions:
  o What do I know a lot about?
  o What could I teach other people?
  o Who will my reader be? Who would benefit from reading my book?

For more information on immersion and the teaching of craft, read the following professional resources:
- Calkins, Lucy. (2013). <u>Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A</u> <u>Common Core Workshop Curriculum</u>. Portsmouth, NH: Heinemann.

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Immersion Phase, Continued

- Calkins, Lucy. (2009). A quick guide to teaching second-grade writers with units of study. Portsmouth, NH: Heinemann. (Especially chapter October – Raising the Level of Narrative Writing with Authors as Mentors)
- Calkins, Lucy and Amanda Hartman. (2003). Authors as Mentors. Portsmouth, NH: Heinemann.
- Ray, Katie Wood. (2006). Study driven: A framework for planning units of study in writing workshop. Portsmouth, NH: Heinemann.
- Ray, Katie Wood and Lisa Cleaveland. (2004). About the authors: Writing workshop with our youngest writers. Portsmouth, NH: Heinemann.   There is also an About the Authors DVD.
- Ray, Katie Wood. (1999). Wondrous words: Writers and writing in the elementary classroom. Portsmouth, NH: Heinemann. (top priority)

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SAMPLE
Anchor Chart
Characteristics of an Informational Book
(or How Informational Books Tend To Go)

- Title – identifies topic
- Includes information and facts on thing being studied
- Information is grouped in categories of information – chapters
- Book is organized by headings (big ideas)
- Chapters may have subheadings and paragraphs
- Table of contents – shows what information is included and where to find it
- May include an introduction (ours should!)
- May include a sense of closure or conclusion (ours should!)
- Important words are included about the topic – bold, or in a text box, etc.
- Includes text features, such as: xxx, xxx, etc.
- Etc.

Please note:
This chart should be **co-constructed** with students based on how they would describe things, mentor text read, and immersion activities completed. Keep adding more information as unit progresses and students discover new things.
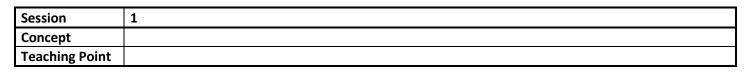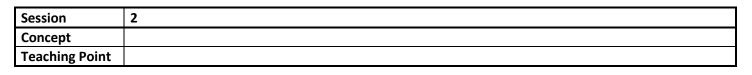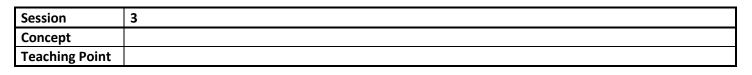
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SAMPLE
Anchor Chart
Text Features

- Use chart that was developed during reading.
- Chart may include: Name of text feature, purpose of text feature, sample of text feature

Please note:
This chart should be **co-constructed** with students based on how they would describe things, mentor text read, and immersion activities completed. Keep adding more information as unit progresses and students discover new things.

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

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1st Grade- Informational Books: Personal Expertise, Unit 6
Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	1
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

Lesson Plan Template for Immersion Phase

Session	2
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

Lesson Plan Template for Immersion Phase

Session	3
Concept	
Teaching Point	

Materials
•	•

Outline immersion lesson:

Lesson Plan Template for Immersion Phase

Session	4
Concept	
Teaching Point	

Materials	
●	●

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

Session	1
Concept II	Writers select things they know all about so they can teach others.
Teaching Point	Writers think about topics in which they are experts, things they know all about, so that they can teach others.

Materials
- Select a tool for students to record possible personal expertise topics. Options: - Topic Idea Chart with picture clues – People, Places, Activities, Things – Anchor Chart [Resource Materials Packet]   - Tiny Topic Notebook [Resource Materials Packet]   - Develop your own way to record possible personal expertise topics   - Booklets or pages with a picture box and lines

Tips	●

Connection	● *Today I want to teach you the first step informational writers like us do when we want to get started on writing a teaching book, or one that teaches others how to do something. First we think about topics in which we are experts on, things we know all about. We think about people we know all about (people in our lives and famous people), places we go (to eat, to play, to shop), things that we do (at home, at school and outdoors). Then we choose a topic, and rehearse, rehearse, rehearse, just as we did with our narrative writing. Once we feel we are ready, we get a booklet and write page after page after page.*
Teach	*Today you are going to begin writing your own informational books just like the ones we love* (show some of the books from immersion)…. *One of the first things writers do is think of an idea they know a lot about and could teach others.* *We could think about **people** we know all about, people in our lives and famous people. I know a lot about my mom and I could tell you all about her. I know a lot about my best friend, and I could teach you all about him.* *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 cafeteria and I could teach someone new to the school all about it or I could write about the water park I visited last summer.* *A third topic we could teach others about is an activity or thing we **do** at home, at school and outdoors. I love gardening and I could teach people all about it.....* *A final topic I could write about to teach others is a '**thing**', like an animal or a truck, that I know a lot about.* *Writers, did you hear how I thought of one person I could write about, one place, one activity I do, and one thing?* Teacher touches one finger for each possible topic.
Active Engagement	*Writers, you are going to turn and talk to your partner and tell him/her one person you could teach someone about* (Teacher holds up first finger), *one place you could teach someone about* (teacher holds up second finger), *one activity you do at home, at school or outdoors* (teacher holds up third finger), *and one thing you know a lot about* (teacher touches fourth finger). *If you need help remembering the four possible topics, look at these pictures to help remind you.* Show picture of a person, place, activity, and thing.

Active Engagement - continued	*Writers, we thought about something we know a lot about and we shared it with a partner. I'm going to take one of my ideas and say everything I know about it across my fingers.* - Demonstrate. Discuss importance of oral rehearsal. *Now you try it.* Provide opportunity for students to practice. *After I rehearse, I grab a booklet and write, write, write.*
Link	*Writers, choose a person, place, activity, or thing you know the most about, tell what you know across your fingers, grab a booklet and go.*
Mid-Workshop Teaching Point	- Select a student who told multiple things about his/her topic and have them share (e.g. person told what his/her brother looked like, told what his/her brother liked to do, and shared what he/she liked most about the brother, etc.) - Option: flip-flop MWTP and Share.
Independent Writing and Conferring	
After-the-Workshop Share	*Writers, today you thought about people, places, activities, and things in which you know a lot. Let's add some of these ideas to our Class Idea Chart. (*People, places, activities, and things idea anchor chart may have been started in Immersion). - Option: Some teachers used Tiny Topic Notebooks instead of, or in addition to the chart. Spend a few minutes having students jot their ideas on their charts or in their notebooks.

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Lesson Plan

Session	2
Concept II	Writers select things they know all about so they can teach others.
Teaching Point	Writers consider their audience when choosing a topic.

