



Writing Studio

Kindergarten

Teacher Guide

Kindergarten

Units 1-7

Writing Studio

Teacher Guide



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Writing Studio 1

Introducing Opinion Writing



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Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students use drawing, dictation, or writing to express an opinion.

FORMATIVE ASSESSMENT

Activity Page 1.1

My Favorite Food Students draw a picture and write about their favorite food.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Introducing Opinion Writing (30 min.) | | | |
| Connections: Writing Opinions | Whole Group | 10 min. | <input type="checkbox"/> Class Survey Chart |
| Introduce the Prompt | Whole Group | 5 min. | <input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> Image Card 4 |
| Opinion Pre-Assessment | Independent | 10 min. | <input type="checkbox"/> Activity Page 1.1 |
| Wrap-Up | Whole Group | 5 min. | |

ADVANCE PREPARATION

- Prepare a Class Survey Chart using chart paper or art paper. On the paper, draw a T-Chart with *Dog* on one side and *Cat* on the other. It would be helpful to include a drawing or picture of each type of pet in the corresponding column. Place the chart where the students can easily access it.
- Have markers ready to write on the chart or create stickers with each student's name to place on the chart.
- When students enter the room at the beginning of the day, ask each student if a dog or a cat would make the best pet. Write the student's name on the T-Chart under his or her choice. Alternately, have the student place his or her sticker in the column representing the pet of their choice.
- Prepare copies of Activity Page 1.1 to distribute to each student for the Opinion Pre-Assessment activity.
- Prepare to project Activity Page 1.1.
- Prepare the rubric for grading the pre-assessments. See the *Kindergarten Writing Rubric: Opinion Writing* in Teacher Resources. You will retain the pre-assessment to compare with the final opinion writing activity in Unit 2, *Opinion Writing Part 2*.

Universal Access

- Prepare relevant images to introduce the concept of giving an opinion. Show the images and ask students to give a thumbs up if they like the image or a thumbs down if they do not like the image. You can use domain image cards or choose images from other sources. Call on a few students to explain why they like or do not like an image. Encourage students to reply in complete sentences, using the phrase “I like . . .” or “I don’t like . . .”

Start Lesson

Lesson 1

Introducing Opinion Writing



Primary Focus: Students use drawing, dictation, or writing to express an opinion.

CONNECTIONS: WRITING OPINIONS (10 MIN.)

- Tell students to look at the Class Survey Chart that asked whether they thought a dog or a cat makes the best pet. If you were unable to complete the chart earlier, take time to complete it now, adding students’ names or stickers to the column of the pet of their choice.
- Point to the *Dog* column and have students count the number of names aloud with you. Do the same with the *Cat* column.
- After counting up the names on each side, say, “More students think that a _____ makes a better pet.”
- Explain that when students made their choice of the best pet for the survey, they were giving their opinion. Explain that an opinion is how you think or feel about something. Tell students that when they made their choice about whether they thought a dog or a cat makes the best pet, they were sharing what they thought or felt.
- Ask students to raise their hands if they chose a dog as the best pet on the class survey. Choose a few of those students to explain why they felt the dog was the best choice. Repeat for students who chose the cat as the best pet.

Support

Review the definition of an opinion. (How you think or feel about something.)

Challenge

Ask students to give an opinion about whether they think a bird or a hamster would make a better pet. Have them give a reason for their choice.

Image Card 4

Tongue



Access

Entering/Emerging

Review the prompt and use sentence starters to guide students in speaking about opinions.

Transitioning/Expanding

Review the prompt and provide sentence starters for student pairs to use in speaking about opinions.

Bridging

Review the prompt and provide sentence starters for student groups to use in speaking about opinions.

Activity Page 1.1



INTRODUCE THE PROMPT (5 MIN.)

- Show students Image Card 4 (Tongue) from the domain *The Five Senses*.
- Ask students what sense the image is showing.
 - » taste
- Remind students that we use the sense of taste when we eat or drink.
- Tell students that in this Writing Studio lesson they will each draw and write about their favorite food.
- Display Activity Page 1.1 and read the prompt aloud to students, repeating as necessary. Explain that they will draw a picture of their favorite food in the box at the top of the page, and they will write the name of the favorite food on the lines below the picture. Encourage students to try their best. At this point in the school year, most students will show an emerging understanding of print concepts and phonetic principles.

➤ Activity Page 1.1



Check for Understanding

Ask a volunteer to explain the directions in his or her own words.

OPINION PRE-ASSESSMENT (10 MIN.)

- Distribute Activity Page 1.1.
- Tell students to draw and write about their favorite food.
- Tell students that they should include as much information as possible in the drawing or writing to show why the food is their favorite.

Note: If students finish before time elapses, you may allow them to work silently on something else. Since this is a pre-assessment, students may stop writing when they decide they are finished with the task or when ten minutes have elapsed. Subsequent lessons in this unit and in the entire Writing Studio program will help build students' ability to write for longer periods of time.

- Collect each pre-assessment as the work is completed. If possible, have the student read his or her opinion aloud to you so you can make notes about what they have drawn and/or written. You will use the *Kindergarten Writing Rubric: Opinion Writing* to assess their work. You should save their pre-assessment to compare it to their final opinion writing activity, which they will complete in Writing Studio Unit 2, Lesson 8.

WRAP-UP (5 MIN.)

- Call on a student to share the food he or she chose to write about.
- Ask if anyone else chose the same food. If so, ask those students to share the reason it is their favorite. If no other student chose that food, select another student to share their favorite food.
- Encourage students to respond in complete sentences, beginning with “My favorite food is . . .”
- Tell students that in the next Writing Studio session, they will spend more time thinking about and learning how to write opinions.

~~~~~  
End Lesson  
~~~~~

2

Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students use a graphic organizer to express opinions.

FORMATIVE ASSESSMENT

Activity Page 2.1

My Favorite Color in the Rainbow Students complete a graphic organizer showing which color of the rainbow is their favorite.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Introducing Opinion Writing (30 min.) | | | |
| Connections: Opinion Words | Whole Group | 5 min. | <input type="checkbox"/> Opinion Words Poster |
| Read-Aloud: "My Favorite Color" | Whole Group | 5 min. | <input type="checkbox"/> "My Favorite Color" projection <input type="checkbox"/> Pointer |
| My Favorite Color in the Rainbow | Whole Group | 15 min. | <input type="checkbox"/> Image Card 6 <input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> crayons |
| Wrap-Up | Whole Group | 5 min. | |

ADVANCE PREPARATION

- Prepare the Opinion Words Poster for display, either copying it onto chart paper or preparing to project it. See Opinion Words Poster in Teacher Resources.
- Prepare to project "My Favorite Color." See "My Favorite Color" in Teacher Resources. Alternately, print out copies for students.
- Prepare copies of Activity Page 2.1 to distribute to each student.
- Ensure that each student has crayons in the colors of the rainbow (red, orange, yellow, green, blue, indigo, and violet).
- Prepare to project Activity Page 2.1.

Universal Access

- Continue to conduct class surveys throughout the unit to reinforce the idea of expressing an opinion. Possible topics are:
 - Which do you like better?
 - swings or slide
 - pizza or tacos
 - crayons or markers
 - mittens or gloves
 - summer or winter
 - morning or evening
 - oranges or grapes
- Prepare students for the lesson by showing them colored objects or images and asking them to name the colors.

Lesson 2

Introducing Opinion Writing



Primary Focus: Students use a graphic organizer to express opinions.

CONNECTIONS: WRITING OPINIONS (5 MIN.)

- Remind students that in the previous Writing Studio lesson, they wrote an opinion about their favorite food.
- Ask students to explain the meaning of the word *opinion*.
 - » Answers may vary but should include that an opinion is how you think or feel about something.
- Tell students that you have a poster that will help them when they are talking or writing about their opinions.
- Display the Opinion Words Poster prepared in advance.

➤ Opinion Words Poster

- Explain that when someone is telling or writing their opinion, there are words to help you know this is how they think or feel about something.
- Point to each phrase on the poster and read it aloud.
 - I like...
 - I think...
 - I feel...
 - My favorite...
 - The best...
- Ask students if they know what the three dots after each phrase mean.
 - » Students will not be expected to know the purpose of an ellipsis, but you can explain that it means that words will come after it. Each phrase is the beginning of a sentence that shows an opinion.

- Point to the phrase *I like . . .* on the chart and read it aloud. Ask students to name something that they like.
 - » Answers may vary.
- Go through the rest of the phrases and give an example of how each sentence could be completed. Possible sentences are:
 - I think that basketball is a fun sport to play.
 - I feel happy when I see a puppy.
 - My favorite story is “The Three Little Pigs.”
 - The best ice cream flavor is strawberry.



Check for Understanding

Listen to this sentence: *I have a bicycle.* Raise your hand if that sentence shows an opinion.

- » Students should not raise their hands. It is not an opinion, because it does not show what you think or feel about something; it just states a fact.

READ-ALoud: “MY FAVORITE COLOR” (5 MIN.)

- Display “My Favorite Color” projection.

➤ My Favorite Color

- Tell students that you are going to read aloud the opinion you wrote about your favorite color. Tell students that it is how you think or feel, and they may have a different opinion from you.
- Read aloud “My Favorite Color.”

My Favorite Color

My favorite color is blue. I like it because blue reminds me of the ocean and the sky. The shirt I like to wear the most is blue. The color blue makes me feel happy.

Support

Stop and repeat the phrases on the Opinion Words Poster and have students repeat the phrase after you.

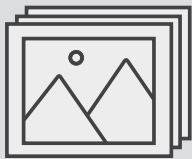
Challenge

Ask students if they know why the word *because* is in the second sentence.

- » Answers may vary but should include that it shows why you think or feel the way you do; it shows a reason for your opinion.

Image Card 6

Rainbow



Activity Page 2.1



- Tell students that you are going to read “My Favorite Color” again and ask them to follow along with you as you point to each word on the screen. Alternately, have students point to each word on the copies you provided as you read along.
- Reread “My Favorite Color.” When you point to a word or phrase that is listed on the Opinion Words Poster, emphasize the phrase to students and remind them that they are opinion words. The key phrases are underlined:

My favorite color is blue. I like it because blue reminds me of the ocean and the sky. The shirt I like to wear the most is blue. The color blue makes me feel happy.

- Ask students to recall why blue is your favorite color.
 - » Answers should include that it makes you feel happy and reminds you of the ocean, the sky, and the shirt you like to wear most.

MY FAVORITE COLOR IN THE RAINBOW (15 MIN.)

- Ask students if they can name the colors you might be able to see in a rainbow.
 - » Answers may vary, but students should be able to name basic colors such as red, yellow, green, and blue. The remaining colors in a rainbow are orange, indigo, and violet.
- Show students Image Card 6. You may also choose to project Image Card 6.
- Ask students to raise their hands if they have ever seen a rainbow in the sky.
- Explain that when the sun shines through water droplets in the sky, a rainbow is formed. Tell students that every rainbow is made up of the colors that are shown in the rainbow on the image card.
- Explain to students that we see and recognize colors using our sense of sight.
- Point to and name each color on the Image Card. Students may not have heard the colors *indigo* and *violet*. Name the colors in the following order: red, orange, yellow, green, blue, indigo, and violet.
- Distribute Activity Page 2.1 and project the page.

- Tell students that they will use the chart on Activity Page 2.1 to choose the colors in the rainbow that they like and that they do not like. Tell them that it is okay if they like all of them or only some of them.
- Tell students that each color in the rainbow is listed on the left side of the chart under the title *Rainbow Color*. Be sure to point to this column on the projected page.
- Point to the column in the middle and tell them that this column is titled *I Like It*.
- Point to the column on the right side and tell them that this column is titled *I Do Not Like It*.
- Use Image Card 6 as needed during this activity as a visual aid.
- Read the name of the first color (red). Tell students to look at the box in the *I Like It* column next to the color red. Tell students to point to that box on their own page.
- As you name each color, have students circle it in the color it names. For instance, they will circle the word *red* in the color red.
- Tell students to draw a smiley face in the box in the *I Like It* column next to the name *red* if it is a color that they like. Tell students to draw an 'X' in the box in the *I Don't Like It* column if they do not like the color red.



Check for Understanding

Ask students to raise their hands if they drew a circle in the box to show that they liked the color red. Tell students to keep their hands in the air as you circulate around quickly to check their responses. Tell students to raise their hands if they drew an 'X' in the box to show that they do not like the color red. Circulate quickly to check those responses.

- Go through each color in the chart one by one, making sure that students are either drawing a circle or an 'X' in the appropriate box for each color. Reinforce the idea that they do not have to like all the colors, or they may like all the colors. Remind students that each student has his or her own opinion, and it is fine if their opinion is different from a classmate's.
- Explain that now they will decide which rainbow color is their favorite.
- Tell students to look back at all the colors in the chart.



Access

Entering/Emerging

Use Image Card 6 and point to each color as you say it aloud. Have students use gestures to show their opinion about each color. For instance, they may put their hand on their hearts if they like a color or form an 'X' with their hands if they do not like the color.

Transitioning/Expanding

Have student partners use the gestures listed above to show their opinion about each color before drawing a circle or an 'X' in each of the boxes.

Bridging

Encourage students to copy the letters in the color name from the chart to complete the sentence.

- Read the sentence at the bottom of Activity Page 2.1 aloud.
 - My favorite rainbow color is _____.
- Tell students to draw a triangle next to the name of their favorite rainbow color in the chart and write the name of the color in the blank to complete the sentence.
- Answers may vary, but a sample completed Activity Page 2.1 appears below.

My Favorite Color in the Rainbow

| Rainbow Color | I Like It | I Do Not Like It |
|---------------|-----------|------------------|
| (Red) | ☺ | |
| (Orange) | | X |
| (Yellow) | | X |
| △ (Green) | ☺ | |
| (Blue) | ☺ | |
| (Indigo) | ☺ | |
| (Violet) | | X |

My favorite rainbow color is: Green

Note: At this point in the year, students show an emerging understanding of print concepts and phonetic principles. Some students may be able to copy the color names from the chart, while some may only write a single letter or group of letters.

WRAP-UP (5 MIN.)

