The Immersion Excursion

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

Grade 2 Unit 5

Informational Writing – Personal Expertise

Table of Contents

BACKGROUND SECTION

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

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

Purpose of Immersion

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

A. Definition and Purpose (What is xxx? Why do people read xxx? Why do people write xxx?)
B. Characteristics (What makes an effective xxx?)
C. How these texts tend to go?
   1. How does the beginning or lead tend to go? What is included?
   2. How does the middle part or body tend to go? What is included?
   3. How does the ending or conclusion tend to go? What is included?
   4. Author craftsmanship specific to that text type (e.g. narrative: character, plot, heart of the story, details such as internal thinking, setting, character action, physical description, dialogue, etc.; information: text structures, text features such as captions, headings, bold face, etc.; details such as numbers, names, examples, partner sentences, topic specific words, etc.; opinion – claim, reasons, supporting details as facts, quotes, micro-stories with a slant, interview information, surveys, etc.)

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

Reading Like a Reader, Reading Like a Writer

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

Inquiry Approach Versus Architecture of a Mini-Lesson

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

Text Selection

Text selection should include published work (e.g. literature books, articles), student authored work, and teacher authored work. Texts should exemplify the various components that a well written text at that grade level would include. See resource packet per unit for criteria for mentor text selection and possible titles. Additionally, teachers may check out the following resources for possible mentor text: literature/trade book lists for that text type and grade level, websites that include student and teacher-authored work, selections from Reading and Writing Project from Teachers College (www.readingandwritingproject.com), professional resources and recommendations from noted researchers (e.g. Katie Wood Ray, Lucy Calkins, Ralph Fletcher, Tony Stead, etc.), collections from the MAISA website, your district or local intermediate school district, etc.

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

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

Where to Find More Information on Immersion

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

LESSON PLAN SECTION

Three Basic Goals of Immersion (simplifying a complex process)

Goal 1 – Develop Background Knowledge

Goal 2 – Generate Possible Writing Ideas

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

SAMPLE WEEK OF IMMERSION LESSONS

Day 1*   **Goal 1: Develop Background Knowledge**

Mark Up Discoveries of Information Text - Book

Day 2   **Goal 1: Develop Background Knowledge**

Mark Up Discoveries of Information Text – Student or Teacher Work

Day 3   **Goal 1: Develop Background Knowledge**

How Writers "Say More" in Information Writing

Day 4   **Goal 2: Generate Possible Writing Ideas**

Linking Mentor Texts with Writing Ideas

Day 5**   **Goal #3: Try It – Shared Class Writing – Begin a Class "Flash" Draft**

Teaching Others What We Know!

*There is reading work to be completed prior to this lesson. See lesson for more details.

**Class shared writing may begin earlier than Day 5 during a shared/interactive writing component.

IMMERSION Goal #1 – Develop Background Knowledge
Day 1 – Mark Up Discoveries of Information Text (Book/s)

Teacher Preparation Prior to Day 1 of Immersion

Select at least 4-6 information books that you will share with students during Reading Aloud with Accountable Talk and/or Shared Reading. These selections should be a combination of published text, teacher authored work, student authored work and/or a class shared writing piece from a previous class. Read, enjoy and discuss these books. Teachers may need multiple reading sessions to accomplish this. Guide students in also seeing a pattern of what an information book is, its purpose and how it tends to go. Reading and discussion of these texts should be done prior to Day 1 Immersion lesson. Day 1 studies published books and Day 2 focuses on teacher, student or class shared pieces.

1. **Class discussion to access prior knowledge of text type** – *Today we will begin the study of another text type. It is called Personal Expertise or Information Writing. As young writers, you've authored "teaching text" since Kindergarten. What do you recall about information writing*? Please note: It may be helpful to review noticings charts from 1st grade. Ask 1st grade teachers to share their completed Immersion charts.

2. **Revisit the concept of Information Writing or Personal Expertise** – *As young writers, you will learn to author information books. You will write about something you know a lot about and could teach others. In other words, you will share information you have about a person, place, thing or activity. When a person knows a lot about something and shares that information, we say they have "personal expertise" on the topic. This means this person is like an expert on the topic or area they are teaching.*

3. **Revisit concept - How do people know a lot about topics?** *There are different ways that people may know a lot about a topic:*
   A. *They read about the topic.*
   B. *They have experience with the topic. For example, if a person - they met that person, if a place - they went there, if an activity - they've tried it, if a thing - they may own it or have tried someone else's.*
   C. *They studied that topic in school, at home or at a special place.*
   D. *They have talked to other people that know a lot about the topic and learned from them.*

4. **Study mentor texts to add to existing knowledge. (See possible steps listed below.)**

5. **Generate discussion to answer the following questions:**
   Let's begin to chart what we know so far from our reading and past study of information writing in Kindergarten and 1st grade.

A. *Definition: What is personal expertise writing or information writing?*
B. *Purpose: Why do people write information pieces? Why do people read information pieces?*
C. *Characteristics: What makes an effective information text? Elaborate on how each part tends to go -*
- *How does the beginning or lead tend to go? What is included?*
- *How does the middle part or body tend to go? What is included?*
- *How does the ending or conclusion tend to go? What is included?*
- *Author craftsmanship specific to information text – What are some craft items specific to this type of writing?*

Record students' discoveries and use this chart as a resource throughout the unit. Continue adding to the chart as the unit progresses and students learn more. There are several options of how to record students' thinking and discoveries of text, specifically Notice, Name and Why/Purpose. This lesson uses Option E: Combination of Mark-Up Text and then record in chart form (e.g. Option B: Noticing Chart with Columns). For further information and samples, please see Atlas packet: Immersion Phase: Creating a Vision for Writing, Part 1: Background Information by Sandra M Biondo.

Possible Steps:

1. <u>Teacher Preparation</u>: Select a familiar text to study that has several page spreads that demonstrate different writing techniques in both text features and words/text. Select 4+ pages or page spreads to study - perhaps lead pages, body pages, and ending pages. Make a list of noticings for teacher reference. See sample below. This is a teacher list of possibilities. It does not mean students will notice all these items. They may not notice some of these items until after studying several different texts that have samples of a particular item. This may happen during subsequent Immersion lessons or during unit lessons.