Materials
●   Writing Booklets

Tips	●

Connection	● *Writers, yesterday we began writing about topics we think we know a lot about. Some of you chose to write about a person, some of you chose to write about a place, and others chose to write about an activity.* ● *Today, I want to teach you that writers not only choose a topic, but they also think about who might like to read their book.*
Teach	● *All of us have many topics we would like to teach others about. When writers choose a topic to write about, they also consider who would like to read the book. This is the audience. For example, I want to write a book about cats and I am going to write the book for my friend Tyrone because he does not have a cat. He would like to get a cat someday.* ● *My topic is cats and my audience is my friend, Tyrone.* ● Brainstorm list of possible audiences appropriate for first graders: friends, family, class mates, someone new to xxxx, younger or older students, etc. *Ask, 'Who might the reader of my book be?' and/or, 'Who would benefit from reading my book?'*
Active Engagement	● *Select a topic and think about who might learn from your book. Turn to your partner. Partner A tell your partner your topic and who might like to read this book or who would be your audience.* ● Partners reverse roles and complete routine
Link	● *When you go off to write today, remember to think about who your audience might be and what you would like to teach them.*
Mid-Workshop Teaching Point	● *I noticed that when some of you finished your book, you knew exactly what to do next.* ● *Remember, when you finish you can add to your pictures, add to your words, or start a new piece.*
Independent Writing and Conferring	●
After-the-Workshop Share	● *Remember, writers not only think about who they are going to teach about their topic, but they also think about what information they would need to teach that person.* ● Share a student's work that is specific for the person he/she has chosen

Writing Unit of Study
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Lesson Plan

Session	3
Concept II	Writers select things they know all about so they can teach others.
Teaching Point	Writers try on topics to see if they have enough supporting facts.

Materials	
• Topic Idea Chart with picture clues – People, Places, Activities, Things – Anchor Chart [Resource Materials Packet].	• Teacher samples of a topic teacher knows a lot about and one that teacher knows little about. • Writing Folders
Tips	● Students will need their writing folders with them.

Connection	● *Writers, yesterday I noticed that some of you wrote looooooong about your topic. Others of you only had a page. You didn't have a lot to teach your audience about your topic.* ● *Today, we are going to learn how to rehearse or plan our possible topic for an informational piece. This will help us decide if we have enough information or know enough facts to teach our audience and turn it into a whole book.*
Teach	● *A fact is something you know to be true because you have seen, heard, or read about it. Let's revisit one of our mentor text (*hold up book, restate title and author)*. XXX (Author) taught us facts such as: (blank) and (blank) and (blank) and (blank) and (blank) about the topic.* Put up one finger for each item mentioned. *This author picked a topic in which he knew a lot of facts.* ● *We first think of a possible topic. Then, we rehearse to see if we know enough facts about the topic. We should know at least five facts - things we know are true because we have seen, heard, or read them - in order to write a book about the topic.* ● Teacher demonstrates talking about two topic options across her fingers: one with five facts and one with fewer, keeping the audience in mind, and saying things such as, This would be a 'go,' and, This would be a 'no go.' ● *Writers write, write, write about topics they know five or more facts they could teach. If you don't know five facts to teach your audience about a topic, then you have to choose a new topic in which you are an expert.*
Active Engagement	● *Partner A, select a topic and audience from your tiny topic notebook or chart, turn to your partner and list across your fingers the facts you could teach your audience. When you get done, discuss with your partner if you had five or more facts. If yes, then you can write a book on this on topic. If no, you'll need to choose a new topic in which you are an expert.* ● Switch roles ● *When you go off to write today, you are going to be like* (author stated above) *and decide if you know enough facts about a topic to write, write, write a book. There were times when* (author) *had an idea but didn't know enough facts and had to think of something else. There were other times he knew enough facts. If you think of an idea and have five or more facts to teach your audience, you can write a book.*
Link	● *So today, try on some topics to see if you have enough facts to support them.*
Mid-Workshop Teaching Point	● *Writers, I noticed that Kayla's facts are things she knows to be true because she has seen, read, or heard them. Kayla's facts are not just information she thinks might be true.* Give examples. ● Option: Add a sketching component where students sketch each fact to remind them later of what they could write about on their topic/s.

Independent Writing and Conferring	●
After-the-Workshop Share	● Share the work of two or three students who were successful in applying today's teaching point

Writing Unit of Study
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Lesson Plan

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

Materials	
● Chart paper ● Writers Revise By... - Anchor Chart ● How Do Informational Books Tend to Go - Anchor Chart (created in Immersion) . ● Mentor texts that have at least one of the following text features: label, zoom in, action lines and arrows, captions.	● Teacher Book – page where a picture and caption can be added. ● Informational books with text features that students can look through in partnerships. ● Post-it notes to flag pages. ● Caption Page [Resource Materials Packet]

Tips	● The discussion of things we can add to our pictures should be a review from the Immersion Phase. ● Put a visual next to each item on the anchor chart so students can match words with pictures.

Connection	● *Writers, yesterday many of you discovered you know a lot about some topics. I am really looking forward to learning from your books. We have some people writing about xxx, xxx, xxx…* ● *Today, I want to remind you that writers sometimes decide to go back and revise some of their books, rather than starting a brand-new one on a new topic. 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 things included to help readers learn from the words as well as from the picture.*

Teach	● Review the concept of revision; re-seeing and re-thinking our work and importance for doing so
	 ● Discuss and review the different ways we can add to our pictures and teach more about a topic. Use anchor chart, How Do Informational Books Tend to Go, as a reference.
	 ● For example:
	    o label (show a mentor text example and discuss purpose of labels).
	    o zoom in an important part of your picture so reader has a close view (show a mentor text example).
	    o show action lines and arrows to show the reader direction (show a mentor text example).
	 (Please note: These text features were studied in the kindergarten informational writing unit and should have been discussed during Immersion)
	 ● *Writers, we have already learned that we can add more to our pictures by adding labels, zooming in, and showing actions by using lines and arrows. Let me show you one more way writers can add to their picture to teach more about their topic.*
	 ● *Another way writers can teach others even more about their topic is by adding a caption under their picture. A caption is at least one sentence that tells more about the picture.*
	 ● Teacher models by adding a caption to teacher created book.

Active Engagement	● Distribute books to partnerships. Have them flag pages where the author used one of the features listed above to teach more about their topic. ● Share class discoveries.