- Use Image Card 6 or use the projection of Activity Page 2.1.
- Point to and name each color one by one, asking students to raise their hands when you say the name of the one they chose as their favorite.

~~~~~ End Lesson ~~~~~

# Introducing Opinion Writing

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## PRIMARY FOCUS OF LESSON

Students use a graphic organizer to draw and write an opinion.

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## FORMATIVE ASSESSMENT

Activity Page 3.1

**The Best Sandwich in the World** Students use a graphic organizer to express an opinion about the best sandwich.

## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials                                     |
|----------------------------------------------|-------------|---------|-----------------------------------------------|
| <b>Introducing Opinion Writing (30 min.)</b> |             |         |                                               |
| Connections: Opinion Words                   | Whole Group | 5 min.  | <input type="checkbox"/> Opinion Words Poster |
| Modeling: The Best Sandwich in the World     | Whole Group | 10 min. |                                               |
| Writing: The Best Sandwich in the World      | Independent | 10 min. | <input type="checkbox"/> Activity Page 3.1    |
| Wrap-Up                                      | Partner     | 5 min.  |                                               |

## ADVANCE PREPARATION

- Prepare to display the Opinion Words Poster from the previous lesson.
- Prepare to project Activity Page 3.1.
- Prepare copies of Activity Page 3.1 to distribute to students.

### Universal Access

- Have a discussion about food that students like and food that students do not like. Encourage students to speak in complete sentences and include opinion words and phrases such as “I like” or “I don’t like.”

## Lesson 3

# Introducing Opinion Writing



**Primary Focus:** Students use a graphic organizer to draw and write an opinion.

## CONNECTIONS: WRITING OPINIONS (5 MIN.)

- Remind students that in the previous lesson, they expressed their opinions about the colors in the rainbow.
- Ask students what three opinions they expressed about the colors.
  - » Answers may vary but should include colors that they liked, colors they did not like, and which was their favorite color.
- Display the Opinion Words Poster from the previous lesson.

### ➤ Opinion Words Poster

- Remind students that sentences with these words and phrases help us know that the speaker or writer is giving his or her opinion. Go through each phrase:
  - I like . . .
  - I think . . .
  - I feel . . .
  - My favorite . . .
  - The best . . .
- Point to the phrase *The best . . .* on the chart and read it aloud.
- Explain to students that when you say that something is the best, it means that you think or feel that it is better than anything else.
- Read the following sentences as examples:
  - The best game to play outside is tag.
  - The best birthday present I ever got was a bicycle.
  - Of all the vegetables, I like carrots the best.
  - My brother Raymond is the best brother in the world.





## Check for Understanding

Ask students to explain in their own words what it means when you say something is *the best*.

- » Answers may vary but should include that it means you feel like something is better than anything else and that it is your opinion.

## Support

Orally provide a list of related objects or topics and ask students to choose which one they think is the best. For example, share a list of games such as soccer, basketball, or baseball and ask students which one they think is the best.

## Challenge

Have partners share reasons explaining why they think what they shared is the best.

- Tell students to turn and talk to their shoulder partner and share something that that they think is the best.

## MODELING: THE BEST SANDWICH IN THE WORLD (10 MIN.)

- Remind students that they are learning about the domain *The Five Senses* during Read-Alouds.
- Ask students to recall which sense they use when they decide whether they like or do not like a certain kind of food.
  - » taste
- Use the think-aloud strategy to write an opinion about the best sandwich. Use chart paper to model the writing. A sample text follows; however, you may feel free to customize it to your classroom.

I want to write about what I think the best kind of sandwich is. To help me write about it, I'm going to use a graphic organizer to help me with my ideas.

When I eat a sandwich, I want it to have food on it that I like to taste. So, how do I start? I start by thinking about how to make a sandwich.

How do you make a sandwich? [Answers may vary but should include that you would need two pieces of bread, and you put other foods between the slices.]

What topic am I writing about? [The best sandwich.] I am going to write "The Best Sandwich" on the top of the paper because that is the title of my opinion writing. [Add title to chart paper.]

Next, I'm going to draw two squares on my paper right next to each other to show the two pieces of bread you need to make a sandwich. [Draw two squares side by side on the chart paper, under the title.]

For my opinion, I'm going to think of two kinds of food that I think make the best sandwich. I like lots of different kinds of food, but I need to decide what should go on the bread to make the best sandwich. I'm deciding what ingredients need to go into my sandwich.

I like to have bologna on my sandwich. On the first piece of bread I'm going to draw a picture of a piece of bologna and write the word *bologna* underneath it. [Draw and write in the first square.]

I also like to have cheese on my sandwich. On the second piece of bread I'm going to draw a picture of a piece of cheese and write the word *cheese* underneath it. [Draw and write in the second square.]

I think a bologna and cheese sandwich is the best sandwich! I'm going to write "The best sandwich is bologna and cheese." underneath my bread slices. [Write the sentence under the squares.]

- 
- Have students read the opinion aloud with you as you point to each part that was modeled on the chart paper. Start with the title, then the drawings and words in each square, then read the final sentence:
    - The best sandwich is bologna and cheese.

### WRITING: THE BEST SANDWICH IN THE WORLD (10 MIN.)

- Tell students that now it is their turn to give their opinion about what makes the best sandwich.
- Project Activity Page 3.1.

#### ➤ Activity Page 3.1

- Read the title, "The Best Sandwich in the World," aloud. Ask students if they have heard someone say that something is "the best in the world."

#### Activity Page 3.1



- Explain that saying something is the best in the world is a way of telling people that you really believe in your opinion.
- Point to the pictures of the bread slices on the page and explain that just like you drew a picture and wrote your choice for each ingredient in the squares, they will draw and write the name of one ingredient on each of the slices.
- Point to the sentence at the bottom of the page and read it aloud.
  - The best sandwich in the world is \_\_\_\_\_ and \_\_\_\_\_.
- Tell students that they will complete the sentence by writing the name of each ingredient of their sandwich on the blanks in the sentence.



### Check for Understanding

Ask a volunteer to explain the directions for the activity. You may ask one volunteer to explain the first part and a second volunteer to explain the second part.

- » Answers may vary but should include 1) draw a picture of a sandwich ingredient on each slice of bread and write the name underneath the picture and 2) write the name of each of the sandwich ingredients in the blanks to complete the sentence.



### Access

#### **Entering/Emerging**

Provide images of sandwich ingredients for students to choose from. Have students practice saying the name of each ingredient before choosing two to complete the activity.

#### **Transitioning/Expanding**

Have students work with a partner to complete the activity.

#### **Bridging**

Encourage students to do their best to write the words of each ingredient.

- Distribute Activity Page 3.1.
- Tell students that they should think about what would be on their best sandwich in the world before writing anything.
- Explain that once they decide what ingredients should be in the sandwich, they can work on their drawing and writing.
- Circulate while students work, offering assistance when needed.
- Encourage students to try their best when writing and spelling words.
- Although answers may vary, students should draw one ingredient on each piece of bread and complete the sentence. A sample answer follows.
  - » The best sandwich in the world is peanut butter and marshmallow fluff.

**Note:** At this point in the year, students show an emerging understanding of print concepts and phonetic principles. Some students may be able to write words using some correct letters (e.g., initial consonants only). However, spelling and/or correct letter formation is not the focus of the lesson. Some students may only draw the picture of the sandwich ingredient and orally name the ingredient.

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**WRAP-UP (5 MIN.)**

- Pair students to share their opinions (2 min.).
- After the partners have finished sharing, call on a few volunteers to share their work.

~~~~~End Lesson~~~~~

4

Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students use a graphic organizer to express opinions.

FORMATIVE ASSESSMENT

Activity Page 4.1

The Worst Sandwich Students collaborate to complete a graphic organizer expressing their opinion of the worst sandwich.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Introducing Opinion Writing (30 min.) | | | |
| Connections: Opinion Words | Whole Group | 5 min. | <input type="checkbox"/> Opinion Words Poster |
| Modeling: The Worst Sandwich in the World | Whole Group | 10 min. | |
| Writing: The Worst Sandwich in the World | Partner | 10 min. | <input type="checkbox"/> Activity Page 4.1 |
| Wrap-Up | Whole Group | 5 min. | |

ADVANCE PREPARATION

- Prepare to display the Opinion Words Poster from the previous lesson.
- Prepare to project Activity Page 4.1.
- Prepare copies of Activity Page 4.1 to distribute to each student.
- Determine partners for writing activity.

Universal Access

- Have a discussion about words and the words that mean the opposite (antonyms) such as *up/down*, *happy/sad*, *hot/cold*, *fast/slow*, and *big/small*.

Lesson 4

Introducing Opinion Writing



Primary Focus: Students use a graphic organizer to express opinions.

CONNECTIONS: OPINION WORDS (5 MIN.)

- Remind students that in the previous Writing Studio lesson, they wrote an opinion about their favorite food.
- Ask students to explain the meaning of the word *opinion*.
 - » Answers may vary but should include that an opinion is how you think or feel about something.
- Display the Opinion Words Poster from the previous lesson.

➤ Opinion Words Poster

- Go through the phrases on the poster.
 - I like . . .
 - I think . . .
 - I feel . . .
 - My favorite . . .
 - The best . . .
- Point to the *I like . . .* phrase on the poster. Ask students what the opposite of *I like . . .* is.
 - » *I don't like . . .*
- Go through the rest of the phrases and give an example of how each sentence could be completed with an opposite meaning, emphasizing the words that change the meaning. Possible sentences are:
 - I don't think that monkeys are cute.
 - I don't feel like going outside to play today.
 - My least favorite candy flavor is orange.
 - The worst pet to have would be an elephant because it is so big!

- Tell students to turn and talk to their shoulder partner and share a food that they do not like.

MODELING: THE WORST SANDWICH IN THE WORLD (10 MIN.)

- Ask students to name some different kinds of sandwiches they like to eat.
 - » Answers may vary.
- Emphasize to students that there are many good sandwiches that have different ingredients in them, repeating some of the examples they have given.
- Tell students that each of them may have a different opinion about what the best kind of sandwich is. Have students share their opinions about the best sandwich from the previous lesson.
 - » Answers may vary.
- Explain that while one kind of opinion tells what you think is best, another kind of opinion tells what you think is worst.
- Tell students that today they are going to write about the worst kind of sandwich they can think of. Remind students that *worst* is the opposite of *best*.
- Explain that you are going to write your own opinion about what you think the worst kind of sandwich in the world is.
- Use the think-aloud strategy to write an opinion about the worst sandwich. Use chart paper to model the writing. A sample text follows; however, you may customize it for your classroom.
- On chart paper or a whiteboard, draw two side-by-side squares to represent two pieces of bread. Explain to the students that you are going to think about what two ingredients, one for each side of the bread, would make the worst sandwich.

Support

Ask students to stand up when they hear a food that they do not like when you read each food on the list below (or create your own list):

- Ketchup
- Apple
- Peanut butter
- Pickle
- Tomato
- Peas
- Banana
- Cheese
- Broccoli

Challenge

Have partners brainstorm ingredients that could make the worst sandwich.

I already wrote an opinion about what I think the best sandwich in the world is. But I've also been thinking about what ingredients would make the *worst* sandwich in the world. The ingredients would have to be foods that I don't like or that would not taste very good when you put them together on a sandwich.

One food I really don't like very much is Brussels sprouts. Brussels sprouts are a type of vegetable that look like tiny green heads of lettuce. Have you ever had a Brussels sprout? Maybe you really like them! I don't. I'm going to draw a picture of some Brussels sprouts on one side of my sandwich [Draw a few Brussels sprouts and write the words *Brussels sprouts* underneath.]

Now I'm going to think of something to go on my sandwich that would taste terrible with Brussels sprouts. I really like marshmallows, but I think that Brussels sprouts and marshmallows would taste terrible together! I'm going to draw a few marshmallows on the other piece of bread to complete my sandwich [Draw a few small marshmallows in the second square and write the word *marshmallows* underneath.]

What do you think of my sandwich? I think that it is the worst sandwich in the world! I'm going to write "The worst sandwich in the world is Brussels sprouts and marshmallows." underneath my bread slices. [Write the sentence below the squares.]

-
- Have students read the opinion aloud with you as you point to each part that was modeled on the chart paper. Start with the title, then the drawings and words in each square, then read the final sentence:
 - The worst sandwich in the world is Brussels sprouts and marshmallows.

WRITING: THE WORST SANDWICH IN THE WORLD (10 MIN.)

- Tell students that now it is their turn to give their opinion about what makes the worst sandwich.
- Project Activity Page 4.1.

➤ Activity Page 4.1

- Read the title “The Worst Sandwich in the World” aloud. Ask students if they have heard someone say that something is “the worst in the world.”
- Explain that saying something is the worst in the world is a way of telling people that you really believe in your opinion.
- Point to the pictures of the bread slices on the page and explain that just like you drew a picture and wrote your choice for each ingredient in the squares, they will draw and write the name of one ingredient on each of the slices.
- Point to the sentence at the bottom of the page and read it aloud.
 - The worst sandwich in the world is _____ and _____.
- Tell students that they will complete the sentence by writing the name of each ingredient of their sandwich on the blanks in the sentence.
- Explain that for this activity, students will work with a partner. Tell them that they will work together to decide what ingredients would go on their worst sandwich and that the class will vote to decide which sandwich is the worst of all.
- Remind students that when they are working with a partner they need to remember take turns speaking and listening and to be respectful of each other’s ideas.

Activity Page 4.1



Check for Understanding

Ask a volunteer to explain the directions for the activity. You may ask one volunteer to explain the first part and a second volunteer to explain the second part.

- » Answers may vary but should include 1) draw a picture of a sandwich ingredient on each slice of bread and write the name underneath the picture and 2) write the name of each sandwich ingredient in the blanks to complete the sentence.



Access

Entering/Emerging

Provide images of sandwich ingredients for students to choose from. Have students practice saying the name of each ingredient before choosing two to complete the activity.

Transitioning/Expanding

Encourage partner discussion by having each partner name an ingredient and having the other partner say “yes” or “no” to indicate whether it would be a good choice to be on the sandwich.

Bridging

Encourage students to participate fully in partner discussions and to do their best to write the words of each ingredient underneath their pictures.

- Distribute Activity Page 4.1.
- Have students move to a place where they can work with the partners you have previously determined.
- Tell students that they should think about and discuss with their partner what would be on their worst sandwich in the world first, like you did before writing anything on the chart paper.
- Explain that once they decide what ingredients should be in the sandwich, they can work on their drawing and writing.
- Circulate while students work, offering assistance when needed.
- Encourage students to try their best when writing and spelling words.
- Although answers may vary, students should draw one ingredient on each piece of bread and complete the sentence. A sample answer follows.

» The worst sandwich in the world is pickles and mustard.

Note: At this point in the year, students show an emerging understanding of print concepts and phonetic principles. Some students may be able to write words using some of correct letters (e.g., initial consonants only). However, spelling and/or correct letter formation is not the focus of the lesson. Some students may only draw the picture of the sandwich ingredient and orally name the ingredient.

WRAP-UP (5 MIN.)