2. Revisit the concept that information books do not have to be read from page 1 to the last page like narrative text and discuss why.

3. Read the first page/page spread selected and discuss.

4. Ask students to share what they notice. Generate discussion: What do you notice (notice)?, What is that called (name)?, Why would an author include that in text (purpose)?, Have you seen this in other texts – (connections)?, and How might that work in a text we might write (try it)?. See: Immersion Phase Part 1 Background knowledge for more specifics. Also, second graders studied these 5 areas in Unit 2: Lifting the Level of Narrative Writing through Studying Craft.

5. Mark-up page with a sticky note that names the item/s under discussion. See sample.

6. Repeat with each page spread.

7. As a review, go back and transfer noticings listed on sticky notes on book pages to some type of recording anchor chart - large sticky notes or an open-ended listing chart with visuals (e.g. take a picture of that item or draw a picture).

8. Keep adding to the anchor chart or large sticky notes throughout the unit as students make more discoveries.

9. If time allows, study an additional familiar book and do the same steps.

Example: Sharks by Anne Schreiber (2008) National Geographic Society. (I highly recommend any of National Geographic Kids information books.) Affix sticky notes directly on the text with the name of the noticing. See sample after teacher preparation section.

Sample Teacher Preparation -

Beginning – introduces what the author will be teaching or topic

-Cover and Table of Contents (sometimes)
-Lead
-pp. 4-5   Chomp! - opener to book (introduction/lead)

Middle or Body – teaching section; where author teaches different things about the topic; often called subtopics

pp. 6-7 Chomp! continued - ask students to find noticings for-
text features: captions, label, close up
text: facts, explanation/definition, comparison
pp. 16-19   What Big Teeth You Have -ask students to find noticings for-
text features: label, photograph
text: headings, #fact
pp. 22-23 Blue Ribbon Sharks - ask students to find noticings for-
text features: labels, photographs
text: headings, # fact, comparison, facts
Ending – restates the topic
pp. 30-32   last pages (ending/conclusion, glossary)

Please note: Each of these page spreads have different things for student to notice. They were intentionally selected to study a variety of items.

Sample Mark Up Text – pages 6 and 7
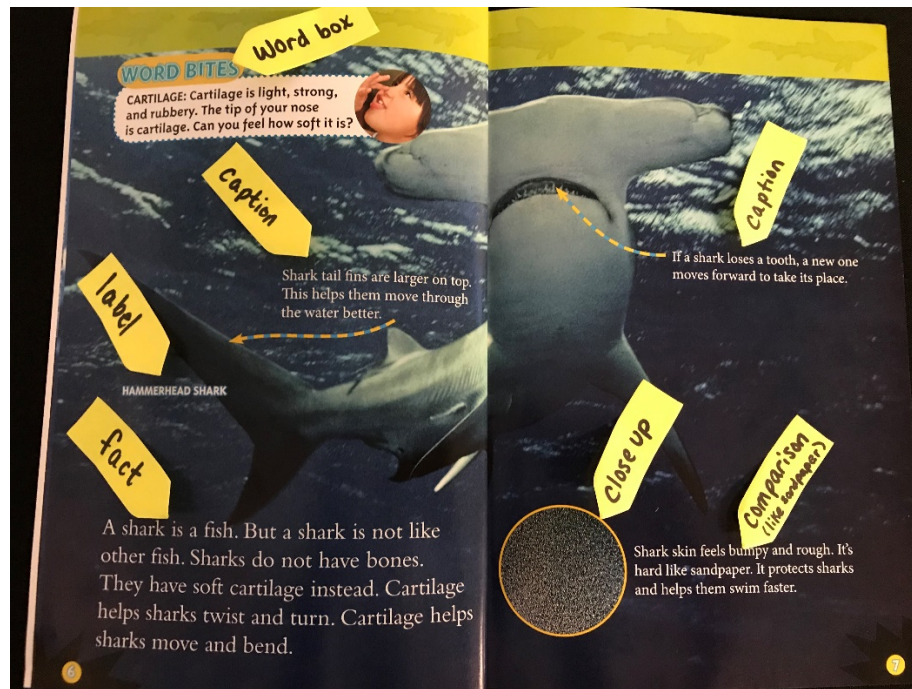
Sharks by Anne Schreiber (2008) National Geographic Society. (I highly recommend any of National Geographic Kids information books.) Affix sticky notes directly on the text with the name of the noticing. This book is available online for free to teachers through Epic. Simply sign up at getepic.com. This is a digital resource that includes a multitude of books to share with students. Also, through this site teachers can access other FREE copies of texts such as National Geographic Kids series.
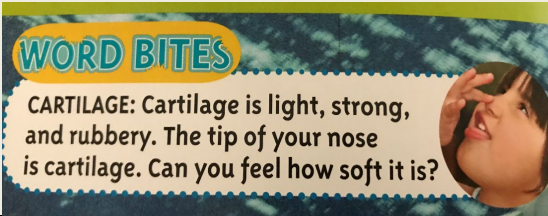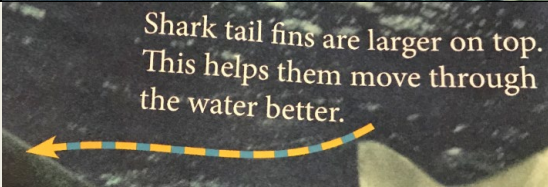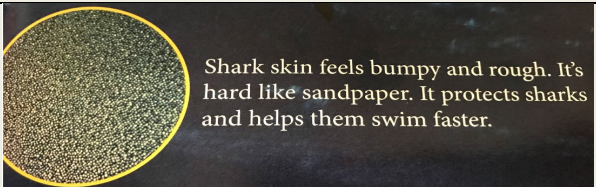
Sample Anchor Chart: Open-Ended Listing Chart
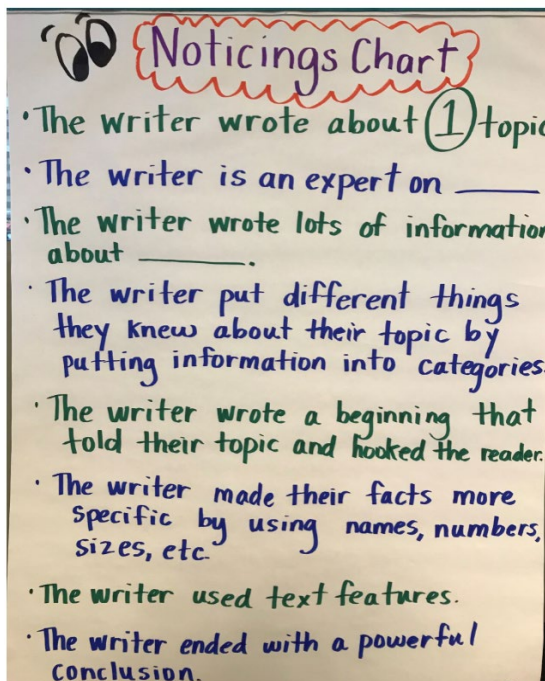
Sample of Option B-2:   Noticing Chart with Advanced Columns from Marking-Up Text*