Link	● *Writers, when you go off today, think about something you want to teach more about and how adding to your picture will help you do so. Writers can add labels or captions, zoom-in, or show action arrows to help teach the reader even more about the topic.*
Mid-Workshop Teaching Point	● *Writers, you have been revising your books by adding to your pictures. As you are adding to your pictures, you might think of a specific word you would like to use. For example, Joe is writing about trucks and wants to label the lift as a hydraulic lift. Instead of just writing, 'lift,' he is going to tackle the tricky word, 'hydraulic,' by saying the word slowly and writing the sounds he can hear.*
Independent Writing and Conferring	●
After-the-Workshop Share	● *Today we learned that writers can revise their Informational Book by adding labels or captions to their pictures, zooming in, or showing action arrows 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.* ● Create a Writers Revise By.... chart.

Sample Anchor Chart

Writers Revise by…

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

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

Writing Unit of Study
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Lesson Plan

Session	5
Concept II	Writers select things they know all about so they can teach others.
Teaching Point	Writers brainstorm possible things to teach about their topic.

Materials	
● Sort into Categories page [Resource Materials Packet]	

Tips	● This lesson focuses on the main topic as the main category in the center box and the smaller boxes along the perimeter as places for subtopics (e.g. Topic = Dog; Subtopics = Training, Equipment, Caring for a Dog, Dog Features, etc.) With more advanced students or at a later time, the same planning tool could be used to brainstorm what one could teach about a particular subtopic (e.g. Topic = Dog; Subtopic = training, the smaller circles could be different types of training as tricks, how to sit, walking a dog, going to the bathroom, etc.).

Connection	● Display some student work from yesterday that has elaborated pictures. Discuss how the caption, zoom-in, label or action arrow help teach more about the topic.
	● *Yesterday, people were writing, writing, writing. Then, at one point Anthony said, 'Oh, I forgot what I wanted to teach about basketball. I better make a list so I don't forget.' What a great idea!*
	● *Today I want to teach you how writers think about what they want to write about a topic and then record it so they will remember.*
Teach	● Display Sort into Categories sheet. Explain to students how the main topic goes in the center box and then along the border are possible subtopics. The box is for making a quick sketch and the line is to write some accompanying words. (Example: Golden Retrievers = topic, subtopics – what they look like, food, how to walk them, etc.).
	● Model your own idea.
Active Engagement	● Select a class topic and have students work in partnerships brainstorming possible subtopics.
	● Share out and record on enlarged poster or chart .
Link	● *Writers, another way to rehearse besides telling the story across your fingers is to use a planning tool like this. It helps you to think of all the things you could teach someone else about your topic and gives you a place to record, or put in writing, those ideas.*
Mid-Workshop Teaching Point	● Select a student that has filled out a chart using distinct categories or subtopics and share.
Independent Writing and Conferring	●
After-the-Workshop Share	● Practice as a class using the planning tool with another topic most students know about from school – e.g. recess, 1st grade, math, etc.

Writing Unit of Study
1st Grade- Informational Books: Personal Expertise, Unit 6
Lesson Plan

Session	6
Concept III	Writers plan and write information in an organized way.
Teaching Point	Writers plan how their books are organized.

Materials	
● How Do Informational Books Tend to Go – Anchor Chart (created in Immersion). ● Mentor text for modeling purposes. ● Writing Folders	● Stacks of books from the Immersion Phase that students can study for text features. ● Optional: give students a list of things they might want to try from the chart.

Tips	● For additional information, Calkins and Pessah, 2003. Nonfiction Writing: Procedures and Reports, p. 60. Portsmouth, NH; Heinemann

Connection	● *Today we want to revisit our study of how nonfiction text tends to go. We will think about how they are organized into different parts or sections. This will help us think about and plan for what we want to include in our books.*
Teach	● Teacher selects a mentor text and models how to go through the book and notice different aspects (e.g. a big 'All-About' title, table of contents, chapters, headings). ● Review anchor chart, How Do Informational Books Tend to Go, which was created during the Immersion Phase. ● Cross check book to find things listed on anchor chart. ● *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 big 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)*? They don't all glob together. Turn and talk with your partner.* (Calkins and Pessah, 2003. Nonfiction Writing: Procedures and Reports, p. 60. Portsmouth, NH; Heinemann).
Active Engagement	● *I'm going to give you and your partner another informational book. Please investigate and see if your informational book has these same sections or parts? Check whether your book has a big All-About title that signals readers that this book will teach them all about a big topic. Check if your book has…* Refer to chart developed during Immersion.
Link	● *So far today, we have looked over examples of the kind of writing we want to do. Now it's your turn to make decisions as authors as to what sections you will include in your book that will help teach others about your topic.* ● *Here is a list. Keep it in your folder as a tool for you to use as you work like the pros. Once you have an idea of something you would like to try in a book you have already written or a new one, you may go off. Don't forget to use mentor books to help you.* List is optional.
Mid-Workshop Teaching Point	● Select one to two students that added something to an existing book and emphasize that as an author s/he made a decision to include this to help the reader learn more about the topic.
Independent Writing and Conferring	●
After-the-Workshop Share	● Ask students to bring their folders to the carpet and sit with their partners ● Explain to students they will be discussing two main things with their partners: 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. ● 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 nonfiction books.

Writing Unit of Study
1st Grade- Informational Books: Personal Expertise, Unit 6
Lesson Plan

Session	7
Concept III	Writers plan and write information in an organized way.
Teaching Point	Writers reread and revise to make sure information is grouped together in an organized way.

Materials	
● Class created information book or teacher created information book ● Assorted objects that could later be sorted into categories (e.g. coins, colored blocks) – see Connection	
Tips	● The focus of this lesson is to heighten students' awareness that informational books are organized by topics and subtopics. Authors put all like information together or all the things about a particular topic or subtopic together. Students will look at books they have already drafted and see if their information is organized as such. Do they need to group similar things together? If so, they can take apart their books and re-order pages. ● Once students learn how to generate a table of contents before they draft, they may automatically organize information in this fashion.
Connection	● *Yesterday, we worked on putting lots of information into our books. Think about books in the library. They have pages after pages, unlike a poster that has only one page. We are informational authors that write, write, write.* ● *Today, writers, I want share something really important. 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 in a jumbled or mixed-up way (*teacher holds out hands or could toss an assortment of objects onto a table.) *Instead we want to sort the things we want to teach into categories so that it is organized and readers can learn more easily* (point to each finger)*. If demonstrating with objects, show how they can be sorted into categories – e.g. pennies, nickels, quarters, etc.
Teach	● Teacher models, using class created information book or teacher created information book. ● Example: *We wrote our class information book to teach about the cafeteria. Some things we wrote about were how much lunch cost, where to throw your lunch away, who to pay for your lunch, and where to put your tray when you are done.* ● *It would be hard for our reader to understand and remember everything we want to teach them. Instead, we want to sort our items into groups or categories so the reader can learn more easily.* ● Teacher models by taking apart the class book and sorting the pages into categories. *We could put the pages about how much lunch cost and who we pay together because both of those pages tell the reader about paying for lunch. Our big category would be Paying for Lunch.*
Active Engagement	● *Turn to your partner and discuss how the other two pages of our book go together.* ● Discuss how those two pages could come under the category, What To Do When Done.
Link	● *Today*, writers, *when you go off, remember don't just throw your information out to your readers in a jumbled or mixed-up way. Take out one of your books and see if you can organize the pages in a way that makes more sense. Writers should organize their information into groups or categories so it's easier for your reader to read and understand.*
Mid-Workshop Teaching Point	● Teacher uses an example in the classroom as to how certain things are organized and therefore makes it easier to find something (e.g. classroom library, supply boxes, tools, math manipulatives, etc.)
Independent Writing and Conferring	●
After-the-Workshop Share	● *As you were working, I was revisiting the book called xxx, by xxx, and I noticed how he organized the book so it was easy for the reader to find things. Look at this page,* (show table of contents). *It is called a Table of Contents. This is where the author organized information into groups or categories and named the groups in this list.* Read the list. *Tomorrow, we will learn how to do the same thing for our books.*