- Have each pair of students share its worst sandwich in the world with the class. Write down each sandwich type on a note as a reminder for voting.
- After all the pairs have shared, read through the list of sandwiches. Then read through each one again and ask students to raise their hands if they think it is the worst sandwich in the world.

~~~~~End Lesson~~~~~

# Introducing Opinion Writing

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## PRIMARY FOCUS OF LESSON

Students participate in a shared research activity to gain information about each of the five senses.

---

## FORMATIVE ASSESSMENT

Activity Page 5.1

**Five Senses Research** Students record key information about the five senses.

## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials                                                                                                              |
|----------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Opinion Writing (30 min.)</b> |             |         |                                                                                                                        |
| Connections: What is Research?               | Whole Group | 5 min.  |                                                                                                                        |
| Modeling: Research                           | Whole Group | 5 min.  | <input type="checkbox"/> One trade book about the five senses                                                          |
| Research: The Five Senses Part 1             | Small Group | 15 min. | <input type="checkbox"/> Collection of trade books about the five senses<br><input type="checkbox"/> Activity Page 5.1 |
| Wrap-Up                                      | Whole Group | 5 min.  |                                                                                                                        |

## ADVANCE PREPARATION

- Provide a collection of grade-appropriate books about the five senses, with 3–5 books about each sense, if possible. Make sure the books contain illustrations, as most students will use pictures to gather information. Use one of the books of your choice for the Modeling activity. Divide the rest of the books equally into five groups for the Research activity.
- Determine an area in the classroom where each small group can work together to research and record facts.
- Prepare to project Activity Page 5.1 and draw the following on chart paper:

| Sight | Hearing | Smell | Touch | Taste |
|-------|---------|-------|-------|-------|
|       |         |       |       |       |

- Prepare copies of Activity Page 5.1 to distribute to students.

### Universal Access

- Read a picture book about a topic of your choice and ask students to point to details in the illustrations. Discuss the details and how they relate to the topic. Also point out any text features (bold words, captions, titles, headings, etc.) and discuss how they help us understand more about the topic.

## Lesson 5

# Introducing Opinion Writing



**Primary Focus:** Students participate in a shared research activity to gain information about each of the five senses.

## CONNECTIONS: WHAT IS RESEARCH? (5 MIN.)

- Ask students what they know about the five senses.
  - » Answers may vary. So far, students have learned about the five senses: sight, hearing, smell, taste, and touch.
- Tell students that they know some information or facts about the five senses because they have been learning about them during the Read-Alouds.
- Explain that when they learn about a topic like the sense of sight, the information they learn can help them decide how they think or feel about it.
- Ask students to list some ways that they can learn more about a topic.
  - » Answers may vary but could include reading books, watching a movie, looking on the Internet, experience (or doing something), listening, etc.
- Explain that a word we can use to describe finding more information about a topic is *research*. We research a topic to learn more about it or to answer a question we have. Read the sentences below as examples:
  - I want to research bats so I can learn more about how they hear.
  - Our class researched different types of pets we could keep in the classroom so we could choose the best class pet.

## MODELING: RESEARCH (5 MIN.)

- Explain that students will conduct research to learn more about the five senses so they can give their opinion on which sense is their favorite.
- Tell students that you are going to show them how to research a topic to learn more about it and how to record the information that you learn.

## Support

Have students define *research* in their own words.

- » Answers may vary but should include getting information about a topic, learning about a topic, getting facts, etc.

## Challenge

Ask students to name topics that they would like research. Ask them where they might look for information.

- » Answers may vary but could include books, movies, the Internet, etc.

## Activity Page 5.1



- Use the think-aloud strategy to demonstrate how to look for and record information. Use one of the five senses books to look for the information, focusing mostly on illustrations and captions, and record the information about the sense of sight on the chart you prepared in advance.
- Distribute Activity Page 5.1 to students.

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I want to gather information about each of the five senses so that I can decide which one is my favorite sense. To get the information I need I'm going to do some research. I'm going to get my research information from this book. [Hold it up and read its title.] When I find an interesting fact or something I like, I'm going to record it on my chart. This is where I'm going to write all my information. When it's your turn, you'll write the information on the chart on Activity Page 5.1.

The first sense I'm going to learn about is sight. I'll look at the pictures and the words to find my information. [Find the section in the book that discusses sight or use a book solely about sight. As you go through the text, think aloud about what you see or read. Choose 3–4 facts to draw or write on the chart. Model finding and recording each one as you find it.]

Here's an interesting fact about sight. [Name the fact.] I'm going to draw a picture of this on the chart in the first column titled *Sight*. [Draw a simple picture of the fact that students will be able to copy.]

Now it's your turn. On your activity page, draw the fact we found about sight in the first column titled *Sight*. [Circulate to make sure students are recording accurately.]

Now that I have my first fact, I'm going to look for more. [Continue to find and record facts, making sure the students record the facts on their activity sheets after you model it. Three to four facts are sufficient.]

I think I have enough information recorded about sight now. Next, we're all going to research the senses of hearing and smell in small groups and record the information we find.

---

## RESEARCH: THE FIVE SENSES PART 1 (15 MIN.)

- Tell students that they will work in small groups to find facts and information about the senses smell and hearing.
- Divide the students into five small groups. Have them sit in the areas you have previously determined.
- Distribute one set of trade books to each group.
- Tell students that they will work together in their groups to look at the books and find and record information about the sense of hearing first.
- Remind students to share their books, take turns speaking, and help each other.
- Project Activity Page 5.1 for reference. Show students where they will record the information, in the *Hearing* column.

### ➤ Activity Page 5.1

- Tell students to write words or draw pictures to record the information.



### Check for Understanding

Ask students to explain the activity's directions in their own words.

- » Answers may vary but should include that they will be working in a group to look at the books and record information about hearing on Activity Page 5.1 and that they can write and draw pictures.

- Allow groups approximately seven minutes to look at the books and record information. Circulate among the groups to answer questions and provide support.
- Tell students that now they will research the sense of smell. Show them the correct column on Activity Page 5.1 where they will record their information.
- Allow groups approximately seven minutes to look at the books and record information. Circulate among the groups to answer questions and provide support.
- A copy of Activity Page 5.1 with possible answers appears in Lesson 6.



### Access

#### **Entering/Emerging**

Ask students yes or no questions, such as “Can you hear music with your ears? Do you like to listen to music?” Have students draw pictures of sounds they like to hear.

#### **Transitioning/Expanding**

Have partners work together within the small group to find information in the book. Encourage students to orally name the object or idea they are drawing or writing.

#### **Bridging**

Encourage students to contribute ideas orally to the small group discussion before drawing or writing their ideas.



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**WRAP-UP (5 MIN.)**

- Ask each group to share the information it gathered about hearing and smell. Record these ideas on the chart you used earlier in the lesson.
- Tell students that in the next lesson, they will research the senses of touch and taste. Either collect Activity Page 5.1 for use in the next lesson or tell students to keep it in their desks.

~~~~~End Lesson~~~~~

Introducing Opinion Writing

6

PRIMARY FOCUS OF LESSON

Students participate in a shared research activity to gain information about each of the five senses.

FORMATIVE ASSESSMENT

Activity Page 5.1

Five Senses Research Students record key information about the five senses.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Introducing Opinion Writing (30 min.) | | | |
| Connections: Review of Research | Whole Group | 5 min. | <input type="checkbox"/> Five senses research chart from previous lesson |
| Research: The Five Senses Part 2 | Small Group | 20 min. | <input type="checkbox"/> Collection of trade books about the five senses <input type="checkbox"/> Activity Page 5.1 |
| Wrap-Up | Partner | 5 min. | |

ADVANCE PREPARATION

- Provide the collection of grade-appropriate books about the five senses used in the previous lesson.
- Determine an area in the classroom where each small group can work together to research and record facts. You may use the same groups as the previous lesson or create new groupings of students.
- Prepare to project Activity Page 5.1.
- Display the five senses research chart created in the previous lesson as seen below:

| Sight | Hearing | Smell | Touch | Taste |
|-------|---------|-------|-------|-------|
| | | | | |

Universal Access

- Collect a variety of objects, including food items like fruit or vegetables. Pass one object around and tell students to use their senses to learn about it. Next, ask students a range of opinion questions such as “Do you like the way this onion smells?” or “How does this blanket feel?” followed by the question “Why?” Encourage students to answer in complete sentences.

Lesson 6

Introducing Opinion Writing



Primary Focus: Students participate in a shared research activity to gain information about each of the five senses.

CONNECTIONS: REVIEW OF RESEARCH (7 MIN.)

- Draw students' attention to the research chart created in the previous lesson.
- Ask students to explain what it means to research a topic.
 - » Answers may vary but should include to find information about something, to learn more about a topic, to find and write down facts about something, etc.
- Tell students that people who do research are called *researchers*. Tell students that today they will continue to be researchers of the five senses.
- Remind students that they are gathering information about each of the senses so they can give their opinion about which one is their favorite.
- Have students read the titles of each column on the chart aloud with you.
- Ask students which senses they have researched so far.
 - » *sight, hearing, and smell*
- Ask students which senses they will research.
 - » *touch and taste*



Check for Understanding

Ask students to stand up if they know what the word *researcher* means. Ask a student volunteer to explain the word.

- » Answers may vary but should include that a researcher is someone who looks for information and facts to learn more about a topic.



Access

Entering/Emerging

Ask students yes or no questions, such as “Can you feel if something is soft? Can you feel it with your hand? Can you touch with your pencil?” Have students draw pictures of something they can touch.

Transitioning/Expanding

Have partners work together within the small group to find information in the book. Encourage students to orally name the object or idea they are drawing or writing.

Bridging

Encourage students to contribute ideas orally to the small group discussion before drawing or writing their ideas.

RESEARCH: THE FIVE SENSES PART 2 (20 MIN.)

- Tell students to take out Activity Page 5.1 or redistribute to each student.
- Have students return to their group and working area from the previous lesson, or have them move into new groups.
- Remind students that they will be working in small groups to find facts and information about the senses touch and taste.
- Distribute one set of the trade books to each group.
- Tell students that they will work together in their groups to look at the books and find and record information about the sense of touch first.
- Remind students to share their books, take turns speaking, and to help each other.
- Project Activity Page 5.1 for reference. Show students where they will record the information, in the *Touch* column.

➤ **Activity Page 5.1**

- Remind students to write words or draw pictures to record the information.
- Allow groups approximately seven minutes to look at the books and record information. Circulate among the groups to answer questions and provide support.
- Tell students that now they will research the sense of taste. Show them the correct column on Activity Page 5.1 where they will record their information.
- Allow groups approximately seven minutes to look at the books and record information. Circulate among the groups to answer questions and provide support.
- Although answers may vary, a sample completed chart follows.

Research on the Five Senses

| Sight | Hearing | Smell | Touch | Taste |
|------------------------------------|--|---|---|--|
| eyes | ears | nose | hand, fingers, other parts of your body | tongue |
| see: family, flowers, colors | hear: singing, bells, honking | smell: peppermint, skunks, popcorn | feel: soft, rough, sharp, prickly, warm | taste: salty, sweet, bananas, avocados |
| I like to see puppies play. | I like to hear my favorite song. | I like to smell flowers. | I like to feel my soft stuffed bear. | I like to taste strawberries. |

Support

Have students list things that they can touch or that they can taste.

Challenge

Have students choose one object and describe how it would look, sound, smell, feel, and taste.

WRAP-UP (5 MIN.)

- Explain that students have completed their research about the five senses. Tell them they should think about each one and the information they gathered and choose one sense that is their favorite.
- Think-Pair-Share: Tell students that they should think about their favorite sense silently. After a minute, have students turn to a partner to share their favorite sense. Tell students to share details about why they chose that sense.

~~~~~  
End Lesson  
~~~~~

7

Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students collaborate on a writing activity using information they gathered from sources.

FORMATIVE ASSESSMENT

Poster Activity

My Favorite Sense Poster Students create a poster about their favorite sense.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Introducing Opinion Writing (30 min.) | | | |
| Connections: My Favorite Sense | Whole Group | 5 min. | |
| Modeling: My Favorite Sense Poster | Whole Group | 5 min. | |
| Writing: My Favorite Sense Poster | Small Group | 15 min. | <input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Chart paper and markers or crayons for each small group |
| Wrap-Up | Partner | 5 min. | |

ADVANCE PREPARATION

- Prepare one piece of chart paper (or paper of your choice) and markers or crayons for each small group and one for you for the Modeling activity. Small groups will be determined during the Writing portion of the lesson. It is possible that there will be more than one group working on the same sense. On each piece of chart paper, write the following at the top or in the middle:
 - My favorite sense is _____.
- Determine an area in the classroom where each small group can work together to collaborate and create the poster.
- Prepare to display Activity Page 5.1 or refer to the Five Senses research chart.

Universal Access

- Read the following list and ask students to name the sense that best matches the item in the list:
 - A fuzzy rabbit (touch)
 - Cookies baking in the oven (smell)
 - A fire alarm (hearing)
 - A mirror (sight)
 - A juicy apple (taste)

Lesson 7

Introducing Opinion Writing



Primary Focus: Students collaborate on a writing activity using information they gathered from sources.

CONNECTIONS: MY FAVORITE SENSE (5 MIN.)

- Remind students that they have been researching the five senses and gathering information. Explain that knowing more about each sense helps them answer the question “What is my favorite sense?”
- Remind students that *My favorite* is one of the opinion word phrases they have been using. If necessary, review the Opinion Words Poster from previous lessons.
- Ask students to explain what it means to say something is your favorite.
 - » Answers may vary but should include that you like something better than anything else.
- Remind students that they discussed their favorite sense with partners in the previous lesson.

MODELING: MY FAVORITE SENSE POSTER (5 MIN.)

- Explain that students will create a poster about their favorite sense.
- Use the think-aloud strategy to model how to create the poster.
- Begin by displaying the piece of chart paper prepared earlier with *My favorite sense is* _____.

I’ve researched each of the five senses to help me answer the question “What is my favorite sense?”

I’ve decided my favorite sense is smell. There are so many things that I love to smell. I’m going to write *smell* in the blank to complete the sentence. [Write *smell* in the blank on the chart paper.]

Support

Give students a list of related items, such as types of fruits or games, and ask them to name which one is their favorite.

Challenge

Have students choose one object and describe how it would look, sound, smell, feel, and taste.

I think I'll draw a picture of a nose to show what sense I'm writing about. [Draw a picture of a nose and write the word *nose* underneath.]

Now I want to write words and draw pictures to show why the sense of smell is my favorite. I'm going to use the information that I gathered in my research. [Write words and draw pictures all around the poster, explaining why you are adding each. For example, draw a picture of a flower and explain that you love to smell flowers like roses.]

Now it's your turn to make a poster of your favorite sense.

WRITING: MY FAVORITE SENSE POSTER (15 MIN.)

- Put previously prepared chart paper, markers, or crayons in the areas where the small groups will work.
- Tell students to take out Activity Page 5.1 or redistribute to each student.
- Ask students to stand up by their chairs if they chose sight as their favorite sense.
- Tell these students that they will work together on their writing. Direct these students to their work area, reminding them to take Activity Page 5.1 with them. Tell them not to touch the materials until you give them permission.
- Repeat this process for each sense. It is possible that no one will pick a particular sense as their favorite. Make sure the group size is manageable.
- When students are settled in their work area, tell them that they will work as a team to create a poster about their favorite sense.



Check for Understanding

Ask students to describe in their own words what it means to work as a team.

- » Answers may vary but should include that they work together and help each other to get the work done.

Activity Page 5.1





Access

Entering/Emerging

Provide simple yes or no questions such as “Should you draw a picture of a skunk on your taste poster?” or “Do you want to draw a picture of an eye on your sight poster?”

Transitioning/Expanding

Pair students together within the small groups to review Activity Page 5.1 and transfer their ideas to the poster.

Bridging

Encourage students to write words or captions under their drawings on the poster.

- Tell students that they can begin working on their poster, using your poster as a model.
- Tell them to choose a member of the group to write the name of the favorite sense in the blank, or choose a student yourself.
- Next, remind students to look at the research they gathered on Activity Page 5.1 to help them with ideas to draw and write on the poster.
- Remind them to take turns and be respectful while they are working together.
- Circulate among the groups to provide support and assistance as needed.
- When time runs out, collect the posters for sharing during Lesson 8.

WRAP-UP (5 MIN.)