Source: <u>Sharks</u> by Anne Schreiber. National Geographic Readers (2008). (Highly recommend any of National Geographic books.)

Example	Notice	Name	Why	Try it!
WORD BITES CARTILAGE: Cartilage is light, strong, and rubbery. The tip of your nose is cartilage. Can you feel how soft it is?	Word Definition at the top of the page	Word Box	• Defines/explains an unfamiliar word to the reader •	**Fill out with teacher or class examples**
Shark tail fins are larger on top. This helps them move through the water better.	Arrows pointing to parts of the photo, followed by an explanation	Arrows with explanation	• Identifies the part and gives some interesting information about it	
	Picture of what talking about	photograph	• Gives reader a visual of item, matches meaning	
A shark is a fish. Etc.	Text – gives information	Specific facts	• Helps teach readers about topic	
They have soft cartilage instead. Cartilage helps sharks twist and turn. Cartilage helps sharks move and bend.	Text – tells MORE about a fact	Gives sensory information	• Helps teach readers about topic, gives even more information	
Shark skin feels bumpy and rough. It's hard like sandpaper. It protects sharks and helps them swim faster.	Enlarged photo	Close-Up	• Zooms in on the objects so reader can see the details more closely	
Shark skin feels bumpy and rough. It's hard like sandpaper.	-Gives information -Explains - Tells what it is like	-Fact – sensory -Comparison	• Helping a reader by sharing something familiar to something unfamiliar	
Continue adding items as noticed			•	

***See note next page**

*A chart like this may be made after a couple of days studying Goal #1: Developing Background Knowledge. Also, it could include pictures and/or samples from *any* of the texts studied during Immersion (e.g. books, student authored work, or teacher authored work). The teacher should develop the chart, then share with the class as a review of what has been learned so far about informational writing. Keep adding to the chart as the unit progresses and students learn more.

This example highlights Sharks, but could easily been adapted to include samples from all Immersion texts studied. Some teachers do all columns and some eliminate columns based on their students (e.g. may only chart Notice, Name and Why).

Sample Anchor Chart Highlighting Noticings about Text Features - chart from 2nd grade study group
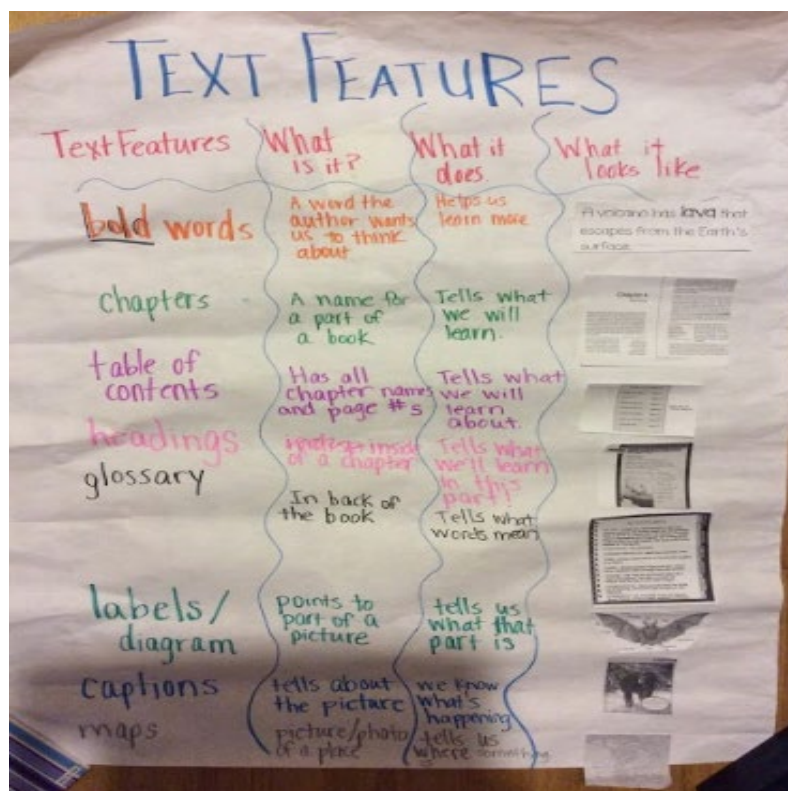
IMMERSION Goal #1 – Develop Background Knowledge
Day 2 – Mark Up Discoveries of Information Text (Teacher or Student Authored Work)

Revisit lesson from Day 1 using a familiar teacher or student piece that was studied during reading time. Follow the same steps in previous lesson. Help students to note that some things appear over and over again in information texts. Assist them in discovering new items that this text has to offer. Mark up these texts with sticky notes, then later add new items to Immersion Noticing Anchor Chart. Study additional student or teacher books as time allows.

Suggestion: Select a text that has some items not found in the book from Day 1. By studying texts with new, unique items, students will expand their understanding of what might be included in their own authored books.