Writing Unit of Study
1st Grade- Informational Books: Personal Expertise, Unit 6
Lesson Plan

Session	8
Concept III	Writers plan and write information in an organized way.
Teaching Point	Writers learn to sort information into categories to create a table of contents.

Materials	
● Class created book from a shared writing experience ● Table of Contents page [Resource Materials Packet] ● Picture of grocery store aisle signs, if possible	● Writers Revise By . . . - Anchor Chart ● Mentor Text that has a table of contents

Tips	● Some students may need two pages of table of contents for all their chapters. Remind them to get multiple pages. If booklets are used, teachers could run the table of contents page back to back so students have plenty of space for listing chapters.

Connection	● *Yesterday*, writers, *we learned that you 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 their reader to read and understand.* ● *Today I want to teach you that we can go back to books we've written and reread and revise them to make sure that all of the information is grouped together in an organized way.*
Teach	● Discuss how grocery stores use signs above each aisle so shoppers can quickly find the items they want to buy. *These signs help the shopper know what aisle to go down. Likewise, authors use a table of contents with page numbers so a reader knows what page to turn to in order to find information s/he is looking for.* ● *Yesterday, writers, we took apart our books and sorted the pages into organized groups. We thought about how the pages go together to make it easier for our audience to read and understand our books.* ● *Once writers, like* [name mentor text author and book], *organize their writing, they create a table of contents to help their readers find information in their books.* ● *When we sorted our class book about the cafeteria, we noticed that some of the pages were about how to pay for your lunch and some of the pages were about what to do when you are done eating. We can use this information to create a table of contents.* ● Teacher displays table of contents page. ● *Once we have organized the pages of our books, we can create a table of contents to help the reader quickly find the information and the page it is on. For example, some of the pages of our class book are about how to pay for lunch. To help the reader quickly find the page this information is on, I would write, 'How to Pay,' on the first line of the table of contents.* ● *I can also add on the next line, 'What to Do When You are Done,' to help my reader quickly find that information.*
Active Engagement	● *Would you help me think of more possible categories for this table of contents?* Teacher may also refer to the planning tool – Sort Into Categories. *Turn and talk to your partner and think of another possible section for our table of contents. Are there other pages in the book?* ● Students turn and talk. Teacher solicits responses and records best category on the table of contents page.

Link	● *Boys and girls, today when you go off as authors of informational books, we want to go back and remember to reread and revise your earlier pieces of writing to make sure your information is grouped together in an organized way. We can create a table of contents as a way to sort information into categories.*
Mid-Workshop Teaching Point	● Remind students that they should be rereading and revising, asking themselves these questions: Which information goes together? and Should I open up the booklet and switch the order of pages, or can I create a table of contents?
Independent Writing and Conferring	●
After-the-Workshop Share	● Teacher preselects students who successfully reread and revised their informational books ● Teacher points out if a book was taken apart, reorganized, and a table of contents created ● *By rereading and re-seeing, Marcus was able to create a table of contents by taking apart his book and reorganizing the pages. He even decided to leave out a page that did not fit with his new groups. Let's add this revision strategy to our 'Writers Revise By . . .' chart so that like Marcus, we can all remember to reread and revise to make sure information is grouped together in an organized way.*

Sample Anchor Chart

Writers Revise by…
● Adding to pictures – label, zoom-in, use action lines and arrows, caption
● Adding a table of contents

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

Writing Unit of Study
1st Grade- Informational Books: Personal Expertise, Unit 6
Lesson Plan

Session	9
Concept III	Writers plan and write information in an organized way.
Teaching Point	Writers use headings to help organize their writing.

Materials	
● Stack of mentor texts with headings ● Writers Revise By . . . - Anchor Chart	● Post-it notes or flap for adding a heading ● Table of contents from class book

Tips	● Use line at top of previously written student booklet paper for heading. ● If some students already included headings, meet with them in a small guided writing group and discuss variations of how to write headings (e.g. words, phrases, questions, alliteration, etc.) Study them in mentor texts.

Connection	● *Writers, yesterday we created a table of contents to help readers quickly find the information in our books.* ● *Today, I want to teach you that writers add headings to their pages that match their table of contents.*
Teach	● *Yesterday we created a table of contents page to help the reader quickly find information in our books. Writers also add headings that match the table of contents to their pages to let the reader know what information is on the page.* ● *Looking at the table of contents page we created for our class book yesterday, I see we called the first chapter, 'How to Pay.' Now I need to add this heading to the page that tells the reader how to pay for the lunch.* ● Teacher adds heading to the class book page. ● *Our second chapter was called, 'What to Do When You Are Done.' Watch me as I add that heading to the page that tells the reader what to do when they are done eating lunch.*
Active Engagement	● Students work with partners to flag pages in mentor texts that have headings. ● Students share out with the whole group the headings they found. Discuss noticings about headings: e.g. That not every page has a heading, size and location of the headings, etc. Even discuss how headings were written – word, phrase, question, alliteration, etc.
Link	● *Writers, today you need to reread your writing and add headings to your pages that match your table of contents. If your page does not have a blank line at the top for the heading, you could add a flap, draw a line, or use a Post-it to add your heading.* ● This could be modeled if necessary.
Mid-Workshop Teaching Point	● *Remember writers, we noticed that the headings in our mentor texts matched the table of contents. As you are rereading your books and adding the heading, make sure the headings match your table of contents.* ● Model example
Independent Writing and Conferring	●
After-the-Workshop Share	● Hold a share session in which you celebrate the work writers have done thus far. Students can choose a part of the writing they are proud of and put a Post-it on that part. ● Teacher may choose to have each writer choose a piece to hang in a location for others to enjoy and admire or place at their writing spot and students can walk around and observe everyone's efforts.