- Explain to students that they will share their posters with each other in the next lesson.
- Ask students to explain what they liked best about creating the poster. Encourage them to answer in complete sentences and give reasons why they feel the way they do.

~~~~~End Lesson~~~~~

# Introducing Opinion Writing

# 8

## PRIMARY FOCUS OF LESSON

Students share writing with peers and use feedback to help improve writing.

## FORMATIVE ASSESSMENT

### Poster Activity

**My Favorite Sense Poster** Students use feedback from peers to improve writing.

## LESSON AT A GLANCE

|                                                         | Grouping    | Time    | Materials                                                                                                            |
|---------------------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Opinion Writing (30 min.)</b>            |             |         |                                                                                                                      |
| Connections: Details                                    | Whole Group | 3 min.  |                                                                                                                      |
| Modeling: Sharing Writing and Giving Feedback           | Whole Group | 7 min.  | <input type="checkbox"/> My Favorite Sense is Smell Poster<br><input type="checkbox"/> Peer Feedback: Writing Poster |
| Writing: My Favorite Sense Poster Feedback and Revising | Small Group | 15 min. | <input type="checkbox"/> Students' My Favorite Sense Posters<br><input type="checkbox"/> Markers or crayons          |
| Wrap-Up                                                 | Whole Group | 5 min.  |                                                                                                                      |

## ADVANCE PREPARATION

- Prepare to project the My Favorite Sense is Smell Poster or create the poster on chart paper. The poster can be found in Teacher Resources.
- Prepare to project the Peer Feedback: Writing Poster or create the poster on chart paper. The poster can be found in Teacher Resources.  
**Note:** Both posters should be on display at the same time, so it may help to choose one to create on chart paper.
- Determine an area in the classroom where small groups can gather to present to each other and receive feedback on their posters.
- Determine in advance which small groups will meet to share their posters and provide feedback.

## Universal Access

- Use Image Cards from *The Five Senses* domain to practice finding details.

## Lesson 8

# Introducing Opinion Writing



**Primary Focus:** Students share writing with peers and use feedback to help improve writing.

## CONNECTIONS: DETAILS (3 MIN.)

- Remind students that they have researched each sense and have worked together in small groups to give their opinion about their favorite sense.
- Ask students why they wrote and drew pictures on their poster.
  - » Answers may vary but should include that it gives their opinion and that the pictures and words on the poster help readers understand why they feel the way they do.
- Explain that the pictures and words on the poster help to give details or more information about the opinion. Readers have more understanding about why the writer has that opinion if they also have more details or information.
- Tell students that details help us to understand the *because* part of an opinion. Read the following examples aloud:
  - My favorite sense is sight because I love to look at clouds in the sky.
  - My favorite sense is touch because I like my kitten's soft fur.
  - My favorite sense is smell because I love the smell of my mom's cooking.

## MODELING: SHARING AND GIVING FEEDBACK (7 MIN.)

- Explain that students will share their posters with other groups to help them find details they can add to their poster.
- Project or display the Peer Feedback: Writing Poster.

### ▶ Peer Feedback: Writing Poster

- Tell students that the word *peer* means someone who belongs to the same classroom or group as you: all of your classmates are your peers.

## Support

Provide one of the senses as a topic of discussion and have students list details about the sense.

## Challenge

Have students provide sentences about their least favorite sense, including a detail about the reason it is their least favorite.

- Tell students that the word *feedback* means to give your opinion about how something can be changed or made better.
- Explain that writers can make their writing even better by sharing it with others and using their feedback to make changes, like adding more details.
- Tell students to look at the Peer Feedback: Writing Poster on display. Emphasize that the reader gives the feedback and the writer uses the feedback to make changes to their writing. Go through each sentence to show how each group will work together to give and receive feedback.

### ➤ **Peer Feedback: Writing Poster**

Listen carefully when the writer reads his or her writing.

Tell the writer what you like about the writing.

Ask the writer questions about his or her writing.

Think about what might be missing or might add more detail.

Share an idea that can help the writer.

- Project or display the My Favorite Sense is Smell Poster. It would be helpful to have both the Peer Feedback: Writing Poster and the My Favorite Sense is Smell Poster on display at the same time.

### ➤ **My Favorite Sense is Smell**

- Use the think aloud strategy to demonstrate how to give and receive feedback.
- Point to the Peer Feedback: Writing Poster and tell students that the first step will be for you to share your writing with them.

I'm going to share my writing with you so you can help me to add details. We're going to use the ideas on the poster to help us while we work.

Here is my poster. Please listen carefully and think about the ideas you can share with me to help me add details. [Point to the display.] I wrote *My favorite sense is smell*. [Point to the sentence as you read it.] I also wrote some words and have some pictures on my poster. I have a flower because I like to smell flowers.

What other details do you see? [Answers may vary but should include the lemon and the soap.]

Now let's go look at the Feedback Poster again to see what should happen next. It says *Tell the writer what you like about the writing*. It helps me, the writer, to know what worked well while I was writing. Raise your hand if you would like to tell me one thing you liked about my writing. [Choose one student to share; answers may vary.]

Great! Let's look back at the Feedback Poster. It says *Ask the writer questions about their writing*. Does anyone have a question or wondering about my writing? [Choose one student to ask a question; answers may vary.] Answer the question as briefly as possible. Tell students they might not always have a question for the writer.

Now we come to the thinking part. [Point to sentence on the poster.] Think about what I might be missing on my poster or what detail I should add to help my readers. Think about this to yourself first.

The last part of giving feedback is to share your ideas with the writer. Who has an idea that they can share with me to help me with my writing? [Answers may vary, but a picture of a nose and the word *nose* can be added. Prompt students if necessary.]

Okay. Now I have some feedback from you that I can use. Good writers use feedback to make their writing better. I'm going to use your feedback and add details to my writing. [Add any details given from your students' feedback.]

Now it's your turn to give and receive feedback on your writing!



### Check for Understanding

Go through each step on the Peer Feedback: Writing Poster again. Have students explain in their own words what each step means.

- » Answers may vary but should include that they listen carefully, tell something they like, ask questions, think about what is missing or what can be added, and share their idea.





### Access

#### **Entering/Emerging**

Provide simple yes or no questions, such as “Do you think that the word eye should be added to this poster?” or “Do you like that the group drew a picture of a lion on its poster?”

#### **Transitioning/Expanding**

Pair students together to formulate ideas to share.

#### **Bridging**

Encourage students to ask a question about the writing.

## **WRITING: MY FAVORITE SENSE POSTER FEEDBACK & REVISING (15 MIN.)**

- Pair student groups from Lesson 7 together (determined in advance) and have them move to the area of the classroom where they will work.
- Remind students to that they will share their posters with each other so they can get feedback to improve their writing.
- Tell them to look at the Peer Feedback: Writing Poster to remind them what they need to do.
- Remind them to take turns speaking and listening and to be respectful of others.
- Designate which group will present its poster to the other group first.
- You may wish to guide the groups through the process the first time, pausing between steps while the groups complete them before moving on to the next step.
- Allow the first group 3–5 minutes to present its poster and receive feedback.
- After the first group has presented and received feedback, let the second group present its poster.
- Circulate among the groups during the presentation and feedback sessions to provide prompting and support as needed.
- After the groups have received their feedback, split the groups back into the original poster groupings so they can add new details to their posters.
- Tell students to think about the feedback they received about their posters and to choose one or more details to add. Allow students to work for about five minutes.
- Although poster content may vary, students should create posters focused on one sense and reasons it would be a favored sense.

## **WRAP-UP (5 MIN.)**

- Ask groups to share the detail that they added to their posters.
- Remind students that sharing with your peers is a good way to find out what works well in your writing and what can be done to make it better.

~~~~~End Lesson~~~~~

Writing Studio 2

Developing Opinion Writing



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Developing Opinion Writing

PRIMARY FOCUS OF LESSON

Students compare two texts on the same topic to identify which one expresses an opinion.

FORMATIVE ASSESSMENT

Activity Page 1.1

Identifying an Opinion Students identify opinion writing when comparing two texts read aloud.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Developing Opinion Writing (30 min.) | | | |
| Connections: Reviewing Opinion Writing | Whole Group | 5 min. | <input type="checkbox"/> Opinion Words poster |
| Read-Aloud: “How Daisies Grow” and “I Like Daisies” | Whole Group | 10 min. | <input type="checkbox"/> Activity Page 1.1 |
| Identifying an Opinion | Partner | 10 min. | <input type="checkbox"/> Activity Page 1.1 |
| Wrap-Up | Partner | 5 min. | |

ADVANCE PREPARATION

- Prepare to display the Opinion Words poster found in Teacher Resources.
- Prepare to project Activity Page 1.1.
- Prepare copies of Activity Page 1.1 to distribute to students.

Universal Access

- Use a variety of Image Cards from previously studied domains that show a range of fictional and informational images (including diagrams or charts). Show students the images one by one and ask whether the image is something that came from a make-believe story or something that is real or shows a fact.

Lesson 1

Developing Opinion Writing



Primary Focus: Students compare two texts on the same topic to identify which one expresses an opinion.

CONNECTIONS: REVIEWING OPINION WRITING (5 MIN.)

- Remind students that they learned how to write an opinion when they were studying Domain 2, *The Five Senses*.
- Ask students to recall what they wrote about during that domain.
 - » They wrote an opinion about their favorite sense. Some students may answer by stating the specific sense they wrote about.
- Ask students what the word *opinion* means.
 - » Answers may vary but should include that an opinion is how you think or feel about something.
- Project the Opinion Words Poster.

➤ Opinion Words Poster

- Remind students that sentences with these words and phrases help us know that the speaker or writer is giving his or her opinion. Go through each phrase with students:
 - I like . . .
 - I think . . .
 - I feel . . .
 - My favorite . . .
 - The best . . .
- Ask students to name other words or phrases that could also mean the writer is giving an opinion.
 - » Answers may vary but could include “I don’t like,” “The worst,” “I don’t think,” etc.



Check for Understanding

Read the following sentences and ask students to raise their hands if the sentence is expressing an opinion.

- The dog was sitting on the front porch. (No hands)
- I don't like to clean up my room every day. (Raised hands)
- My favorite thing to do in the summer is swimming. (Raised hands)
- I eat apples because they are healthy for my body. (No hands)

READ-ALOUD: “HOW DAISIES GROW” AND “I LIKE DAISIES” (10 MIN.)

- Ask students if all stories and texts that they read are opinions.
 - » no
- Ask students to name different kinds of stories and texts they have read or listened to during Read-Alouds.
 - » Answers may vary but could include nursery rhymes, fables, informational, fiction, made-up stories, etc.
- Tell students that when writers, including themselves, create their material, it is usually one of three different types: narrative, informative, or opinion. *Narrative* writing tells a story, *informative* writing gives real facts and details about a topic, and *opinion* writing shows what the writer thinks or feels about something. (Kindergarten students are not expected to master these terms.)
- Tell students that “Old MacDonald Had a Farm” is not only a song but also a type of narrative writing, because it tells a story.
- Explain to students that the Read-Aloud “With a Moo Moo, Here” was informative, because it gave information and details about cows—where they live, what they eat, and the products we get from cows, milk and beef.
- Project Activity Page 1.1.

➤ Project Activity Page 1.1

- Tell students that you will read aloud two different types of texts about flowers. Ask students to listen carefully to each.

Activity Page 1.1



How Daisies Grow

Daisies are a type of flower. A daisy starts out as a tiny seed. When the seed is planted in a place that has enough water, sunlight, and nutrients, it opens up, and a seedling pokes up through the soil. The seedling is a baby plant. As the daisy seedling grows, it sprouts new leaves, and finally a flower bud forms and opens up into a daisy.

I Like Daisies

My favorite flowers are daisies. They remind me of sunshine because of the white petals all around the yellow center. I think they look like they could smile if they had mouths! Daisies always cheer me up when I'm feeling sad. I also like how they grow in big bunches all together, so there are dozens of cheerful daisy faces looking up at me. That's why I like daisies.

- Have students turn to a shoulder partner and discuss what is the same about each text (both are about flowers, daisies, growing, etc.).

IDENTIFYING AN OPINION (10 MIN.)

- Tell students that you will read the two texts aloud again, and they will follow along with you.
- Distribute Activity Page 1.1.
- Tell students to point to each word as you read it. Use a pointer on the projection of Activity Page 1.1 to assist students in tracking the words.
- Read “How Daisies Grow” aloud, pointing to each word.

Support

Reread the texts aloud. Ask students to listen carefully for key words such as *flower*, *daisy*, *grow*, etc.

Challenge

Ask students if one of the texts is a narrative. Have them explain their answers.

- » No. One is informative and one is an opinion. A narrative would have had characters, a setting, plot, etc.

How Daisies Grow

Daisies are a type of flower. A daisy starts out as a tiny seed. When the seed is planted in a place that has enough water, sunlight, and nutrients, it opens up, and a seedling pokes up through the soil. The seedling is a baby plant. As the daisy seedling grows, it sprouts new leaves, and finally a flower bud forms and opens up into a daisy.

-
- Tell students that you will now read “I Like Daisies” aloud and that they should follow along with you as you read.

I Like Daisies

My favorite flowers are daisies. They remind me of sunshine because of the white petals all around the yellow center. I think they look like they could smile if they had mouths! Daisies always cheer me up when I’m feeling sad. I also like how they grow in big bunches all together, so there are dozens of cheerful daisy faces looking up at me. That’s why I like daisies.

-
- Tell students to think about each of the texts you read aloud.
 - Ask students to draw a circle around the title of the text that they think is the opinion text. (“I Like Daisies”)
 - Tell students to turn to their partners to discuss why they chose the text as an opinion text. (1 min.)
 - Tell students that they should have circled “I Like Daisies.”
 - Explain that students will now work with their partners to circle the words in the text that tell them it is an opinion.
 - Remind students to use the Opinion Words Poster to help them find the words.
 - Circulate among the pairs to provide prompting and support.

I Like Daisies

My favorite flowers are daisies. They remind me of sunshine because of white petals all around the yellow center. **I think** they look like they could smile if they had mouths! Daisies always cheer me up when I'm feeling sad. **I also like** how they grow in big bunches all together, so there are dozens of cheerful daisy faces looking up at me. That's why **I like** daisies.

WRAP-UP (5 MIN.)

- Think-Pair-Share: Ask partners to brainstorm another topic that they could write an opinion and an informative piece about. For example, you could write an opinion about why you like baseball and an informative piece about how to play the game.
- Have partners share out loud.

End Lesson



Access

Entering/Emerging

Reread each sentence and have students raise their hands when they hear an opinion word or phrase.

Transitioning/Expanding

Provide copies of the Opinion Words Poster to assist each pair in finding the words and phrases.

Bridging

Encourage students to read each opinion word or phrase aloud when they find it.

2

Developing Opinion Writing

PRIMARY FOCUS OF LESSON

Students write an opinion about which farm animal would be the easiest to take care of.

FORMATIVE ASSESSMENT**Activity Page 2.1**

Identifying an Opinion Students choose a farm animal that would be easiest to take care of and state a reason for their opinion.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Developing Opinion Writing (30 min.) | | | |
| Connections: Reviewing Opinions | Whole Group | 5 min. | <input type="checkbox"/> Opinion Words poster |
| Modeling: Giving a Reason for an Opinion | Whole Group | 10 min. | |
| Writing: The Easiest Farm Animal | Independent | 10 min. | <input type="checkbox"/> Activity Page 2.1 |
| Wrap-Up | Small Group | 5 min. | |

ADVANCE PREPARATION

- Prepare to display the Opinion Words poster found in Teacher Resources.
- Prepare to project Activity Page 2.1.
- Prepare to distribute copies of Activity Page 2.1.

Universal Access

- Use Image Cards from Domain 5, *Farms*, to help students recall what they have learned about farms and farm animals so far. Ensure that students have completed Domain 5, Lesson 5 before this lesson.

Lesson 2

Developing Opinion Writing



Primary Focus: Students write an opinion about which farm animal would be the easiest to take care of.

CONNECTIONS: REVIEWING OPINION WRITING (5 MIN.)

- Remind students that in the previous lesson they learned to identify an opinion piece from other types of text.
- Ask students to review the three main writing types.
 - » narrative, informative, and opinion
- Have students explain in their own words what each writing type means.
 - » Answers may vary but should include that narratives are stories, informative writing has facts and information, and opinion writing tells what the writer thinks or feels about something.
- Project the Opinion Words Poster from the previous lesson.

➤ Opinion Words Poster

- Go through each of the following phrases with students:
 - I like . . .
 - I think . . .
 - I feel . . .
 - My favorite . . .
 - The best . . .
- Point to *I think . . .* on the poster. Ask students to explain what the phrase means.
 - » Answers may vary but should include that it means you use your ideas and the information you know about a topic to create an opinion.
- Tell students that you are going to read some topics aloud and that they will turn and talk to their shoulder partners to give their opinion. Remind them to take turns and to start their opinion with the words *I think*. Tell them to give a reason for their opinion by using the word *because*.

- Read the topics below, pausing after each one so student pairs have a chance to share their opinions. You may customize this list as desired.
 - Rainy days
 - Computers
 - Hats
 - Games
 - Spiders

MODELING: GIVING A REASON FOR AN OPINION (10 MIN.)

- Tell students to list the four animals they have learned about in Domain 5, *Farms*, so far.
 - » cows, pigs, sheep, and chickens
- Ask students to recall how each animal is taken care of by the farmer.
 - » Answers may vary but should include that the farmer gives them shelter, food, and water. They may also include specific details from the Read-Alouds, such as where they live, how cows must be milked and sheep are shorn for wool, eggs must be gathered from chickens, etc.
- Ask students to raise their hands if they think farm animals are easier to take care of than a pet dog or cat.
- Tell students to think about each farm animal they have learned about and discussed. Tell them to think silently to themselves about which one would be the easiest to take care of.
- Explain to students that now that they have had a chance to think about which animal would be the easiest to take care of, you would like to hear what they think.
- Explain that they will have a chance to share their opinion with the class in a special way. When you say the name of the animal they picked, they will make that animal’s sound. Remind students they should only answer once. Tell students:
 - When I say “cow,” you will answer “moo” if you think that cows are the easiest to take care of.
 - When I say “pig,” you will answer “oink” if you think pigs are the easiest.
 - When I say “sheep,” you will answer “baa” if you think sheep are the easiest.
 - When I say “chicken,” you will answer “cluck” if you think chickens are the easiest.

Support

Provide sentence frames orally and have students fill in the blanks, such as “I think rainy days are ____ because _____.”

Challenge

Have partners take turns choosing their own topics and sharing their opinion.

- Tell students that they will write their opinions about the easiest farm animal to take care of and state the reason or reasons why they think so.
- Remind students that opinions make more sense to the reader when the writer gives their reasons.
- Ask students what word the writer puts in his or her opinion to show us why he or she feels the way they do.
 - » because
- Use the think-aloud strategy to write an opinion about the easiest farm animal to take care of. Use chart paper to model the writing. A sample text follows; however, you may feel free to customize it to your classroom.

In our Read-Alouds, we've learned about different farm animals. I've been thinking about each of them, and I wondered which one would be the easiest to take care of.

On the top of my paper, I'm going to draw the four animals we've learned about and write their names underneath. I'm not going to worry if my drawings don't look exactly like the animal because that's not important for my writing. [Draw a cow, pig, sheep, and chicken in that order and write the name of each underneath.]

Now I know that cows need to eat grass and hay and that they usually live in big herds with other cows. I know that female cows also need to be milked every day.