Sample: Student Work Artifact – Dogs - See Appendix. It is suggested the teacher keeps pictures intact, but retypes the words in standard spelling and places over existing text before duplicating and sharing. Develop a teacher list of possible noticings before the lesson.

Example of teacher notes:

1. Cover - tells reader what book is about or topic; gives author's name
2. Table of Contents - lists what the author will teach, called subtopics
3. Beginning – Lead – introduces what the author is going to teach the reader, called topic
   Type of lead – Question, invitation, fact
4. Middle – Teaching section – information about the topic – often organized in subtopics, etc.
   Page 2 Communication – heading, diagram matches text, word box, sound words, bold face word, facts or information about the dog
   Page 3 Body – heading, information, diagram (p.4)
   Page 4 Diagram – using labels
   Page 5&6 Needs - heading, information – good example of lots of information about several items with labels
   Page 7 – Training- heading, information – fact, comparison, hint
5. Ending – Conclusion – author restates or names the topic again
   Type – gives opinion and a wish

Personal Expertise

Purpose: to teach and describe a topic you already know a lot about

Notice	Name	Why
a list of headings with page numbers	Table of Contents	to help the reader find where information can be found
page at the front of the book that tells what book is about	Introduction	Lets reader know what they will be learning and encourages them to keep reading
Bigger bolder words, usually at the top of the page	Headings Subheadings	words or phrases that tell the reader what the paragraph will be about
Words like most, some, one	Clarifying Language	makes facts more clear and specific
Exact numbers, names and sizes	Fact Specific	to be exact and descriptive
Words that are darker	Bold Faced Words	tells you a word is important in the book
Pictures that have lines or arrows pointing to parts	Diagram	tells the reader about the parts of the picture and what they are called
Words in the picture or right next to it	Captions	words that give the reader more information about the picture
Words and pictures are organized differently	Layouts	organize information that matches what they want to share
page at the end of the book that gives you a sense of closure	Conclusion	get reader to think, wonder and care about topic

Informational Writing: Personal Expertise
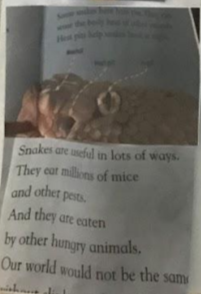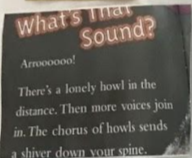
The writer focuses on <u>one</u> topic.
The <u>title</u> tells what the book will be about.

The writer expands on the topic by putting information into categories. (<u>Table</u> of <u>Contents</u>)

The writer uses a <u>lead</u> to introduce the topic and hook the reader!

The writer teaches lots of information about the topic using special layouts and structures.

riddles   labels   Fun Facts   glossary   index
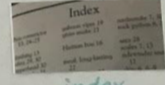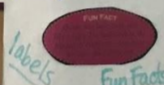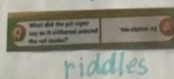
The writer uses non-fiction words and phrases:
<u>most</u>, <u>some</u>, <u>because</u>, <u>one example</u> is...
The writer uses **BOLD** print to highlight important vocabulary.

The writer ends with a powerful <u>conclusion</u> using personal responses to show how they feel or think!

maps

Wolves

Table of Contents

What's That Sound?

Arrooooo!

There's a lonely howl in the distance. Then more voices join in. The chorus of howls sends a shiver down your spine.

Prairie Dog Range Map

Snakes are useful in lots of ways.
They eat millions of mice
and other pests.
And they are eaten
by other hungry animals.
Our world would not be the same

2nd Grade Informational Writing: Personal Expertise, Unit 5

Noticings Chart

- The writer narrowed their focus on a particular topic
- The writer is an expert on _____
- The writer provided lots of informational about_____
- The writer expanded on their topic by putting information about _____ into categories
- The writer crafted a beginning that named the subject and hooked the reader
- The writer told more about their subject by adding layouts and structures (*do separate noticings chart for layouts and structures)
- The writer made their facts specific by using names, numbers, sizes etc....
- The writer used Show, Not Tell to help readers get pictures in their mind
- The writer used personal responses and exclamations to show their reader how they think or feel about their information
- The writer used nonfiction language, words and phrases, like *some, most, one example is, on the other hand, since, because.. etc...*
- The writer used important words to help the reader understand what they are reading. Examples: bold face, text box, defined in context...
- The writer interviewed an expert to add more information about their topic
- The ended with a powerful conclusion

IMMERSION Goal #1 – Develop Background Knowledge
Day 3 – How Writers "Say More" in Information Writing

An important aspect of writing is teaching students to develop their writing through elaboration. Elaboration, in simplistic terms, is "saying more" about a topic or subtopic. The author is adding details, details, details to teach the reader about the area under study. Show students how to use different kinds of information to teach readers about a topic. In this unit, sessions 6-15 demonstrate different ways to add information or teach more about a topic or subtopic. Please see chart on next page for specifics (taken from page 45 in the lesson plan packet). It is suggested to focus on some or all of the bold-faced items for this activity. See the unit for more specific information on any of the items.

1. Label an anchor chart – How Writers Say More (or Ways Writers Teach A Lot in Information Writing)

2. Explain the concept and purpose of elaboration -- different ways a writer teaches a reader about an area under study. Writers often call these details, details, details! Etc.

3. Explain to students that as a class they are going on a "scavenger hunt" looking for how writers share different kinds of information. The class will study a page: **notice** a particular item, **name** what the author did to teach the reader about the topic, and discuss **purpose** or why the author might have done this. (Notice, Name and Why strategy)

4. Make a list of ways informational writers "say more" about a topic. (Use chart on next page as a possible "cheat sheet.")

   Teacher preparation prior to the activity: Select a few mentor texts (e.g. books, student authored, or teacher authored pieces) that are rich in a variety of elaboration strategies. Study the book/piece and note pages that show some of the items listed in the chart. Mark pages for the scavenger hunt. Students may need several examples of an item before they are able to name it (e.g. show them several examples/pages that show the same item – such as, comparisons or different kinds of something through page layouts).

   Possible Follow Up Activity: Distribute a book to partnerships and have them put sticky notes on pages where they find some of the items listed on the class chart. They are going on a "team scavenger hunt" looking for more examples.