Sample Anchor Chart

Writers Revise by…
- Adding to pictures – label, zoom-in, use action lines and arrows, caption
- Adding a table of contents
- Adding headings

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

Writing Unit of Study
1st Grade- Informational Books: Personal Expertise, Unit 6
Lesson Plan

Session	10
Concept IV	Writers reread and revise by elaborating to make books longer.
Teaching Point	Writers reread and revise by asking, What else can I add?

Materials	
● Class created book ● Colored Post-Its or revision flaps	● Writers Revise By… - Anchor chart

Tips	● One of the purposes of using colored Post-It is to lure kids into wanting to re-read a page and add more information. The Post-It is evidence of their work. Hopefully, the Post-It will make the process of adding feel like carpentry. Flaps off the sides work equally well. ● This lesson is laying the groundwork for elaboration or writing supporting sentences that will be addressed in 2nd grade and beyond.

Connection	● *We have learned one way writers revise their writing is by adding labels, captions, zooming in or showing action arrows in their pictures to teach the reader even more. We also learned that writers can add a table of contents and headings.* Teacher rereads and refers to the Writers Revise By… anchor chart. ● *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 can I 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. We can read our writing and ask ourselves, 'What else can I add?' We think about what else we could teach or say about the information. Then we can add more to each page.*
Teach	● Teacher models going page by page and asking self, What else can I add here? *On this page we wrote, 'Throw your trash away when you are done.' One way we can add more to this page is by telling more about it or giving more details. For example, we could write, 'When you are done eating you can throw your plastic in the recycling bin and your paper in the garbage.' See, we explained more. We told where to throw it out.* ● Teacher writes new information on a colored Post-It and adds it to the page.
Active Engagement	● Revisit class informational book. Read a page. Have partnerships discuss what they could add to stretch out the fact. ● Share out several possibilities whole group. ● Teacher adds new information to a colored Post-It or flap and adds it to the page.
Link	● *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 by adding more details. I can't wait to see all of the Post-Its on each of your pages.*
Mid-Workshop Teaching Point	● Review and model how to use a caret as another way to add more words or a sentence to a page.
Independent Writing and Conferring	●
After-the-Workshop Share	● Return to meeting area and share with partners some of the additions that were added.

Sample Anchor Chart

Writers Revise by…
- Adding to pictures – label, zoom-in, use action lines and arrows, caption
- Adding a table of contents
- Adding headings
- Giving more information, explaining more

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

Writing Unit of Study
1st Grade- Informational Books: Personal Expertise, Unit 6
Lesson Plan

Session	11
Concept IV	Writers reread and revise by elaborating to make books longer.
Teaching Point	Writers reread and revise based on questions from self and partner.

Materials	
● Partner with whom teacher can model lesson - Cross grade level student or advanced writer in the classroom.	● Writers Revise By… - Anchor Chart ● Class created book

Tips	● Help students understand how important it is to assume the role of the reader and anticipate questions s/he may have. ● Questions may be due to confusion because something doesn't make sense (often called clarifying questions) or from wonderings a reader has. ● The partner routine was introduced in earlier units and will be reinforced and practiced throughout first and second grades. ● Variation – have partner be their older cross-age buddy. ● Students may need to stop after each page and get feedback from partner vs. reading the book in its entirety and then getting feedback.

Connection	● *We have already learned four strategies that writers of informational books all over the world use when they want to revise their writing: writers add to their pictures, organize their ideas in a table of contents, write headings, and give more information.* Review chart done to date. ● *Today I am going to teach you a fifth way to revisit and revise our books. We can work with our partners to find places in our books that are confusing. We anticipate what questions readers might ask us and then answer them.*

Teach	● *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.*
	● Teacher models with a partner the following steps (review from previous units):
	 Working with Your Partner
	  ○ Listening Purpose – Tell partner what s/he should listen for in your piece.
	     – Listen for any confusing parts – where it doesn't make sense
	     – Listen for any parts that get you wondering – where you have a question
	  ○ Read/Listen (Partner A reads book, Partner B listens)
	  ○ Talk about confusing parts, then wonderings
	  ○ Flag spot/s needing changes
	  ○ Reverse roles (Partner B reads book, Partner A listens)
	  ○ Revise - Make Changes

Active Engagement	● Send partners off to find a quiet spot to work. ● Guide students in completing the partnership steps stated above.
Link	● *Now writers, it is time for you to return to your seats and make revisions to your piece based on your partners comments or questions.*

Mid-Workshop Teaching Point	● *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, 'What questions might my reader have about this information?' Then add that information.*
Independent Writing and Conferring	●
After-the-Workshop Share	● *Today 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?'* ● *Let's add this revision strategy to our 'Writers Revise By…' chart.*

Sample Anchor Chart

Writers Revise by…
- Adding to pictures – label, zoom-in, use action lines and arrows, caption
- Adding a table of contents
- Adding headings
- Giving more information, explaining more
- Thinking about what questions my reader might have, then fixing or adding that information (confusing parts or wonderings)

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

Writing Unit of Study
1st Grade- Informational Books: Personal Expertise, Unit 6
Lesson Plan

Session	12
Concept IV	Writers reread and revise by elaborating to make books longer.
Teaching Point	Writers reread and revise by adding words that tell how many or how often.

Materials	
● Mentor text that has precise words (all, some, many, etc.) - examples, <u>Snakes</u>, by Tracey Crawford; <u>My Baseball Book</u> by Gail Gibbons or another similar book that has precise words	● Teacher created book ● Flaps and/or strips for revision or colored pens

Tips	● Study looking for phrases that are particular to nonfiction text during read aloud or shared reading. The focus is not so much about content words as it is looking for general words found in most nonfiction books that make the texts sound like nonfiction (e.g. *some, all, many, sometimes, every, about, most, etc.*). ● In Marika Paez Wiesen's book, she uses an analogy that some words are the bricks in a text (content words) while others are the mortar holding it together to make a structure (see list above). For more information see p. 13: Wiesen, Marika (2012). *A Quick Guide to Teaching Informational Writing, Grade 2*. Portsmouth, NH: Heinemann. ● Colored pens to show revised work can work as well as flaps or strips.