I know that pigs also eat a lot, especially leftover vegetables and other food. They like to be cool so they find muddy puddles to roll around in. You don't have to milk pigs.

Sheep also live in big groups like cows that are called *flocks*. They eat a lot of the same things cows do. You can milk sheep to make cheese. You can shave the wool off their bodies so that it can be made into wool yarn to make clothes.

Chickens are birds that cannot fly. They peck around on the ground for seeds and insects, but the farmer also gives them feed. At night, chickens go to a chicken coop where they nest

and sleep. You can gather the eggs the hens lay for food. Roosters, or male chickens, do not lay eggs. They are famous for crowing “cock-a-doodle-do” when the sun starts to rise.

After thinking about all of these animals, I think that pigs would be the easiest animals to take care of. I’m going to draw a circle around the pig. [Draw a circle around the pig on the chart paper.]

Now I’m going to write my opinion. My opinion is *I think a pig is the easiest farm animal to take care of because . . .*

I used the word *because* to show that I’m going to give a reason for my opinion.

[Draw large box at the bottom of the paper.] I’m going to draw and write my reason in this box. Can anyone guess why I think a pig is the easiest farm animal to take care of?

[Draw a bathtub with a pig in it, then draw an X across the picture. Write *I don’t have to worry about keeping pigs clean.* in the box. Don’t read the sentence aloud.]

Now look at my reason. Can you figure out what it is? [Read the sentence aloud and describe the picture you drew.]

-
- Tell students it is their turn to write an opinion and give the reason for their opinion.

WRITING: THE EASIEST FARM ANIMAL (10 MIN.)

- Display Activity Page 2.1.

➤ Activity Page 2.1

- Distribute Activity Page 2.1.
- Explain to students that they will write their opinion about the easiest farm animal to take care of. They need to think about each animal before making their choice.

Activity Page 2.1





Access

Entering/Emerging

Provide questions with one-word answers, such as “Is a sheep easier to take care of than a chicken?” Alternately, have students point to the animal picture of their choice.

Transitioning/Expanding

Have students work with a partner to complete the activity.

Bridging

Encourage students to use complete sentences when describing their pictures orally.



Check for Understanding

- Have students stand up if they have chosen the animal they think is the easiest. Make note of students who are not standing for assistance during their independent work time.
- Have students stand up if they know their reason for choosing that animal. Make note of students who are not standing for assistance during independent work time.

- Tell students to look at the top of Activity Page 2.1, where the farm animals are listed. Have students draw a circle around the farm animal they think would be the easiest to take care of.
- Next, tell students to fill in the blank in the sentence, *I think a _____ would be the easiest farm animal to take care of because.* Tell them to copy the name of the animal underneath the picture.
- Tell students that the next step is for them to complete the *because* part of the opinion. Tell students that they may write words and draw pictures in the box at the bottom of page.
- Circulate while students work independently, providing prompting and support as needed.
- Although answers may vary, students should circle one of the animals, then write its name in the blank. They should also add reasons, in words or drawing, to the box. A sample answer follows.
 - » I think a pig would be the easiest farm animal to take care of because: it can eat almost anything, and you do not have to brush it.

WRAP-UP (5 MIN.)

- Divide students into groups based on which animal they chose, one group for each animal. Have students share their reasons for choosing that animal in their small groups. Remind students to take turns speaking and listening.

End Lesson

Developing Opinion Writing

PRIMARY FOCUS OF LESSON

Students use a graphic organizer to form an opinion about whether they would like to live on a farm.

FORMATIVE ASSESSMENT

Activity Page 3.1

Students use a graphic organizer to list reasons why they would or would not like to live on a farm.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Developing Opinion Writing (30 min.) | | | |
| Connections: Would You Rather? | Whole Group | 5 min. | |
| Modeling: Living on a Farm: Like or Don't Like | Whole Group | 5 min. | |
| Writing: Would I Like to Live on a Farm? | Independent | 15 min. | <input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> Domain 5, <i>Farms</i> , Image Cards <input type="checkbox"/> Domain 5 Flip Book |
| Wrap-Up | Partner | 5 min. | |

ADVANCE PREPARATION

- Prepare a Class Survey Chart using chart paper or art paper. On the paper, write *Would You Rather?* as the title. Draw a T-Chart underneath the title with *Play Outside* as the title of one column and *Play Inside* as the title of the second column. Place the chart where students can easily access it.
- Have markers ready to write on the chart or create stickers with each student's name to place on the chart.
- When students enter the room at the beginning of the day, ask each student if he or she would rather play outside or inside. Write the student's name on the T-Chart under his or her choice. Alternately, have the student place a sticker with his or her name on it in the column of his or her choice.
- Prepare the following T-Chart on chart paper:

Would I Like to Live on a Farm?

| | | |
|------|--|------------|
| Like | | Don't Like |
|------|--|------------|

- Prepare to project Activity Page 3.1.
- Prepare copies of Activity Page 3.1 to distribute to students.

Universal Access

- Give students a series of ideas where they must choose one of two things that they like better to practice showing a preference. Use ideas from the list below or customize for your classroom.
 - Which do you like better:
 - running or hopping?
 - shoes or no shoes?
 - shorts or pants?
 - hot lunch or cold lunch?
 - juice or milk?
 - art class or music class?

Start Lesson

Lesson 3

Developing Opinion Writing



Primary Focus: Students use a graphic organizer to form an opinion about whether they would like to live on a farm.

CONNECTIONS: WOULD YOU RATHER? (5 MIN.)

- Remind students that in the previous lesson, they used information to form an opinion about which farm animal would be the easiest to take care of.
- Tell students that sometimes when you form an opinion, you are deciding that you like something better or that you would rather have something, or do something, more than anything else.
- Explain that the phrase *I would rather . . .* shows an opinion about something you want or something you would like to do more than something else. (*I would rather . . .* could be added to the Opinion Words Poster if it is created on chart paper.)
- Tell students to look at the Class Survey Chart that they filled out at the beginning of the day. Remind them that they had to make a choice between two things to show what they would rather do: play outside or play inside.

Support

Provide a list of questions that show a preference and have students respond orally. For example, ask students “Would you rather be on a boat or be on an airplane?”

Challenge

Have partners take turns choosing their own topics and creating *I would rather...* statements.

- Count the number of students who chose *Play Outside*. Tell students that _____ number of students would rather play outside than inside.
- Count the number of students who chose *Play Inside*. Tell students that _____ number of students would rather play inside than outside.
- Explain that we express opinions every day about what we would rather have or do.

MODELING: LIVING ON A FARM: LIKE OR DON'T LIKE (5 MIN.)

- Display the T-Chart prepared in advance:

Would I Like to Live on a Farm?

| Like | Don't Like |
|------|------------|
| | |

- Explain that you have been thinking about whether or not you would like to live on a farm.
- Tell students that to help you decide, you are going to create a list of things that you like about living on a farm that you have learned from the Read-Alouds and a list of things you do not like about living on a farm.
- Explain to students that the lists will give you reasons for your opinion.
- Ask students what the word *reason* means.
 - » Answers may vary but should include that it is why you think or feel the way you do about something; it is the *because*.
- Use the think-aloud strategy to model listing ideas in the T-Chart. A sample text follows; however, you may feel free to customize it to your classroom.

Since we've been learning so much about farms in our Read-Alouds, I wondered whether I would like to live on a farm. There are some things that I really like about farms, but there are probably some things that I might not like if I lived on one. I'm going to make a list of things I like about a farm and things I do not like. I'm going to use this chart to help keep track of my ideas. [Point to the T-Chart. Read the title of the chart and the title of each column.]

First I'm going to list things about living on a farm that I like. I'm going to write and draw some pictures in this column titled *Like*. [Add words and drawings to the column and talk briefly about each one. For example, draw a picture of a tractor and explain how it would be fun to drive a tractor. Add 3–4 pictures and words to the *Like* column.]

Now I'm going to list some things I don't like about living on a farm in the *Don't Like* column. These are things that would make me not want to live on a farm. [Add words and drawings to the column and briefly talk about each one. For example, draw a picture of a cow and explain that milking a cow twice a day is a lot of work. Add 3–4 pictures and words to the *Don't Like* column.]

Now I can look at my list of reasons for what I like and what I don't like about living on a farm. I'm going to think about this to help me answer the question *Would I like to live on a farm?* I'll decide that a little later.

-
- Tell students that it is their turn to think about what they like and do not like about living on a farm.

WRITING: WOULD I LIKE TO LIVE ON A FARM? (15 MIN.)

- Project Activity Page 3.1.

➤ Activity Page 3.1

- Distribute Activity Page 3.1.
- Put Image Cards and the Flip Book for Domain 5, *Farms*, in a place where students can easily access them.
- Explain that students will create a list of things they like or do not like about living on a farm in the same way that you did.
- Have students look at Activity Page 3.1. Ask for volunteers to point to the *Like* column and the *Don't Like* column.
- Direct students to the T-Chart that was completed during the Modeling activity to remind them how you filled out your chart.

Activity Page 3.1



- Tell students that they can take turns looking at the Image Cards and the Flip Book to remind them what they have learned about farms during the Read-Alouds.
- Tell students that they will work on their charts independently.
- Point to the question on the bottom of Activity Page 3.1, *Would I like to live on a farm?* Explain that students will make their decision after they have listed what they like or do not like.
- Remind students that they may draw pictures and write words to create their lists.



Check for Understanding

Ask students to explain the directions for completing Activity Page 3.1.

- » Answers may vary but could include that they will use words and pictures to list what they like or do not like about living on a farm. They will make a decision after they have completed the lists.



Access

Entering/Emerging

Provide yes or no questions to help students decide what to draw in each column, such as “Would you like feeding the pigs?”

Transitioning/Expanding

Have students work with a partner to complete the activity.

Bridging

Encourage students to provide captions for their drawings.

- Circulate while students work independently, providing prompting and support as needed.
- After students have completed their charts, tell them that they will now answer the question *Would I like to live on a farm?* on the bottom of Activity Page 3.1.
- Tell students to look at what they have listed in the *Like* and *Don't Like* columns to help them decide.
- Tell students that if they think they would like to live on a farm, they should circle the word *Yes* on the bottom of the page. If they think that they would not like to live on a farm, they should circle the word *No*. (Point to these words on the projected Activity Page.)
- Although answers may vary, students should list relevant reasons for each column. Then they should circle an answer to the question at the bottom of the page. A sample answer follows.

Would I Like to Live on a Farm?

| Like | Don't Like |
|---|--|
| <ul style="list-style-type: none">• being around animals• cute sheep and lambs• eating eggs | <ul style="list-style-type: none">• roosters waking me up in the morning• gathering eggs from nests• cleaning up after so many animals |

WRAP-UP (5 MIN.)

- Divide the students into pairs.
- Think-Pair-Share: Tell students to discuss their opinion with their partner about the question “Would you rather live on a farm or live where you live now?”
- Ask students to share out loud with the class if time allows.

~~~~~  
End Lesson  
~~~~~

4

Developing Opinion Writing

PRIMARY FOCUS OF LESSON

Students participate in research to collect information about farm animals.

FORMATIVE ASSESSMENT

Activity Page 4.1

Farm Animal Research Students gather and record information about farm animals.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Developing Opinion Writing (30 min.) | | | |
| Connections: Researching to Gather Information | Whole Group | 5 min. | |
| Introducing the Prompt: Class Book | Whole Group | 5 min. | |
| Research: Farm Animals | Independent | 15 min. | <input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> Collection of trade books about farm animals |
| Wrap-Up | Small Group | 5 min. | |

ADVANCE PREPARATION

- Provide a collection of grade-appropriate trade books or other resources about farms and farm animals that students will use to conduct their research. Make sure the books contain many illustrations, as most students will use pictures to gather information.
- Provide Image Cards and the Flip Book from Domain 5, *Farms*, for students to access when they gather information.
- Prepare to project Activity Page 4.1.
- Prepare copies of Activity Page 4.1 to distribute.

Universal Access

- Ask questions that incorporate opinion words and phrases discussed so far, including “Which do you like better?”, “What would you rather do?”, or “What do you think is the best _____?” Possible topics are:
 - two different books recently read aloud
 - two different snack foods
 - two different games
 - two different flavors of ice cream
 - two different colors
 - two different school subjects

Lesson 4

Developing Opinion Writing



Primary Focus: Students participate in research to collect information about farm animals.

CONNECTIONS: RESEARCHING TO GATHER INFORMATION (5 MIN.)

- Remind students that in the previous Writing Studio lesson, they used information to form an opinion about which farm animal would be the easiest to take care of.
- Ask students how they gathered the information about each farm animal.
 - » Answers may vary but should include that they used information they learned from the Read-Alouds or information from books.
- Ask students if they remember doing research during the *Five Senses* domain to write an opinion about their favorite sense.
- Ask students to explain what *research* means.
 - » Answers may vary but should include that it means gathering information about a topic to learn more or to answer a question.
- Remind students that information can come from different places. Ask students to name some places where they can get more information about a topic.
 - » Answers may vary but should include books, movies, the Internet, listening to stories, from experience, etc.
- Explain that people conduct research for different purposes.



Check for Understanding

Ask students to name a topic they would like to research, then name one place where they can find the information.

- » Answers may vary.

INTRODUCING THE PROMPT: CLASS BOOK (5 MIN.)

- Tell students that they will conduct research for a very special purpose—to create a class book.
- Ask students to make a guess about what the class book will be about. Provide hints if necessary.
- Have students recall the song “Old MacDonald Had A Farm” that they learned at the beginning of the *Farms* domain. Ask students what the song was about.
 - » Answers may vary but should include that each verse was about a different animal he had on his farm and what sound it made.
- Tell students that the name of the class book will be “Mr./Mrs./Ms. (your name)’s Class Had A Farm.”
- Tell students that they will write about the one farm animal that they would most like to have on their farm.
- Explain that students will publish their writing in a class book that can be shared with other people.

RESEARCH: FARM ANIMALS (15 MIN.)

- Project Activity Page 4.1.

➤ Activity Page 4.1

- Explain that each animal students have studied so far is on the pages (there are two) with space underneath each one to record information.
- Remind students that they already collected some information when they wrote their opinion about which farm animal would be the easiest to take care of. Tell them they can add that information to their new research.
- Tell students that they will work independently to find and record information, but they will have to share resources with others.
- Divide the books equally and distribute among table groups or create another method for students to take turns using the books.
- Tell students that they will use the books to find information, but they may also use the Image Cards and the Flip Book you have placed in the room.
- Distribute Activity Page 4.1. Tell students to record the information they find in their research there. Remind them to use words and pictures and to record information for all four animals.

Activity Page 4.1



Support

Work with a small group and reread portions of the Read-Alouds about each animal to help students find details to add to their research.

Challenge

Have students create a list of farm animals that have not been discussed yet. Time permitting, have students find facts about one of the animals on their list.



Access

Entering/Emerging

Ask students to point to the picture of the animal they would like to have on their farm. Ask yes or no questions about the details to add to the animal of their choice, such as “Can you draw a picture of a scarf underneath the sheep?”

Transitioning/Expanding

Have students work with a partner to complete the activity.

Bridging

Encourage students to provide captions for their drawings.

- Circulate while students work independently, providing prompting and support as needed.
- Tell students that they have completed their research about the animals and now have enough information to decide which of the four animals they would most like to have on their farm.
- Tell them in the next Writing Studio lesson they will write their opinion.
- Either collect Activity Page 4.1 to use in the next lesson or tell students to store it in their desks.
- Although answers may vary, students should use drawing or writing to add information relevant to each animal. Sample answers follow.

| cow | pig | sheep | chicken |
|---|--|---|--|
| <ul style="list-style-type: none">• eats hay• lives in fields• makes milk | <ul style="list-style-type: none">• likes mud• can have lots of piglets | <ul style="list-style-type: none">• live in pens• are fluffy• make wool | <ul style="list-style-type: none">• lays eggs• chicks can hatch from eggs |

WRAP-UP (7 MIN.)

- Ask students if they have made up their minds about which animal they would most like to have on their farm.
- Designate each corner of the room to represent one of the four animals: cow, pig, sheep, and chicken. Tell students to move to the appropriate corner of the room based on what animal they chose to write about, one group at a time.
- Tell each group to share why they chose that animal as the one they would most want to have on their farm.