Sample Anchor Chart from Lesson Plan packet page 45

Ways to Teach A Lot in Your Chapters

- **Add illustrations or diagrams. Use words and sentences to explain.**

- Select a chapter title and rehearse to self and partner before writing.

- **Use different page layouts for different kinds of information (e.g. comparison, fun facts, different kinds of something, how-to, list, diagram – full page, glossary, etc.).**

- **Make facts specific using names, numbers, sizes, and senses.**

- **Add stories bit-by-bit to help readers get pictures in their minds.**

- Reread and think, How do I want readers to feel about this information? What do I want them to think? Add personal responses, exclamations or questions.

- Gather an object, teach about different parts and explain why the object is important.

- Use some nonfiction language:
    - Some pumpkins are…
    - Most pumpkins are…
    - One example is…

- **Add text features (list features taught – e.g. captions, bold face, arrows, close-up, label, etc.)**

- **Gather and use data. (survey)**

- **Interview an expert and add information. (or knowledgeable every day person)**

Suggestion: Focus on the items in **bold-face** for this lesson.

Sample Anchor Chart from 2nd grade study group

IMMERSION Goal #2 – Generate Possible Writing Ideas
Linking Mentor Texts with Writing Ideas

1. **Teacher Preparation: Select texts from a class, school or public library that fall into various territories and categories. Texts may be literature books, student written, teacher written or class shared writing pieces. If book/piece is not available, copy the front cover. These texts will be used to highlight various topics or possible writing ideas. The broad territories used will be: People, Places, Activities and Things. See sample chart at the end of the lesson.**

   Brainstorm categories under each territory. Find a variety of student pieces and/or books that would fit under <u>each</u> category. For example, People – a book that highlights a community helper, a book that shows a celebrity or athlete, a book that studies an inventor or historian, a book about a family member, etc. Teachers will not be reading these texts per se, but will show the title and cover (and maybe a few interesting pages).
   *****Select categories based on age and interest of students.**

   Example 1   People = territory
   Possible Categories*: family member, artist, friend, historian, inventor, athlete, musician, actor/actress, politician, scientist/researcher, explorer, community helper, philanthropist, school worker, celebrity, etc.

   Example 2   Places = territory
   Possible Categories*:   local sites, famous sites or tourist attractions, educational spots, community (e.g. library, recycle center, etc.), life skills (e.g. dentist, vet's office, etc.), etc.

   Example 3   Activities = territory
   Possible Categories*: sports, hobbies, arts and crafts, collections, fine arts areas, extra-curricular activities, everyday routines (e.g. braiding, nail polish, etc.), outdoor adventures, etc.

   Example 4   Things = territory
   Possible Categories*: science/nature (e.g. plants, magnets), animals, reptiles, dinosaurs, food, artifacts (e.g. medal won, shark tooth), equipment (e.g. camping, sports), clothing, personal hygiene (e.g. hair wraps, nails, braces), collections, instruments, etc.

2. **Introduce purpose of lesson – generating ideas for books they will author, etc.**

3. **Revisit Discussion - How do people know a lot about topics?** *There are different ways that people may know a lot about a topic:*
   A. *They read about the topic.*
   B. *They have experience with the topic. For example, if a person - they met that person, if a place - they went there, if an activity - they've tried it, if a thing - they may own it or have tried someone else's.*
   C. *They studied that topic in school, at home or at a special place.*
   D. *They have talked to other people that know a lot about the topic and learned from them.*

17

4. **Name the Territory (e.g. people, places, activities or things). Hold up a book/piece and give a brief overview.**

5. **Explain the broader category rather than just naming the specific item or providing a narrow lens (e.g. narrow = dogs, broader = pets or animals.)**
   Example of teacher talk in narrow version: "*This book by Cooper is about Golden Retrievers and he teaches us… Do you know about Goldens or Dogs?*"
   Example of teacher talk using a broader category – *"This book by Cooper is about Golden Retrievers and he teaches us… Golden Retrievers or dogs are part of a bigger category – pets or animals. Think if there is a pet or animal you know a lot about and could teach others. If so, list on your chart under Things…."*

   Example 2: "*This piece written by Baker from last year's class teaches readers about a famous athlete named xxxx… Baker teaches us these things about xxxx…. This selection would fall under People on the chart. Let's think of other famous athletes from this sport or any sport you might know a lot about and could teach others (versus the specific name of the athlete or just that sport). If so, list on your chart under People., etc.*"

   Continue showing the cover of another piece/book and discuss another category under people – e.g. community workers, family members, celebrities, musicians, scientists and researchers, philanthropists, historians, politicians, etc. (Adjust for age group and background of students)

6. **Add information to class anchor chart.**

7. **Continue discussion and charting for each territory (e.g. people, place, thing and activities). Help guide them in understanding different categories under each territory. Be sure to list several examples under each category.**

   Please note: This is session 1 in the MAISA unit, so teachers have 3 options: 1) Skip this Immersion lesson and teach it during the unit, *or* 2) teach during Immersion and skip in the unit *or* 3) study in both places (do in Immersion and revisit or expand in the Unit).