Connection	● *Writers, yesterday we worked with our partners and they helped us revise our informational books by asking questions.* ● *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?'*
Teach	● Using mentor text, <u>Snakes</u> or <u>My Baseball Book,</u> select several pages to highlight the use of these nonfiction type of precise words: most, all, or many. ● *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. ● 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.* ● *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.*
Active Engagement	● *Writers, let's try making this next sentence more precise. Let's reread the sentence and see what precise word we could add to make the fact even more precise.* ● Teacher reads from her own book, *Soccer players are girl*s. *Now writers, turn and tell your partner what could be a precise word to add to this fact. Think, 'Are all soccer players girls, or some are girls, or are most girls?'* ● Teacher elicits responses such as, *Some soccer players are boy*s.

Link	●	*Writers, today when we go off, I want you to reread your book and ask yourself, 'Where can I add a word to make a fact even more exact?'*
Mid-Workshop Teaching Point	●	*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.*
Independent Writing and Conferring	●	
After-the-Workshop Share	●	*Give me a thumb up if you used the word, 'all,' to make a fact more precise. Give me a thumb up if you used the word, 'sometimes,' to make a fact more precise. Give me thumb up if you used the word, 'most,' to make a fact more precise.*

Sample Anchor Chart

Writers Revise by…
- Adding to pictures – label, zoom-in, use action lines and arrow, caption
- Adding a table of contents
- Adding headings
- Giving more information, explaining more
- 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

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

Writing Unit of Study
1st Grade- Informational Books: Personal Expertise, Unit 6
Lesson Plan

Session	13
Concept V	Writers draft and revise longer chapter books with increasing independence
Teaching Point	Writers study mentor text to get ideas for which text features to include.

Materials	
● Text Features - Anchor Chart (created in Immersion or reading) [Resource Materials Packet] ● Writers Revise By… - Anchor Chart ● Teacher book	● Teaching text, All-About Honeybees by Michele Dufresne or other similar book that has multiple text features ● Text that partnerships can explore ● Diagram with Labels page [Resource Materials Packet]

Tips	● Students should have already studied text features during the Immersion Phase as well as in Reading Workshop. It is important for students to be able to identify the text feature as well as understand the purpose for the features.

Connection	● *Writers, you have all been doing such a wonderful job writing many informational books. Today and for the rest of the unit, we are going to spend a longer time writing and revising one book using all we know so far about writing informational books.* ● *Today, I want to teach you that when we start thinking about revising a book or when starting a new book, we can study mentor texts to get ideas about which text features to include in our informational books.*
Teach	● *I have been thinking about writing a new informational book on snakes. I am thinking I will write it for my husband because he is afraid of snakes and I want to teach him that snakes are not that scary.* ● *As I was thinking about this new book I want to write, I thought I could revisit mentor texts to see what text features I might want to use to help teach my husband about snakes*. ● Teacher revisits anchor chart from Immersion – How Do Informational Books Tend to Go*. So far, we have noticed that informational books have...* (Teacher reads chart). *But, we can learn more from our favorite authors.* Teacher displays book, <u>All-About Honeybees</u>. ● *As I was looking through this book, I was wondering if there was anything the author did that I might want to try in my work. I noticed a diagram on page 15. I thought I could try putting a diagram in my own book to teach parts of the snake.*
Active Engagement	● *Writers, stop and think for a second about all of the informational books you have written so far. Think a book you already started that you could revise or think about a new topic you would like to write about . Give me a thumbs up when you have an topic/book in mind.* ● *Writers, explore some mentor texts with your partner to gather some ideas about text features that you can include in your informational book.* Revisit text feature chart*.* ● Teacher distributes books to partners on carpet ● Students explore books ● *Tell your partner one feature you are going to add to your new informational book*.
Link	● *Writers, you all have a plan for writing. Today when you go off, remember you are going to study mentor text to get ideas of which text features you would like to include in your books just like our mentors.*

Mid-Workshop Teaching Point	• Stop students and praise them for text features they are trying to use. Point out student examples. • *Studying mentor text is another great revision strategy writers use to add even more to their informational books. I'm going to add it to our 'Writers Revise By' chart while you get back to work.*
Independent Writing and Conferring	•
After-the-Workshop Share	• *Writers, today I noticed that Milad used a diagram in her book and 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.*

Sample Anchor Chart

Writers Revise by…
- Adding to pictures – label, zoom-in, use action lines and arrows, caption
- Adding a table of contents
- Adding headings
- Giving more information, explaining more
- 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

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

Writing Unit of Study
1st Grade- Informational Books: Personal Expertise, Unit 6

Lesson Plan

Session	14
Concept V	Writers draft and revise longer chapter books with increasing independence.
Teaching Point	Writers carefully choose the text feature that best matches what they want to teach.

Materials	
● How Do Informational Books Tend to Go – Anchor Chart (created in Immersion) ● Writers Revise By… - Anchor Chart	● Teacher created book about snakes or another topic ● Diagram with Labels and Caption page [Resource Materials Packet]

Tips	● Students should have already studied text features during the immersion phase as well as reading workshop. It is important for students to be able to identify the text feature as well as understand the purpose for the features. ● Sessions 13 and 14 may be combined.

Connection	● *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. We added this revision strategy to our 'Writers Revise By…' Chart to help us remember this is one more way writers can revise their writing.* ● *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.*
Teach	● Teacher models using think-aloud process for choosing an appropriate text feature for teacher created book . ● *Writers, I was rereading my book about snakes and was trying to decide what would be the best text feature I could use to help teach my husband more about snakes. Here is a page that I wrote about different kinds of snakes. I know how to draw a diagram, but I wonder if that would make sense to add here. I know that diagrams teach the parts of an object and that is not what I am trying to teach, so I am looking at the chart, 'How Do Informational Books Tend to Go,' and I am thinking that a Fun Fact would be a better choice because a Fun Fact will tell him even more about snakes and help him learn that snakes are not scary.* ● *Since I am trying to help him not be afraid of snakes, I think my Fun Fact should teach him that most snakes are afraid of humans.* ● *Writers, did you notice that I thought carefully about which text feature would be the best choice to help teach the reader even more. I didn't want to include a text feature just because I can. I need to match my text feature to my purpose.*
Active Engagement	● *Writers, I was thinking that I want to add another text feature to my book to teach my husband even more about snakes. Let me read you my page that teaches him that most snakes are not poisonous. I have drawn a picture of a snake and wrote the text, 'Most snakes are not harmful.'* ● Teacher refers to anchor chart. ● *Let's reread the page again and look at our chart so we can decide which text feature would be the best choice to help teach the reader even more.* ● Teacher and students reread page and chart.