End Lesson

Developing Opinion Writing

PRIMARY FOCUS OF LESSON

Students write an opinion about which farm animal they would most like to have on their farm.

FORMATIVE ASSESSMENT

Activity Page 5.1

Students write and draw to express their opinion about one farm animal they would like on their farm.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Opinion Writing (30 min.) | | | |
| Connections: Using Details | Whole Group | 5 min. | |
| Planning: If I Were a Farmer . . . | Independent | 5 min. | <input type="checkbox"/> Paper <input type="checkbox"/> Activity Page 4.1 |
| Writing: If I Were a Farmer . . . | Independent | 15 min. | <input type="checkbox"/> Activity Page 5.1 |
| Wrap-Up | Whole Group | 5 min. | |

ADVANCE PREPARATION

- Prepare to project Activity Page 5.1.
- Prepare to distribute copies of Activity Page 5.1 to students.

Universal Access

- Choose one of the trade books about farms from the previous lesson to read aloud to the class. Ask students to name some details from the reading and the illustrations.

Lesson 5

Developing Opinion Writing



Primary Focus: Students write an opinion about which farm animal they would most like to have on their farm.

CONNECTIONS: USING DETAILS (5 MIN.)

- Remind students that the name of the class book they will create is “Mr./Mrs./Ms. (your name)’s Class Had A Farm.”
- Ask students what type of writing they are creating for the book.
 - » Answers may vary but should include that they are writing their opinions about which animal they would most like to have on their farm.
- Remind students that adding words and pictures to their writing can help explain the reasons for their opinion, or the *because* part of their opinion.
- Ask students to share some of the pictures and drawings they put in their research during the previous lesson.
 - » Answers may vary.
- Ask students to think about the animal that they decided they would like to have on their farm. Say the names of the animals, one by one, and have students make the correct animal sound when they hear their animal’s name.

PLANNING: IF I WERE A FARMER . . . (5 MIN.)

- Distribute paper for planning.
- Tell students to take out Activity Page 4.1, or redistribute from the previous lesson.
- Project Activity Page 5.1.
- **Activity Page 5.1**
 - Explain that students will write their opinion and give their reasons on Activity Page 5.1, but first they will need to make a plan.

Activity Pages
4.1 and 5.1



Support

Conference one-on-one with students, having them read their opinion aloud. Some students may need to dictate their opinions to you.

Challenge

Encourage students to write more than one reason and to write as many words as they can to explain their reasons.



Access

Entering/Emerging
Guide students in filling out the blanks on the page by asking questions with one-word answers, such as “What animal would you most want on your farm?”

Transitioning/Expanding
Have students work with a partner to complete the activity.

Bridging
Encourage students to add more details and words to their opinion.

- Explain that good writers make plans for their writing to help them focus on what they want to write.
- Tell students that on the blank sheet of paper, they will write the name of the animal they want on their farm.
- Explain that students can use the information and details from Activity Page 4.1 to find the details they would like to include in their writing.
- Circulate as they work independently, providing prompting and support as needed.



Check for Understanding

Ask students to name one detail that they plan to add to their writing that tells a reason for wanting that animal on their farm.

- » Answers may vary but could include that they want a chicken on their farm because they like to eat eggs, or that they want a cow on their farm because they like to drink milk.

WRITING: IF I WERE A FARMER . . . (15 MIN.)

- Distribute Activity Page 5.1.
- Tell students that they will write and draw their opinion on Activity Page 5.1.
- Have students look at the sentence at the bottom of the page and read it aloud:
 - If I were a farmer, I would have a _____ because _____.
- Explain that in the first blank, they will write the name of the animal that they would like to have most on the farm.
- Tell students that after the word *because*, there are several lines where they will write their reason or reasons for wanting that animal on their farm.
- Tell students that the box on the top page is where they will draw a picture of their animal. Tell them to draw details so the reader will better understand their reason.
- Tell them to do their best writing their words and drawing their pictures.
- Circulate as students work independently, providing prompting and support as needed.

- Although answers may vary, students should draw the animal in the box, write its name in the blank, and write or dictate reasons for their opinion. A sample answer follows.

» If I were a farmer, I would have a sheep because they are so fluffy and give us wool.

Note: At this point in the year, most students show a beginning understanding of phonetic principles and should be able to copy the animals' names and write some simple words or some correct letters in words.

- Collect Activity Page 5.1 or tell students to keep it in their desks for the next lesson.

WRAP-UP (5 MIN.)

- Gather the students together to sing "Old MacDonald Had a Farm." The lyrics are on page 15 of the *Farms* Teacher Guide.

~~~~~  
End Lesson  
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6

Developing Opinion Writing

PRIMARY FOCUS OF LESSON

Students give and receive feedback to revise writing.

FORMATIVE ASSESSMENT

Activity Page 5.1

Students use feedback from peers to revise writing.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Opinion Writing (30 min.) | | | |
| Connections: Details Improve Writing | Whole Group | 5 min. | <input type="checkbox"/> Model Writing: Activity Page 5.1 |
| Giving and Receiving Feedback | Partner | 10 min. | <input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Peer Feedback: Writing poster |
| Writing: Revising | Independent | 10 min. | <input type="checkbox"/> Activity Page 5.1 |
| Wrap-Up | Partner | 5 min. | |

ADVANCE PREPARATION

- Prepare to project Model Writing: Activity Page 5.1 found in Teacher Resources.
- Prepare to project the Peer Feedback: Writing Poster or create the poster on chart paper. The poster can be found in Teacher Resources.
- Create student pairs in advance, if desired.

Universal Access

- Choose one of the trade books about farms from the previous lesson to read aloud to the class. Ask students to describe details from the reading and the illustrations.

Lesson 6

Developing Opinion Writing



Primary Focus: Students give and receive feedback to revise writing.

CONNECTIONS: DETAILS IMPROVE WRITING (5 MIN.)

- Remind students that good writers have details in their writing that help the reader understand their opinion and the reasons for that opinion.
- Tell students that it helps to have someone look over your writing so that they can ask questions and give you ideas about how it can be improved.
- Project Model Writing: Activity Page 5.1.

➤ Model Writing: Activity Page 5.1

- Tell students that you have written your opinion about which animal you would most like to have on your farm. Read the sentence at the bottom of the page:
 - If I were a farmer, I would have a chicken because I could collect the eggs and sell them to make money.
- Tell students to think for a moment about a question they may have about your writing. Have a few volunteers share their question.
- Ask students what part of the sentence states your opinion.
 - » Answers may vary but should include *I would have a chicken*.
- Ask students what part of the sentence gives your reason for your opinion.
 - » Answers may vary but should include *I could collect the eggs and sell them or after the word because*.
- Ask students to look at the picture of the chicken. What details could be added to this picture to help the reader better understand your opinion and reason?
 - » Answers may vary but could include a drawing of an egg, the word *chicken*, the word *egg*, a drawing of someone collecting eggs, a drawing of someone selling eggs, a drawing of money, etc.
- Tell students that all the suggestions they gave you are details that you can add to your writing to make it better.

GIVING AND RECEIVING FEEDBACK (10 MIN.)

- Have students take out Activity Page 5.1 or redistribute to students.
- Project the Peer Feedback: Writing Poster.

➤ Peer Feedback: Writing Poster

- Ask students to explain what the word *feedback* means in their own words.
 - » Answers may vary but should include someone's opinion about how something can be changed or made better.
- Remind students that writers can make their writing even better when they share it with someone and use their feedback to make changes, just like when you shared your writing and the students gave their suggestions on what details could be added.
- Tell students to look at the Peer Feedback: Writing Poster. Ask them if they remember it from when they wrote "My Favorite Sense" in the previous unit.
- Go through each of the points on the poster:

Peer Feedback: Writing Poster

- Listen carefully when the writer reads his or her writing.
- Tell the writer what you like about the writing.
- Ask the writer a question about the writing.
- Think about what might be missing or might add more detail.
- Share an idea that can help the writer.



Check for Understanding

Go through each step on the Peer Feedback: Writing Poster again. Have students explain in their own words what each step means.

- » Answers may vary but should include that they listen carefully, tell something they like, ask questions, think about what is missing or what can be added, and share their idea.

- Divide students into pairs.
- Tell students that they will share their writing. They will also give and receive feedback to help them improve their writing.



Support

Conference one-on-one with students to discuss the detail they added to their writing. Discuss possible additions.

Challenge

Ask students to write an additional reason for wanting the animal on the farm.



Access

Entering/Emerging

Ask students yes or no questions to guide them in adding details, such as “Should you add a glass of milk to your drawing?”

Transitioning/Expanding

Have students share their work with a partner after they have added details for additional feedback.

Bridging

Encourage students to add more words and details to their opinion.

- Tell students to look at the Peer Feedback: Writing Poster to remind them what they need to do.
- Remind them to take turns speaking and listening and to be respectful of others.
- Circulate among the pairs, providing prompting and support.

WRITING: REVISING (10 MIN.)

- Explain that now that students have shared their writing and received feedback from their partners, they will go back to their writing and add new details.
- Emphasize that they do not have to add the detail that their partner suggested, but if it was a good idea, they should add it.
- Tell them they can also add details that they had not thought of before.
- Remind students to do their best work, because they will publish their opinion in the class book so it can be shared with others.
- Collect Activity Page 5.1.

WRAP-UP (3 MIN.)

- Think-Pair-Share: Ask students the question “How could we publish our opinions in a class book so it can be shared with others?” After students have discussed it with their partners, have students share their ideas with the class.
 - » Answers may vary.

~~~~~End Lesson~~~~~

# Developing Opinion Writing

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## PRIMARY FOCUS OF LESSON

Students explore a variety of digital tools to publish writing.

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## FORMATIVE ASSESSMENT

### Exit Ticket

Students express an opinion on how they would like a class book published.

## LESSON AT A GLANCE

|                                             | Grouping    | Time    | Materials                                                                                                                                                                                                                             |
|---------------------------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Opinion Writing (30 min.)</b> |             |         |                                                                                                                                                                                                                                       |
| Connections: Our Class Book                 | Whole Group | 5 min.  |                                                                                                                                                                                                                                       |
| Publishing Writing                          | Whole Group | 20 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Publishing Sample 1<br><input type="checkbox"/> Publishing Sample 2<br><input type="checkbox"/> Slide Show Sample (optional)<br><input type="checkbox"/> Paper |
| Wrap-Up                                     | Independent | 5 min.  |                                                                                                                                                                                                                                       |

## ADVANCE PREPARATION

- This lesson examines using technology to produce the class book. Please preview this lesson; if desired, you may use another method to publish the book. Publishing options include:
  - Paper copies of student work stapled together into a class book for each student.
  - Slide show presentation with images of student work.
- Depending on the method you choose, you will need a computer with a slide show presentation program, a scanner, a copy machine, word processing software, etc.
- Publishing will take place after Lesson 7 but before Lesson 8. You may wish to enlist an adult volunteer to help in publishing.
- Prepare to project Publishing Sample 1 and Publishing Sample 2, found in Teacher Resources (optional: slide show sample).
- Prepare to use the student work on Activity Page 5.1 to demonstrate publishing options.

### Universal Access

- Use one of the trade books from previous lessons to demonstrate one way writing can be published. Discuss book parts such as the cover, title page, text, illustrations, captions, etc.

## Lesson 7

# Developing Opinion Writing



**Primary Focus:** Students explore a variety of digital tools to publish writing.

## CONNECTIONS: OUR CLASS BOOK (5 MIN.)

- Remind students that they have written their opinions about which animal they would most like to have on their farm if they were farmers.
- Remind students that they completed their opinions so they could be put into the class book.
- Ask students what the name of the class book will be.
  - » *Mr./Mrs./Ms. (your name)'s Class Had a Farm*
- Ask students to describe what a book is.
  - » Answers may vary but should include that a book consists of pages of text that tell a story or that give information.
- Ask students to name the parts of a book.
  - » Answers may vary but should include that a book has a cover, a title page, pages of text, illustrations, etc.
- Explain to students that the class book they are putting together is not a story or an informational text. Ask students what kind of book it is.
  - » opinion
- Have students turn and talk with their shoulder partner to discuss what should go on the cover of the class book.
  - » Answers may vary but should include the title, the author and illustrator, and maybe a picture.

## PUBLISHING WRITING (20 MIN.)

- Tell students that when you publish writing, it means that you take the completed writing and put it in a form in which it can be shared with other people.

### Support

Work in small groups or one-on-one to identify the following in books you have in the classroom: cover, title, author and/or illustrator, table of contents, text, illustrations, etc.

### Challenge

Have students create a list of their favorite books. Have them describe what the books look like.

- Tell students that the class book can be published in many different ways.
- Show students the stack of Activity Page 5.1 papers you collected in the previous lesson.
- Ask students to brainstorm ideas about how the pages could be turned into a book.
  - » Answers may vary, but could include stapling the pages together, etc.
- Explain that you will be showing them different ways the class book can be published and that you will choose one way for the final class book.
- Tell them that one way you could publish the class book would be to create a cover with the title, authors, and illustrators, then staple all the pages together to make a book.
- Explain that if you chose to publish the book that way, there would only be one book, so it would be difficult to share with a lot of readers.
- Tell students that we can use technology, like computers and copy machines, to create the class book, too.
- Project Publishing Sample 1.

### ➤ **Publishing Sample 1**

- Tell students that to publish in this way, you can scan their writing into a copy machine so that it takes a picture of their work. You can either print the page out as it is or copy the image of the work and put it somewhere else.
- Show students the first page of the sample. Ask what part of the book it is.
  - » the cover
- Discuss the components of the cover. (title, author and illustrator, illustration)
- Show students the second page of the sample. Ask students what part of the book it is.
  - » Answers may vary but should include student writing, a page of the book, etc.
- Tell students that to make this page, you used the scanner to take a picture of the writing, then you put it onto the page using your computer. Explain that you typed the author's name at the bottom of the page with your computer.

- Explain that you created it this way so that readers can see what they wrote and drew.
- Tell students that once you have put all of their writing in the pages and added the cover, you can make more than one book. You can use the copy machine to make as many as you want.



### Check for Understanding

Ask students to discuss why you would want to use a copy machine to publish the book.

- » Answers may vary but should include that you can make many copies, meaning more books; it would make sharing the book easier because there are more.

- Ask students if they have any questions about Publishing Sample 1.
- Project Publishing Sample 2 or Slide Show Sample.

### **▶ Publishing Sample 2 or Slide Show Sample**

- Tell students that this type of book is digital. It can be projected on a screen or printed out and put together. Tell students that each page is a slide and that a scanner was used to take pictures of the student work so that it could be copied onto the slide.
- Explain to students that the computer has a program to create the slides. You can type words on the slides and put pictures on them.
- Tell students to look at the cover for the digital book. Does it have the same elements as the cover from the other example?
  - » yes
- Ask students what is different from the first example.
  - » Answers may vary but should include that the background of the slide is blue.
- Tell students that for this class book, you are going to put their pages into a scanner to take a picture of them. Then you are going to create a cover for the book. After that is complete, you will make copies of the book so each student can have his or her own copy.



### Access

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#### Entering/Emerging

Provide questions with yes or no answers, such as “Does the cover have an illustration?”

#### Transitioning/Expanding

Prompt students with statements (e.g., “Point to the name of the author on the book.”).

#### Bridging

Encourage students to describe the parts of a book in their own words.

### Exit Ticket

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- Project Publishing Sample 1 again. Tell students that their book will look like this when it is published.

### ➤ Publishing Sample 1

**Note:** After the lesson, create your own class cover and prepare the class book as described. Make enough copies so each student will have a class book.