Name: _____

My Personal Topics
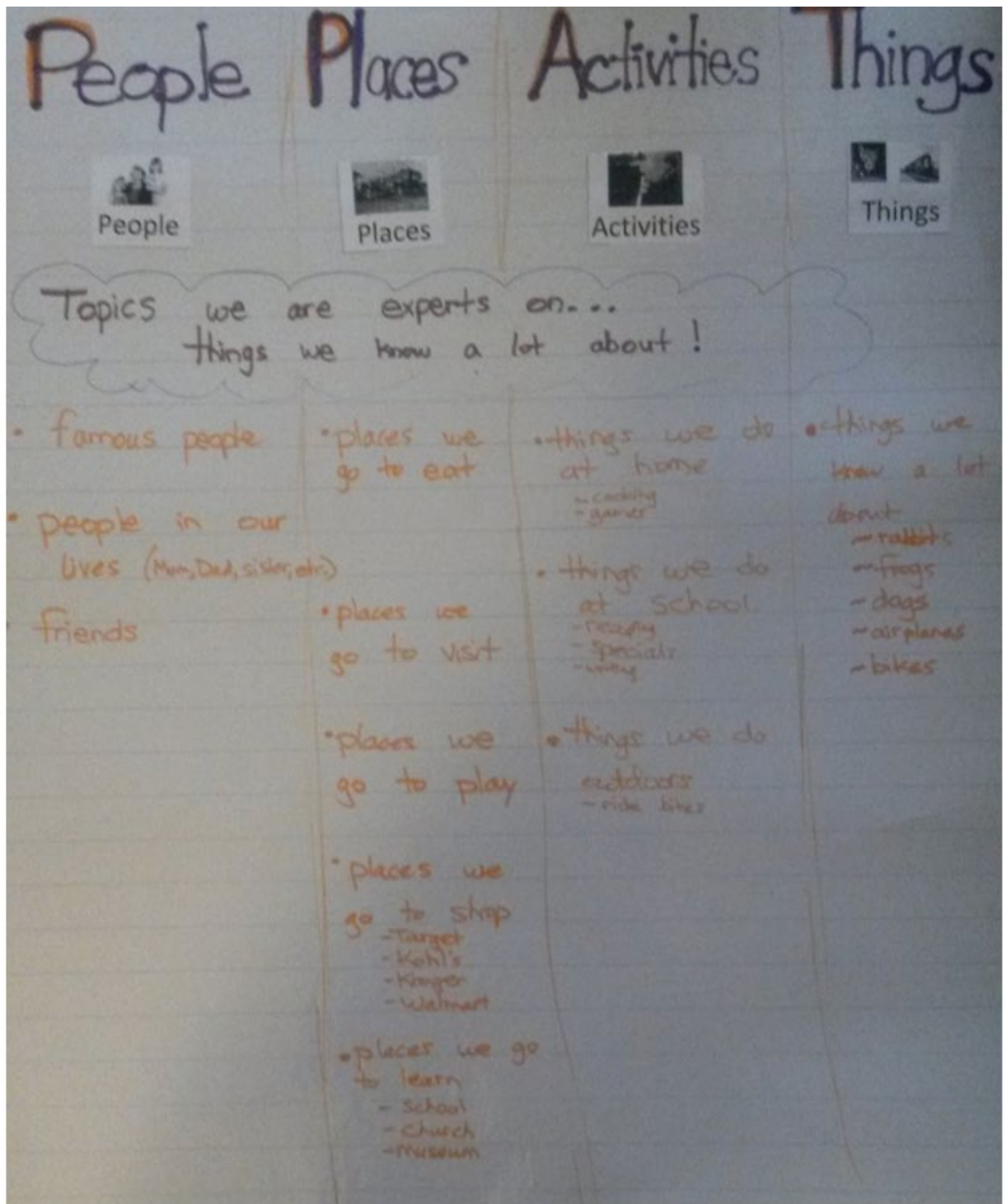
People	Places	Activities	Things

Please note: The teacher added categories under each writing territory. Sticky notes represent student ideas related to that category.

People

Family members
mom/dad · grandma/grandpa · cousins · aunts/uncles · brother/sister

Friends
teammates · classroom · neighborhood · club friends

Famous people
Rosa Parks · Abraham Lincoln · Lebron James

Community Helpers
fireman · mayor · police officer

Places

Restaurants
Panera Bread · McDonald's · Chili's · Applebee's

Places to visit
parks · Greenfield Village · Detroit Zoo · Cedar Point

Service places
dentist · salon · doctor's office · gas station

Stores
Target · Meijer · Walmart · GameStop

Activities

Sports
gymnastics · baseball · skiing · soccer

Hobbies
Cub Scouts/Girl Scouts · baking · collections · writing/reading

Games
Monopoly · Connect Four · Uno · Spot It!

Specials
library · gym · music · art

Things

Animals
zebra · cat · dog · monkey

Food
types of foods - Mexican - Italian · desserts · snack foods · breakfast/lunch/dinner

Toys
legos · stuffed animals · action figures · dolls

Personal items
books · bike/scooter · instrument

People Places Activities Things

People   Places   Activities   Things

Topics we are experts on... things we know a lot about!

- famous people

- people in our lives (Mom, Dad, sister, etc.)

- friends

- places we go to eat

- places we go to visit

- places we go to play

- places we go to shop
  - Target
  - Kohl's
  - Kroger
  - Walmart

- places we go to learn
  - School
  - Church
  - Museum

- things we do at home
  - cooking
  - games

- things we do at school
  - reading
  - specials
  - writing

- things we do outdoors
  - ride bikes

- things we know a lot about
  - rabbits
  - frogs
  - dogs
  - airplanes
  - bikes

Please notice how the teacher listed categories and some corresponding examples. As the unit progresses, the teacher would add additional items students discover.

IMMERSION Goal #3 –

Day 5 - Try It – Shared Class Writing – Begin a Class "Flash" Draft
Class Shared Information Piece on XXXXX – Teaching Others What We Know!

Background Information

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

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

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

Highly recommend the following resource book: Roth, Kate & Dabrowski, Joan. (2016). *Interactive writing across grades: A small practice with big results, PreK-5.* Stenhouse Publishers - www.stenhouse.com

SAMPLE CLASS SHARED / INTERACTIVE WRITING SEQUENCE

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

- Sample sequence of shared writing lessons. Adjust based on time available and students' needs. Some days may be combined.

These activities would take place during a designated class shared/interactive writing time.

Day 1 -

1. Brainstorm possible class writing topics – things the class knows a lot about and could teach others. It is suggested to start with things studied in social studies or science.
2. Select a topic and narrow focus.
3. Discuss things the class could teach others about the topic.
4. Develop and plan subtopics – use fact hand, web or other planning tools. Use the planning tool to select the most important subtopics and put into a table of contents (put lead as first item and ending as last item).
5. Rehearse.