Active Engagement - continued	● *Turn and talk with your partner about which text feature would be the best choice to teach the reader even more about snakes, especially the fact that they are not harmful.* ● Teacher listens to partnerships discussing the text feature that would be the best choice for the page. ● *Writers, as I was listening in, I heard many of you discussing which text feature would be the best choice to help teach the reader even more.* Teacher highlights several examples discussing why one text feature would or would not be the best choice to teach the reader even more. ● Teacher adds a caption to the page that says, Most snakes are not poisonous. *A caption is the best choice for this page because it teaches the reader more by giving details about the picture*.
Link	● *Writers, today you are going to go off with your writing partner and reread your informational books. Remember to look at the chart to help each other plan and decide which text feature would be the best choice 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. Think about the purpose.*
Mid-Workshop Teaching Point	● *Writers, if you have finished adding your text feature, remember to continue revising by adding more to the picture, words, or by adding even another text feature.*
Independent Writing and Conferring	●
After-the-Workshop Share	● *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 added and why.*

Writing Unit of Study
1st Grade- Informational Books: Personal Expertise, Unit 6
Lesson Plan

Session	15
Concept V	Writers draft and revise longer chapter books with increasing independence.
Teaching Point	Writers wonder and exclaim to make their writing more interesting!

Materials	
● Mentor text that includes exclamations and wonderings; mentor text that includes comments and tips (MWTP) – could also be in teacher book. ● 3 x 5 index cards – some with exclamation points and some with questions marks (one per student).	● Teacher text that includes a page of fact after fact after fact. ● Instruct students to bring a chapter or two to the meeting area.

Tips	● 'Wonder' and 'exclaim' could be changed to 'reactions and thoughts' if better fits mentor text studied.

Connection	● *Today we will learn another way to make our writing interesting. Writers don't just tell. Writers wonder and exclaim!*
Teach	● *Last night I was rereading one of the chapters on xxxx in my book about xxxx. I noticed that I got caught up telling everything I know – telling one fact, then another, then another. Listen…* Read in a monotone fashion. ● *As I was reading, I was thinking, 'This isn't very interesting.' I felt like I didn't have much variety. I just listed fact after fact. Whenever I get stuck in writing, I often go to my mentors to help me. I remembered the book, xxx, and how I was so interested in what xxx had to say. I went back and studied some of my favorite pages.* ● Share a page where the author uses questions to say more – posing questions to readers or including some of his or her own questions ● Show another page where the author exclaimed over something – added a big feeling s/he had about the information on that page ● Discuss how adding wonderings and exclamation bring more variety and interest to the writing
Active Engagement	● Pass out index cards with question marks and exclamation points on them. ● *Look at the punctuation mark you have in your hand. Think about the chapter you have in front of you. Ask yourself, 'Can I add something I wonder or ask the reader a question? Can I exclaim over something – add a big feeling I have about the information on this page?'* ● *Turn and tell your partner what you could add.* ● After ample time to share, have partners switch index cards and ask them to think of more wonderings or exclamations.
Link	● *We want our readers pouring over our pages. They read one page and can't wait to go to the next. One way to keep our writing interesting is to add variety. Today, work on adding a wondering or a question. You can also add exclamations or your big feelings.*
Mid-Workshop Teaching Point	● Discuss another type of inclusion – tips or comments. Think, What are some important tips or comments I could include for my reader? If we decide they are important for our readers, we can add it into our writing. ● Model with teacher or class book.
Independent Writing and Conferring	●

After-the-Workshop Share	● Share 1 or 2 students that did a good job applying today's lesson ● See Resource Materials Packet for other Share options

Sample Anchor Chart

Writers Revise by…
- Adding to pictures – label, zoom-in, use action lines and arrows, caption
- Adding a table of contents
- Adding headings
- Giving more information, explaining more
- 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
- Wondering and exclaiming (? !)
- Adding tips and comments

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

Writing Unit of Study
1st Grade- Informational Books: Personal Expertise, Unit 6
Lesson Plan

Session	16
Concept V	Writers draft and revise longer chapter books, with increasing independence
Teaching Point	Writers reread and revise by adding comparisons.

Materials	
● Mentor text that includes comparisons (e.g. *I Know That!* By Brian and Jillian Cutting or another similar book that includes comparisons	● Students bring writing folders to carpet

Tips	● Study and discuss comparison in reading prior to this lesson. Explore how comparisons can be shared through a visual, words, simile, metaphor, etc. ● Could have students draw a line down the middle of a rectangle to show a comparison between one thing and another.

Connection	● *Writers, remember when we learned from our mentor text, XXXXX that authors help readers learn more about a topic by comparing the topic to something they already know a lot about.* ● *Today I am going to teach you that as we are writing and revising our book, we can include comparisons to help our readers learn more about our topics by comparing the topic to something they already know.*
Teach	● *Writers can compare what we are writing about to something others already know and in which they may be familiar.* ● *For example, if you were writing an informational book about your dog, you might say that his fur is as black as the night. Most of your readers will know how black nighttime can be. This comparison will help them to learn about the color of your dog's fur. Comparing the things you are teaching about with things your reader might already know can help your reader to really picture what it is you are trying to say.* ● *Share page/s from a mentor text that uses comparisons.*
Active Engagement	● *Writers, open up your folders and take out a piece in which you think you can add a comparison. Reread your piece and find the best place that you could use a comparison to help teach your reader more about your topic.* ● Have partnerships share. ● Listen in on partnerships and choose two students to share the comparisons they are thinking about adding.
Link	● *Writers, you are now ready to revise your writing by comparing the thing you are teaching about with things that your reader might already know.*
Mid-Workshop Teaching Point	● Choose two student examples to share.
Independent Writing and Conferring	●
After-the-Workshop Share	● *Writers, we have been working so hard on writing so many informational books. Can you believe that tomorrow is already time to choose one of your pieces to begin fancying up for when we go public?*

Sample Anchor Chart

Writers Revise by…
- Adding to pictures – label, zoom-in, use action lines and arrows, caption
- Adding a table of contents
- Adding headings
- Giving more information, explaining more
- 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
- Wondering and exclaiming (? !)
- Adding tips and comments
- Using comparisons

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

Writing Unit of Study
1st Grade- Informational Books: Personal Expertise, Unit 6
Lesson Plan

Session	17
Concept VI	Writers select and fancy up a piece to share with others.
Teaching Point	Writers choose their best piece of writing and add even more revisions.

Materials	
● Writers Revise By . . . - Anchor Chart ● Optional : Develop a 'Writers Revise By…' student checklist [Resource Materials Packet].	● Teacher folder containing teacher created writing pieces . ● Student folders

Tips	● A piece selected by teacher as best attempt - should include editing mistakes that can be revised in Sessions 18 and 19. ● Have students bring folders to carpet or meeting area.