---

### WRAP-UP (5 MIN.)

- **Exit Ticket:** Tell students that later in Writing Studio, they may create additional class books. Ask students to use blank paper to write their opinion about how they would like the next class book to be published.

~~~~~End Lesson~~~~~

Developing Opinion Writing

8

PRIMARY FOCUS OF LESSON

Students ask and answer questions about writing.

FORMATIVE ASSESSMENT

Exit Ticket

Students share a question about the class book.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Developing Opinion Writing (30 min.) | | | |
| Connections: Our Class Book | Whole Group | 5 min. | |
| Sharing Our Writing | Partner | 20 min. | <input type="checkbox"/> Copies of the class book |
| Wrap-Up | Independent | 5 min. | <input type="checkbox"/> Paper |

ADVANCE PREPARATION

- This lesson provides time for students to read the class book to each other; however, you may choose to invite another class during sharing time.
- Prepare to distribute the completed copies of the class book, assembled after Lesson 7, to each student.

Universal Access

- Prepare index cards with the word *Question* and a question mark for each of the students. Read a variety of sentences and tell students to raise their cards when they hear a question. Sample sentences are:
 - Do you know what day it is? (Question)
 - I have an orange in my lunch. (Not a question)
 - My dog likes to chase the ball. (Not a question)
 - Is it going to rain today? (Question)
 - Some people think my sister looks like me. (Not a question)
 - Did you like writing the class book? (Question)

Lesson 8

Developing Opinion Writing



Primary Focus: Students ask and answer questions about writing.

CONNECTIONS: OUR CLASS BOOK (5 MIN.)

- Show students a copy of the class book you prepared in advance or project the class book on a screen.
- Remind students that they have worked together for many lessons writing, giving and receiving feedback, and revising their writing so that it can be published and shared.
- Distribute a copy of the class book to each student.
- Tell students to open the book and find their writing on one of the pages.



Check for Understanding

Ask students what type of writing is in the book.

- » opinion writing

Ask students to explain what an opinion is.

- » Answers may vary but should include that it is how you think or feel about something.



Access

Entering/Emerging

Gather a small group together and read the class book aloud. Prompt students to point out details as you read; for example, “Point to the detail that shows which animal this student has chosen.”

Transitioning/Expanding

Have student pairs read each page aloud together, either chorally or using an echo reading strategy.

Bridging

Encourage students to read aloud and describe the illustrations using complete sentences.

SHARING OUR WRITING (20 MIN.)

- Divide students into pairs. Alternately, pair one of your students with a student from a visiting class.
- Tell students that they will take turns reading the class book aloud to their partner.
- Designate one partner to begin reading. Monitor students as they read to their partners. When most students have finished, tell the other partner that it is his or her turn to read aloud.

Support

Prompt students to formulate questions, such as “Is there a page that you did not understand?” or “Did the details on that page make sense?”

Challenge

Have students write their questions for others to answer.

Exit Ticket



- If time permits, change partners for another round of reading.
- When student pairs have completed their reading, have them think of some questions about the book.
- Tell students they will each ask their partner a question, and their partner will do his or her best to answer. Tell them that they may not know the answer.

Note: Use the *Kindergarten Writing Rubric: Opinion Writing* to assess the student’s original work and compare it with the Pre-Assessment given in Unit 1 Lesson 1.

WRAP-UP (5 MIN.)

- **Exit Ticket:** Have students write and hand in a question they have about the class book.

~~~~~End Lesson~~~~~

Writing Studio 3

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# Introducing Narrative Writing

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#### Introducing Narrative Writing (30 min.)

- Connections: Research
- Read-Aloud: Excerpts from “What Are Kings and Queens?”
- Research: What Do Kings and Queens Do?
- Wrap-Up

## Lesson 6

136

### Introducing Narrative Writing (30 min.)

- Connections: Rules and Rulers
- Introducing the Prompt: If We Ruled the School
- Writing: If We Ruled the School
- Wrap-Up

## Lesson 7

141

### Introducing Narrative Writing (30 min.)

- Connections: Details Improve Writing
- Giving and Receiving Feedback
- Revising: If We Ruled the School
- Wrap-Up

## Lesson 8

146

### Introducing Narrative Writing (30 min.)

- Connections: What Would You Do?
- If We Ruled the School Posters
- Wrap-Up

# Introducing Narrative Writing

## PRIMARY FOCUS OF LESSON

Students compose narratives about what happened on their favorite day of school.

## FORMATIVE ASSESSMENT

Activity Page 1.1

**My Favorite Day of School** Students write narratives about a favorite day at school.



## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                                                        |
|------------------------------------------------|-------------|---------|------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                                  |
| Connections: What is a Narrative?              | Whole Group | 10 min. | <input type="checkbox"/> trade book<br>(written in first person) |
| Introduce the Prompt                           | Whole Group | 5 min.  | <input type="checkbox"/> Activity Page 1.1                       |
| Narrative Pre-Assessment                       | Independent | 10 min. | <input type="checkbox"/> Activity Page 1.1                       |
| Wrap-Up                                        | Partner     | 5 min.  |                                                                  |

## ADVANCE PREPARATION

- Provide one narrative trade book written in the first person for the Connections activity.
- Prepare copies of Activity Page 1.1 to distribute for the Narrative Pre-Assessment activity.
- Prepare the rubric for grading the pre-assessments. See the *Kindergarten Writing Rubric: Narrative Writing* in Teacher Resources. You will retain the pre-assessment to compare with the final narrative writing activity in Unit 4, *Developing Narrative Writing*.

### Universal Access

- Read aloud briefly from a variety of both fiction and nonfiction texts. After each Read-Aloud, ask students to explain whether they think the text tells something that is true or not true and to give a reason for their answers.

## Lesson 1

# Introducing Narrative Writing



**Primary Focus:** Students compose narratives about what happened on their favorite day of school.

## CONNECTIONS: WHAT IS A NARRATIVE? (10 MIN.)

- Ask students to name their favorite stories.
  - » Answers may vary.
- Tell students that you are going to read them part of a story.
- Read several pages of the trade book you have selected for this segment of the lesson.
- Ask students if the story was about something that really happened or something that was make-believe.
  - » Answers may vary depending on the trade book used.
- Explain that stories are also called *narratives*, and the story can be about something that really happened or something that did not really happen.
- Ask students why the word *I* was used in the story.
  - » Answers may vary but should include that the person in the story is telling a story about himself or herself.
- Read the following sentences aloud:
  - I walked my dog in the park.
  - I made a peanut butter and jelly sandwich for lunch.
  - I fell down on the slide and hurt my knee.
- Tell students each sentence tells a little story. Reread each sentence and ask students if it would be possible to draw a picture about each little story.
  - » yes
- Read the following paragraph:

This morning I got up extra early and had a big breakfast. After breakfast, I went outside to play in the yard. But soon I had to run inside because it started to rain!

## Support

Review the definition of *personal narrative*.

## Challenge

Have students create their own personal narrative sentences, such as "I played with my sister yesterday."

## Activity Page 1.1



## Access

### Entering/Emerging

Review the prompt and use sentence starters to guide students in speaking about narratives.

### Transitioning/Expanding

Review the prompt and provide sentence starters in speaking about narratives.

### Bridging

Review the prompt and provide sentence starters in speaking about narratives.

- Ask students if the paragraph you read aloud tells a story.
  - » yes
- Explain that it tells a bigger story because you described four things that happened. Ask students to list the four things that happened in the story. Reread the paragraph if necessary.
  - » Answers may vary but should include got up early, had big breakfast, went outside to play, ran inside because it started to rain.
- Tell students that the kind of story you tell about yourself is called a *personal narrative*. *Personal* means that it is about you and things that happened to you, and *narrative* means that it is a story with a beginning, middle, and end.
- Turn and Talk: Have students turn to a shoulder partner and share one thing that happened to them today. Tell students to make sure they use the word *I* when telling their story.

## INTRODUCE THE PROMPT (5 MIN.)

- Tell students they will write a personal narrative, or a story about themselves.
- Display Activity Page 1.1 and read the title to the students. Explain that they will describe something that happened on their favorite day of school. Show students where they can draw their pictures of the event and also where they can complete the sentence, "On my favorite day of school \_\_\_\_\_."

### ▶ Activity Page 1.1

- Explain they can use words and pictures to tell their story.



## Check for Understanding

Ask a volunteer to explain the directions in his or her own words.

## NARRATIVE PRE-ASSESSMENT (10 MIN.)

- Distribute Activity Page 1.1.
- Tell students to draw and write about what happened on their favorite day of school.

- Tell students that they should include as much information as possible.

**Note:** If students finish before time elapses, you may allow them to work silently on something else. Since this is a pre-assessment, students may stop writing when they decide they are finished with the task or when ten minutes have elapsed. Subsequent lessons in this unit and in the entire Writing Studio program will help build students' ability to write for longer periods of time.

- Collect each pre-assessment as the work is completed. If possible, have each student read his or her narrative aloud to you so you can make notes about what he or she has drawn and/or written. You will use the *Kindergarten Writing Rubric: Narrative Writing* to assess students' work. You should save their pre-assessments to compare to their final narrative writing activity, which they will complete in Writing Studio Unit 4, Lesson 8.

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### WRAP-UP (5 MIN.)

- Think-Pair-Share: Have students think about the following and then share with their shoulder partner. Remind students to be respectful and take turns.
  - What is your favorite story? Describe the story to your partner.

~~~~~  
End Lesson
~~~~~

# 2

# Introducing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students use drawing to compose narratives about their first day of school.

---

## FORMATIVE ASSESSMENT

Activity Page 2.1

**My First Day of School** Students draw narratives about their first day of school.

## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                                  |
|------------------------------------------------|-------------|---------|--------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                            |
| Connections: True or Not True?                 | Whole Group | 5 min.  |                                            |
| Modeling: My First Day of School               | Whole Group | 10 min. | <input type="checkbox"/> Activity Page 2.1 |
| Writing: My First Day of School                | Independent | 10 min. | <input type="checkbox"/> Activity Page 2.1 |
| Wrap-Up                                        | Partner     | 5 min.  |                                            |

## ADVANCE PREPARATION

- Prepare to use chart paper for the Modeling activity.
- Prepare to project Activity Page 2.1.
- Prepare copies of Activity Page 2.1 to distribute.

### Universal Access

- Use any Image Card from Domain 7, *Kings and Queens* for this storytelling activity. Have students sit in a circle. Start the story by holding up the Image Card and saying “Once upon a time.” Pass the card to the next student and have them add a sentence to the story that goes along with the picture. Continue to pass the Image Card around the circle, with each student adding a sentence or a word to build the story.

## Lesson 2

# Introducing Narrative Writing



**Primary Focus:** Students use drawing to compose narratives about their first day of school.

## CONNECTIONS: TRUE OR NOT TRUE? (5 MIN.)

- Ask students what a narrative is.
  - » a story that can be about something that happened or did not really happen
- Explain that if something really happened, we say it is true. If something did not really happen, we say it is not true.
- Ask students to name stories about things that did not really happen.
  - » Answers may vary, but students may name stories from Domain 1, *Nursery Rhymes and Fables*; Domain 7, *Kings and Queens* (“King Midas and the Golden Touch” or “Old King Cole”); or titles of trade books you have read aloud.
- Ask if the Read-Aloud story “King Midas and the Golden Touch” is true or not true.
  - » not true
- Explain that “King Midas and the Golden Touch” is a narrative because it tells a story, but the events in the story came from the writer’s imagination. Explain that the word *event* means something that happened.
- Ask what a personal narrative is.
  - » It is a true story that tells what really happened to the writer.
- Ask what word in a personal narrative tells us the writer is writing about himself or herself.
  - » the word *I*

## MODELING: MY FIRST DAY OF SCHOOL (10 MIN.)

- Prepare chart paper for modeling.
- Ask students to list reasons people like to read stories.
  - » Answers may vary but could include because it is fun or to learn about things.

- Explain that a good writer wants the reader to like the story, so he or she makes sure it has all the elements of a good story.
- On chart paper, write “Parts of a Narrative” at the top of the paper.
- Have students brainstorm ideas about what things should go into a narrative. Do not write these ideas down yet.
- Tell students they have great ideas and that you are hearing that there are some important things that the narrative should have.
- On the chart paper beneath the title, write the following:
  - Who?
  - Where?
  - When?
  - What?
- Explain *who* is who is in the story, *where* is where it takes place, *when* is when the story happens, and *what* is the event or events that take place in the story.
- Explain that a narrative, whether make-believe or true, has a beginning, middle, and end, so it tells the events in the story in the order in which they happened.
- On the bottom of the chart, write “A narrative is a story with a beginning, middle, and end.” Save this chart for use in later lessons.
- Project Activity Page 2.1.

### ➤ **Activity Page 2.1**

- Tell students you will write about your first day of school using this organizer.
- Write the title “My First Day of School” at the top of a new piece of chart paper.
- Use the think-aloud strategy to model the beginning, middle, and end of the story. A sample text follows; however, you may feel free to customize it to your classroom.

I’m writing a personal narrative, or a true story, about my first day of school. The organizer on Activity Page 2.1 shows where I can write the events that happened at the beginning, middle, and end of the narrative. I’m going to write my narrative with pictures.

The box on the top of the page starts with the word *first*. That’s the beginning of my narrative. It doesn’t have to be about the

### Activity Page 2.1





first thing I did when I woke up that day. On my paper, I'm going to start by drawing something I did when I got to school that day. First, I went to my classroom and put name tags on all the desks for my students. [Write the word *first*, then draw a picture of some desks with name tags on them.]

The second box on the organizer starts with the word *then* so I want to draw what happened next. Oh I know! All my new students came in the room! I'm going to draw some happy faces to show my new students. [Write the word *then* and draw happy faces.]

The last box on the page has the word *finally*. *Finally* means that it happened last. It doesn't mean that it happened at the end of the day; it just means it's the last thing that happened in my story. I want to end this narrative with the time when we all sat in a circle and listened to a book I read aloud. I'll draw a picture of a book to show the last part of the narrative. [Write *finally* and draw a picture of a book.]

What do you think of my personal narrative about the first day of school?



### Check for Understanding

Ask students to come up to the chart to point to and describe the following:

- the middle of the narrative
- the end of the narrative
- the beginning of the narrative

---

## WRITING: MY FIRST DAY OF SCHOOL (10 MIN.)

- Tell students that it is their turn to write a personal narrative about their first day at school.
- Distribute Activity Page 2.1.

- Remind students that a personal narrative is a true story about something that happened to them.
- Tell students to look at the top box of the organizer on the page. Tell them to think about how they would like to start their narrative about the first day of school. Tell them to draw a picture of the beginning of their narrative in the top box of the organizer. Circulate as students draw, providing prompting and support.
- Repeat the process with the middle and end of the narrative, pausing in between each section to provide support.
- Although answers may vary, students should draw or write information about the first day of school in each box. Sample answers follow; they indicate what a student might draw or dictate. Students who attempt the challenge may write simple sentences as indicated.
  - » First, I saw my name on a desk.
  - » Then, we met Pepe, the class hamster.
  - » Finally, we read a book.

### **WRAP-UP (5 MIN.)**

- Have students work in pairs to share their narratives.
- If time permits have individual students share aloud with the whole class.

End Lesson

### **Support**

Create a list of events that happened on the first day of school and have students choose which events they will draw in their narrative.

### **Challenge**

Have students write a sentence in each section of the organizer.



### **Access**

#### **Entering/Emerging**

Provide yes or no questions to prompt students, such as “Did you ride a bus to school on the first day?”

#### **Transitioning/Expanding**

Provide oral sentence frames to guide students with their drawings, such as “On the first day of school, I \_\_\_\_\_.”

#### **Bridging**

Encourage students to label their drawings.

# 3

# Introducing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students compose a narrative using pictures and words.

---

## FORMATIVE ASSESSMENT

Activity Page 3.1

**My Friend and I** Students write about an event that happened with a friend.

## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                                                                  |
|------------------------------------------------|-------------|---------|----------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                                            |
| Connections: Parts of a Narrative Review       | Whole Group | 5 min.  | <input type="checkbox"/> Parts of a Narrative chart (from previous lesson) |
| Modeling: My Friend and I                      | Whole Group | 5 min.  | <input type="checkbox"/> Activity Page 3.1                                 |
| Writing: My Friend and I                       | Independent | 15 min. | <input type="checkbox"/> Activity Page 3.1                                 |
| Wrap-Up                                        | Whole Group | 5 min.  |                                                                            |

## ADVANCE PREPARATION

- Prepare to use chart paper for Modeling activity.
- Prepare to project Activity Page 3.1.
- Prepare copies of Activity Page 3.1 to distribute.

### Universal Access

- Write separate simple words on index cards that can be used to form sentences. The cards should have a mixture of pronouns (I, me, my, he, she, they, etc.), verbs, and nouns (places, things, ideas). Mix the cards up and have students choose cards to create sentence stories (e.g., *I lost my hat* is formed using four separate index cards). Pictures can also be used in place of words on the cards to help students form sentences. This activity can be repeated for subsequent lessons, and more word cards can be added as students gain more knowledge and skill.