Day 2 -

1. Rehearse and Plan for what to write for first subtopic (chapter 1).
2. Begin Drafting Paragraphs – topic sentence and supporting sentences

Days 3 &4

1. Review previous day's work.
2. Rehearse and plan the next subtopic/chapter.
3. Draft

Day 5 - Flash draft a lead and ending (do separate days if not enough time)

REVISE - After studying the following areas in the unit, go back to class draft and revise.

A. Elaborate – See lessons 6-15.
B. Revise lead based on new learnings.
C. Revise ending based on new learnings.

Highly recommend the following resource book: Roth, Kate & Dabrowski, Joan. (2016). *Interactive writing across grades: A small practice with big results, PreK-5.* Stenhouse Publishers - www.stenhouse.com

Introduction

Have you ever heard of a Community? There are all different types of communities to live in. What kind of community do you live in? Communities are interesting to learn about. You will learn the types, people, buildings, and jobs in a community.

What Is A Community?

A community is a place where people live, work, and play. Communities can be big or small and include neighborhoods with houses and businesses. There are three types of communities, urban, suburban, rural. Urban is the largest and a big city. Suburban is neighborhoods spread out and a medium size. Rural is the smallest with farms and fields. What type of community do you live in?

Different Community Buildings

In your community you will find different types of buildings. First, there are many homes in a community like, apartments, condos, could be farms in a small community. In an urban community you'll find skyscrapers that are tall buildings. Also, there are office buildings found all throughout the community. Finally, the most important building you'll find is a school. There are a lot of different buildings in communities.

Different People That Live and Work in Your Community

Do you know that people in your community do different things? The word people are called citizens in a community. You are a citizen too! There are people like police and firemen that keep you safe. Did you know that the mayor of your community is your leader? There are also many workers in our community like garbage man, teachers, mailman, and road workers. People or citizens in the community are very important.

Types of Jobs In the Community

Did you know that there are many different jobs in the community? The government is a group of people that make laws with the mayor and the court. Police and fireman keep you safe like doctors show and putting out fire. [...] people in jail and putting out fire. Teachers are important in the community because they educate. [...] Finally, there are [...] There are other jobs like mailman, garbage, business, road worker. All of these jobs are important to our community!

Conclusion

Communities are different in many ways. You learned the different types of communities and you may know what community you live in. Communities are changing everyday. I bet you are an expert knowing about communities!
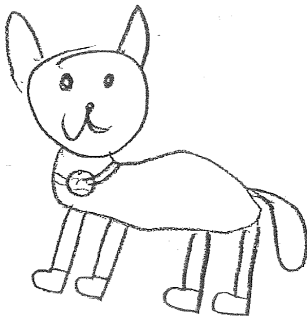
APPENDIX OF SAMPLE MENTOR TEXTS

- **Please replace sample information pieces in this packet with ones from your school – student written, teacher written or class shared pieces.**

Please note: The following samples have been rewritten by the teacher. Therefore, revision work is not evident. These pieces were written and revised throughout the unit.
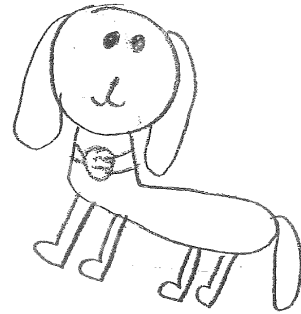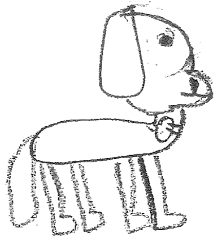
Dogs

Written by:

_____

Table of Contents

Introduction

Woof! Woof! Woof! What's that sound? Is it a bird? Is it a cat? It's a dog! In this book you will learn about how dogs communicate, their body, and what dogs need and much more.

①

28

How dogs communicate
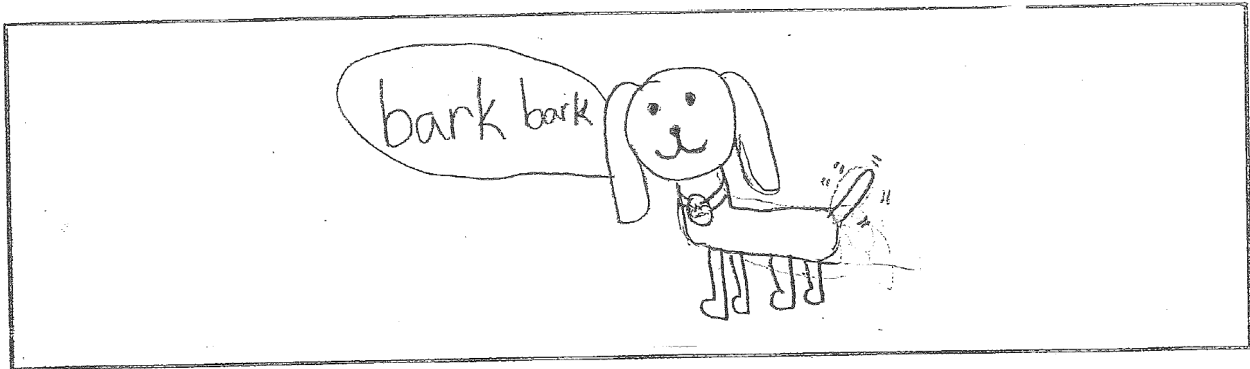
Dogs communicate, but not like us. When dogs are excited they wag their tail. When dogs shake it means they are scared or nervous. Dogs bark to **communicate** with other dogs. Dogs pant when they are thirsty.

communicate: how people and animals talk to each other.