Connection	● *Writers, today is an exciting day as we are going to be choosing a piece to publish. We have been writing and revising informational books all month. Now it is time to get ready for our celebration.* ● *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 that writers 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 or change.*
Teach	● *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 informational book that I think shows my best attempt to teach the reader all about my topic.* ● Teacher models by thinking aloud how to choose the best piece.
Active Engagement	● *Writers, now it is your turn to get your writing folder, reread your informational books, and choose the one book that you think shows your best attempt to teach the reader all about your topic.* ● Students are given time to reread pieces and choose their best . ● *Writers now that you have chosen your best piece, let's revisit strategies we have learned and can use.* Reread anchor chart, Writers Revise By . . . ● Teach students to use the student checklist in addition to the chart.
Link	● *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.*
Mid-Workshop Teaching Point	● *Writers, I have noticed that some of you are 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.* ● Highlight 2-3 students doing this.
Independent Writing and Conferring	●
After-the-Workshop Share	● Partner Share -*Writers, meet with your writing partner and share the revisions you made to make your book even bette*r.

Writing Unit of Study
1st Grade- Informational Books: Personal Expertise, Unit 6
Lesson Plan

Session	18
Concept VI	Writers select and fancy up a piece to share with others.
Teaching Point	Writers reread and revise with partners to make sure their books make sense and sound right.

Materials	
● Teacher created best attempt (chosen in Session 17) book that includes mistakes.	● Revision flaps or sticky notes ● Partner to model with teacher

Tips	● Flaps should have been previously introduced as a revision technique. ● Students should be familiar with the concept of, Does it make sense and sound right, from reading. ● Sessions 18 and 19 could be combined. Session 19 could become the Mid-Workshop Teaching Point.

Connection	● *Yesterday we chose the pieces we thought showed our 'best attempt to teach the reader everything we know about our topic. We also began making revisions to the piece in order to get it ready to share with others.* ● *Today I am going to teach that you can reread your writing with your partner to make sure what you wrote makes sense and sounds right.*
Teach	● Have students sit in a fish bowl arrangement. ● Teacher selects a student to help model partner revision work. ● *xxx 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 xxxx. 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. ● *Oooops . . .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!* ● Teacher turns page and reads another page in teacher created book . ● *Ooops. . . .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!*
Active Engagement	● *Turn and tell the person next to you what you saw xxx and me do and say as we worked together to revise the piece to make sure what I wrote makes sense and sounds right.* ● Teacher selects several students to share what they saw and heard.
Link	● *Writers, you are now going to go off with your partner and work just like xxx and I did. You are going to reread your writing, point to each word, and then ask, 'Does this sound right and does it make sense?'*
Mid-Workshop Teaching Point	● *Writers, I see many of you revising your informational books by using carets or crossing out words. Remember, flaps are also available if you need more space to make changes to your writing.* ● Model if necessary.
Independent Writing and Conferring	●
After-the-Workshop Share	● *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.* ● Share information on celebration activity to get students excited and motivated.

Writing Unit of Study
1st Grade- Informational Books: Personal Expertise, Unit 6
Lesson Plan

Session	19
Concept VI	Writers select and 'fancy up' a piece to share with others.
Teaching Point	Writers reread and make their writing readable for an audience.

Materials	
● Editing Checklist [Resource Materials Packet]	

Tips	

Connection	● *Writers, yesterday you worked with your partner to revise your writing to make sure it makes sense and sounds right. You are in the home stretch to publish your informational book. As authors, we want to make sure that our pieces are the absolute best they can be.* ● *Today I want to teach you that it is important to reread our writing to make sure it is readable to others. We can look at our writing in different ways.*
Teach	● *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, to make sure I used spaces between the words, and to make sure I have spelled word wall words correctly, etc.* ● Teacher shows Editing Checklist (See resource materials packet) ● *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, etc.*
Active Engagement	● Partner turn and talk – discuss what saw teacher doing and how. ● *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. Use your checklist to guide you.*
Link	● *Writers, today will be your last chance to make sure 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.*
Mid-Workshop Teaching Point	● *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 lowercase and look like the books we have read.* ● Discuss capitalization of proper nouns as appropriate.
Independent Writing and Conferring	●
After-the-Workshop Share	● *Writers, all of the editing work you just did should have helped you make your book easy to read. Your informational book is almost ready to share with others. We not only want our books to be easy to read, but we also want them to LOOK their best. 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.*

Writing Unit of Study
1st Grade- Informational Books: Personal Expertise, Unit 6
Lesson Plan

Session	20
Concept VI	Writers select and fancy up a piece to share with others.
Teaching Point	Writers 'fancy up' their informational books.

Materials
● Mentor text

Tips	● Meet with small groups that still need assistance with editing.

Connection	● *We have been working hard on getting our books ready to share with the world.* ● *Today I want to teach you that writers not only 'fix-up' their writing, they also 'fancy it up.'*
Teach	● *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.* ● *We can 'fancy up' our writing by adding these parts to our own books.* ● Make a list if necessary.
Active Engagement	● *Writers, turn and tell your partner two things you plan to do to 'fancy up' your information book.*
Link	● *Writers, it is now time to 'fancy up' your information book and get it ready to share with others.*
Mid-Workshop Teaching Point	● *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 page numbers in the middle of the page. They are usually in a corner at the top or bottom of a page.*
Independent Writing and Conferring	●
After-the-Workshop Share	● *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!*

Writing Unit of Study
1st Grade- Informational Books: Personal Expertise, Unit 6
Lesson Plan

Session	21
Concept VI	Writers select and fancy up a piece to share with others.
Teaching Point	Writers celebrate in an Expert Share Fair.

Develop a celebration activity where students have an authentic audience in which to share their pieces.

Sample from a 1st grade teacher:

A week or so before the fair, the teacher should create an invitation to go home with each student. The teacher will tell the students that they can give the invite to one adult in their life that they want to invite to the expert fair. On the invite the teacher should include RSVP information to ensure that each child has a visitor.

Prior to the expert fair, students should practice reading their books to at least two other classmates. Students can also make a sign for the front of their desk that says, *I can teach you all about xxx.* This sign will give the visitors information on what they will be learning about at that center/station.

On the day of the fair, arrange student desks so they are easily accessible by all guests. As guests come in the teacher will welcome them and ask them to go around and visit many different experts in the room in order to learn about many different topics. A chart may be displayed and reviewed that includes Questions for guests to ask the authors. For example, What led you to write about this topic? Did you have a specific person or audience in mind? What do you like best about your book? Guests can share what they like best about the books, too.