②

30

A dog's body

A dog's body is an interesting thing. Dogs have four legs to let them walk, play, and run. A dog has two ears. Some are floppy. Some point straight up. Dogs also have a tail. Some dogs have long tails and some have short tails. Dogs have many different kinds of fur. Some dogs have long or short fur. It also comes in many colors like brown, white, and black.
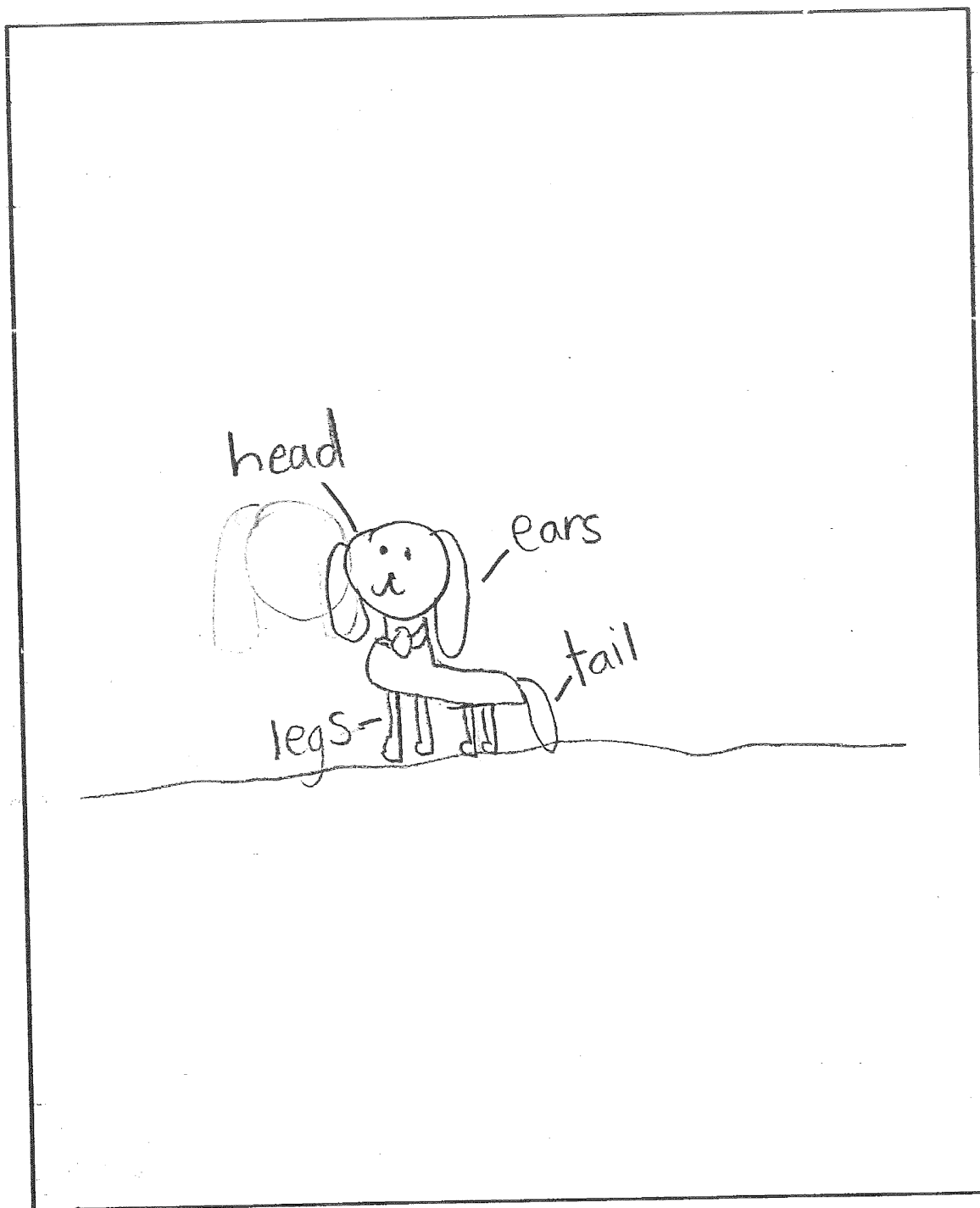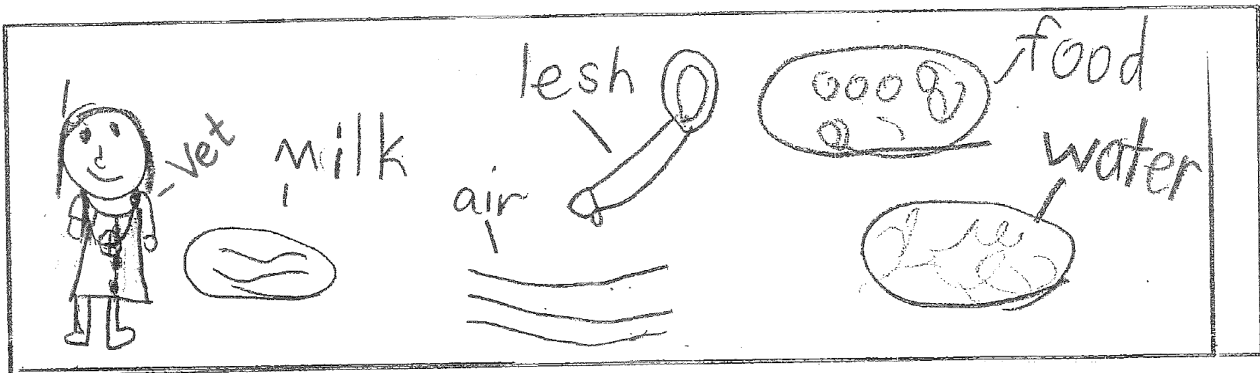
③

Diagram of __a dog's body__

What dogs need

Dogs need us, but what else do they need? Dogs need lots of water. Puppies need milk from their mother. Dogs need food too. You can buy dog food from stores. It is also important that dogs get lots and lots of

⑤

What dogs need continued...

exercise. You can take your dog for a walk. Dogs need to go to the doctor, which is called a veterinarian. A veterinarian or vet helps dogs when they are sick, have fleas, or needs shots. Dogs need air because they are living things.

⑥

34

Training your dog

Dogs are very smart animals. They can learn tricks with lots of practice. One trick that you can teach your dog is to sit. Another trick you can teach a dog is to roll over. Dogs can also learn to give you their paw. This is like a high five. It takes lots of time to teach your dog a new trick.

* Helpful Hint: You can give your dog treats to help them learn their new trick.

⑦

35

Conclusion

Dogs are amazing animals. I hope when you close this book you will teach a friend all about dogs or go and adopt one. Dogs are great pets!

8

36