## Lesson 3

# Introducing Narrative Writing



**Primary Focus:** Students compose a narrative using pictures and words.

## CONNECTIONS: PARTS OF A NARRATIVE REVIEW (5 MIN.)

- Remind students that in the previous Writing Studio lesson they wrote a personal narrative about their first day at school.
- Ask volunteers to share one event they wrote about in their personal narrative. If necessary, remind students that *event* means something that happened.
- Draw attention to the Parts of a Narrative chart created in the previous lesson.
- Read the title aloud.
- Ask students to describe each of the following parts of a narrative:
  - Who?
    - » Answers may vary but could include *who* is who is in the story, *where* is where it takes place, *when* is when the story happens, and *what* is the event or events that take place in the story.
  - Where?
  - When?
  - What?
    - » Answers may vary but could include the writer of the story; students could also respond with *me*.
- Tell students that the writer is always in a personal narrative. Ask them if other people can also be in a personal narrative.
  - » yes
- Have students brainstorm a list of who else could be in someone's personal narrative.
  - » Answers may vary but could include mother, father, siblings, pets, friends, etc.

## MODELING: MY FRIEND AND I (5 MIN.)

- Tell students that they will write a personal narrative about an event that happened to them with a friend.
- Ask students “What is a friend?”
  - » Answers may vary.
- Ask students to think about a friend. Tell students that it could be someone they met at school or at home. It could be a brother or sister. It could even be a pet!
- Project Activity Page 3.1.

### ➤ Activity Page 3.1

- Tell students you will use this organizer to write a story about something that you and your friend did together.
- Write the title “My Friend and I” at the top of a new piece of chart paper.
- Use the think-aloud strategy to model the beginning, middle, and end of the story. A sample text follows; however, you may feel free to customize it to your classroom.

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Today I want to write a personal narrative about myself and my friend. I want to write about something that my friend and I did together. The organizer on Activity Page 3.1 shows where I can write the beginning of the narrative, the middle of the narrative, and the end of the narrative. I’m going to write my narrative with pictures and words.

I don’t want to start my story about when I first met my friend, whose name is Julie. I’m going to write about something we did together. When I think back, the event I remember most is when she taught me how to roller-skate. This happened when I was very young, just a little older than you.

The box on the top of Activity Page 3.1 starts with the word *first*. That’s the beginning of my narrative. The first thing I want to write about is that one day my friend Julie let me use her roller skates so she could teach me how to skate. I’m going to draw a

### Activity Page 3.1



picture of my friend Julie giving me her roller skates. I'm going to show that we were outside on the sidewalk. [On the chart paper, draw two stick figures with one giving the other a pair of roller skates. Draw the sun in the sky and a sidewalk to indicate the time and location.] Next, I'm going to label my picture so my reader understands what's going on. [Label the following: *Julie*, *me*, and *roller skates*.]

The next box on the organizer starts with the word *then*. I want to draw what happened next. I put on the roller skates, and Julie held my hand while she told me what to do. She told me not to be scared because she would catch me if I fell. I'm going to draw a picture of Julie holding my hand while I'm roller-skating. [Draw the picture on the chart paper.] I'm going to write a sentence to show the reader what is happening. I'll write *Julie is teaching me how to skate*. [Write the sentence next to the picture.]

The last box on the page has the word *finally*. *Finally* means that it happened last in this story. The last thing that happened in my story is that I learned how to skate by myself! I was so proud and happy! I'm going to draw a picture of me skating and Julie standing by me. We will both have big smiles because we're happy. [Draw the picture.] I will write a sentence that says *Julie and I are so happy because I learned how to skate!* [Write the sentence.]

My personal narrative is a little story about an event that happened to me with my friend Julie. At the end of the story I wanted my reader to know how I felt about the event. How did I feel? [proud and happy]

---



## Check for Understanding

Ask students to name the elements in your narrative:

- Who? (you and Julie)
- Where? (outside on the sidewalk)
- When? (one day, or when you were young)
- What? (Julie taught you how to skate.)

## WRITING: MY FRIEND AND I (15 MIN.)

- Tell students that it is their turn to write a personal narrative about an event that happened with a friend.
- Distribute Activity Page 3.1.
- Remind students that a personal narrative is a true story about something that happened to them.
- Tell students to look at the top box of the organizer on the page. Tell them to think about how they would like to start their narrative about something that happened with a friend.
- Tell them to draw a picture of the beginning of their narrative in the top box of the organizer. Circulate as students draw, providing prompting and support.
- After students draw their pictures, tell them to label the drawing.
- Repeat the process with the middle and end of the narrative, pausing in between each section to provide support. For the middle and end parts of the narrative, encourage students to write a sentence about the drawings.
- Remind students that at the end of your personal narrative, you let the reader know how you felt about the event by giving Julie and yourself big smiles in the drawing.

## Support

Assist students in defining the beginning, middle, and end events of their stories by having them tell their narratives orally. Help students focus on the key events of the oral story that should go in the written version.

## Challenge

Encourage students to write complete sentences with details for each section of the narrative.



## Access

### Entering/Emerging

Provide a list of activities that friends do together (with pictures, if possible). Ask students yes or no questions about the list such as “Do you and your friend \_\_\_\_\_ together?”

### Transitioning/Expanding

Provide oral sentence frames to guide students, such as “My friend and I \_\_\_\_\_ at the playground.”

### Bridging

Have students add details to their drawings and writing.



- Tell them to reread the ending of their narratives and add details to show how they felt if they have not already done so.
- Although answers may vary, students should draw or write information about an event with a friend in each box. Sample answers follow; they indicate what a student might draw or label. Students who attempt the challenge may write simple sentences as indicated.
  - » First, Amal and I played outside.
  - » Then, we had a yummy snack.
  - » Finally, we said goodbye. We had a great time.

---

### **WRAP-UP (5 MIN.)**

- Tell students you are going to read a list of feelings they may have written about in the end of their personal narratives. Tell students to stand up if they hear the feeling they wrote about:
  - happy
  - sad
  - proud
  - tired
  - surprised
  - angry
  - excited
- Ask students to raise their hand if they wrote about a feeling that you did not list. Ask those students to share the feeling they wrote about.

~~~~~End Lesson~~~~~

Introducing Narrative Writing

PRIMARY FOCUS OF LESSON

Students compose a narrative about the events of the school day in a shared writing activity.

FORMATIVE ASSESSMENT

Activity Page 4.1

What Are We Doing Today? Students write a series of events reflecting the school day.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Introducing Narrative Writing (30 min.) | | | |
| Connections: <i>I</i> and <i>We</i> | Whole Group | 5 min. | <input type="checkbox"/> Parts of a Narrative chart (from previous lesson) |
| Shared Writing: What Are We Doing Today? | Whole Group | 20 min. | <input type="checkbox"/> Parts of a Narrative chart (from previous lesson) <input type="checkbox"/> Activity Page 4.1 |
| Wrap-Up | Partner | 5 min. | |

ADVANCE PREPARATION

- Prepare to use chart paper for the Shared Writing activity.
- Prepare copies of Activity Page 4.1 to distribute.

Note: This lesson would work better early in the school day.

Universal Access

- Use the sentence-building activity from the previous lesson.
- Preteach the use of pronouns by brainstorming pronouns used in writing (*I, me, my, you, her, she, they, we, our*, etc.) and when specific pronouns should be used. Orally build sentences with students using a variety of pronouns. Kindergarten students are not expected to know the term *pronoun*.

Lesson 4

Introducing Narrative Writing



Primary Focus: Students compose a narrative about the events of the school day in a shared writing activity.

CONNECTIONS: I AND WE (5 MIN.)

- Remind students that in the previous Writing Studio lesson they wrote a personal narrative about an event that happened to them and a friend.
- Draw attention to *Who?* on the Parts of a Narrative chart created in the previous lesson.
- Ask students to name words they used to describe *Who?* in their narratives.
 - » Answers may vary but should include *I, me, my, he, she, her, him,* or a friend's name.
- Explain that the words *I, me, he,* or *she* describe just one person.
- Read the following sentence aloud:
 - I read a story about a king who turned everything into gold with his touch.
- Ask what word in the sentence should be changed to explain that the whole class read the story. Reread the sentence if necessary.
 - » *I* should be changed to *we*.
- Read the sentence aloud: *We read a story about a king who turned everything into gold with his touch.*



Check for Understanding

Ask students to name the word that would change the meaning from one person to more than one person:

- I (we)
- me (them)
- my (our)
- mine (ours)
- he or she (them)
- his or hers (their)

Support

Have students discuss each event in the narrative and list details that can be used in their drawing.

Challenge

Have students write a narrative about their own school day.



Access

Entering/Emerging

Provide pictures with labels of classroom events and activities and have students choose the pictures that match the events in the story.

Transitioning/Expanding

Have students work with a partner to discuss details around each event they can add to their drawing.

Bridging

Have students add details and labels to their drawings.

SHARED WRITING: WHAT ARE WE DOING TODAY? (20 MIN.)

- Tell students they will all participate in writing a narrative about the school day. Explain that they will supply the words and ideas, and you will write them down.
- On chart paper, write the title “What Are We Doing Today?” at the top.

Note: You may also use a word processing program and project the page as you write.

- Ask students to think about the school day and what activities they will be doing. If a class schedule is displayed, have them use the schedule as a reminder.
- Ask students to contribute ideas for the writing. Use the think-aloud strategy when crafting the sentences. Create a story with a beginning, middle, and end that has at least three events. Use temporal words such as *first*, *next*, *then*, etc. A sample text follows; however, you will need to customize it to your classroom.

Today our class has a very busy day! We will listen to a new story in reading. After lunch we will go to gym class. At the end of the day we will pack up our take-home folders.

- Read the whole story aloud. Have student volunteers come up and point out words showing *who*, *what*, *where*, and *when*.
- Distribute and project Activity Page 4.1.

➤ Activity Page 4.1

- Tell students they will now draw illustrations to go along with the story.
- Guide students in sequencing the three events described in the narrative that they will illustrate.

Activity Page 4.1



WRAP-UP (5 MIN.)

- Have students turn to their shoulder partner and describe the events that will take place after school that day. Remind students to use complete sentences and list two or three events in order. Provide the following example:
 - After school I will have a snack and change my clothes. Next, I'll play with my brother. Before dinner, I will wash my hands.

~~~~~  
End Lesson  
~~~~~

5

Introducing Narrative Writing

PRIMARY FOCUS OF LESSON

Students conduct research and gather information about kings and queens.

FORMATIVE ASSESSMENT

Activity Page 5.1

What Do Kings and Queens Do? Students gather information about kings and queens.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Introducing Narrative Writing (30 min.) | | | |
| Connections: Research | Whole Group | 5 min. | |
| Read-Aloud: Excerpts from “What Are Kings and Queens?” | Whole Group | 10 min. | <input type="checkbox"/> Domain 7 Flip Book |
| Research: What Do Kings and Queens Do? | Small Group | 10 min. | <input type="checkbox"/> trade books featuring kings and queens <input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Domain 7 Flip Book <input type="checkbox"/> Domain 7 Image Cards |
| Wrap-Up | Whole Group | 5 min. | |

ADVANCE PREPARATION

- Provide a collection of grade-appropriate books about kings and queens. Make sure the books contain illustrations, as most students will use pictures to gather information.
- Determine small groups in advance with no more than four or five students in each group.
- Determine areas in the classroom where each small group can work together to research and record facts. Distribute trade books equally among the work areas.
- Provide an area for students to access the Domain 7 Flip Book and Image Cards.
- Prepare to project images from Domain 7, *Kings and Queens*.
- Prepare to project Activity Page 5.1.
- Prepare copies of Activity Page 5.1 to distribute.

Universal Access

- Read aloud a picture book that features a king or queen, such as a fairy tale or fable. Have students list details from the reading and illustrations that help to describe what a king or queen does.

Lesson 5

Introducing Narrative Writing



Primary Focus: Students conduct research and gather information about kings and queens.

CONNECTIONS: RESEARCH (5 MIN.)

- Ask what the word *research* means.
 - » Answers may vary but should include that it means gathering information about a topic to learn more or to answer a question.
- Ask students to name the two topics that they have researched so far in the Writing Studio units.
 - » the five senses; farm animals
- Remind them that information can come from different places, like from books, movies, the Internet, experience, or other places.
- Turn and Talk: Have students share with a partner what they would like to learn about kings and queens.

READ-ALoud: EXCERPTS FROM “WHAT ARE KINGS AND QUEENS?” (10 MIN.)

- Remind students that they have been learning about kings and queens during Read-Alouds.
- Ask students what they already know about kings and queens.
 - » Answers may vary, but at this point in the domain they should know that kings and queens are leaders of countries, they are born into their roles instead of being hired or elected, and they rule, or make decisions, about a particular area of land and the people who live there.
- Tell students that you are going to reread some of the Read-Aloud “What Are Kings and Queens?”

- Project image 1A-1 Palace from the Domain 7 Flip Book. (optional)

As the leader, the queen or king rules a particular area of land and the people who live there. A king or queen makes decisions about a particular area of land and the people who live there.

This area of land is called a kingdom. There used to be many, many kingdoms in the world. Today, however, there are not as many kingdoms or kings and queens as there used to be.

-
- Ask students if the ruler of our country, the United States of America, is a king or queen.
 - » no
 - Ask what the leader of our country is called.
 - » president

A few hundred years ago, it would have been nice to be a king or queen ruling your very own kingdom, making all the rules and laws that people had to follow, but it would also have been very difficult. Kings and queens had big responsibilities. Every day, people came to them to ask for money and advice, and every day they had to make important decisions about things that were happening in the kingdom.

-
- Ask students to recall the story “King Midas and the Golden Touch.” Do you think King Midas made rules for his country?
 - » Answers may vary.
 - Ask if they think King Midas made a rule about gold in his country.
 - » Answers may vary but could include that he may have made a rule saying each person in his kingdom had to give him gold.

Support

Work with a small group and reread portions of the Read-Aloud or from trade books to help students find details to add to their research.

Challenge

Have students write sentences about each of their drawings using content-related words.

Activity Page 5.1



Access

Entering/Emerging

Ask students simple yes or no questions, such as “Does a king go shopping for clothes?”

Transitioning/Expanding

Provide students with a specific sentence frame, such as “A queen makes a _____ that says she is the only one who can touch royal objects.”

Bridging

Encourage students to write captions for their drawings.



Check for Understanding

Have students give a “royal wave” with their hand when they hear a rule a king or queen might make for the people of their kingdom.

- how much money you have to pay to the king or queen (royal wave)
- what time you get up in the morning (no wave)
- where you are allowed to live (royal wave)
- if you are allowed to wear a crown (royal wave)
- what you can name your cow (No wave, but kings and queens could make a rule that you can't name your cow after them!)

RESEARCH: WHAT DO KINGS AND QUEENS DO? (10 MIN.)

- Explain that students will conduct research and gather information about kings and queens.
- Have them move into the groups and go to the work areas previously determined in Advance Preparation.
- Project and distribute Activity Page 5.1. Read the title of the Activity Page, “What Do Kings and Queens Do?” Explain that they will record information about what kings and queens do on the page using pictures and words.

➤ Activity Page 5.1

- Tell students they will work together in groups to find the information, but each person must complete Activity Page 5.1.
- Explain they will use the books in their work area and the information they have learned about kings and queens from the Read-Alouds for their research. They may also use the Image Cards and the Flip Book you have placed in the room.
- Circulate while students work, providing prompting and support as needed.
- Tell students that they will use their research to help them think about what it would be like to be a king or queen and create rules. This will help them prepare for the next Writing Studio lesson.

- Although answers may vary, sample answers follow.
 - » wear crowns, make laws, throw balls, live in castles, sit on thrones

WRAP-UP (5 MIN.)

- Create a Venn diagram on the board or on chart paper and write the word *me* in one large circle and *king or queen* in the other large circle. Have students brainstorm and share ideas aloud about how they are similar to or different from kings or queens. Record their responses on the diagram.

~~~~~End Lesson~~~~~

# 6

# Introducing Narrative Writing

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## **PRIMARY FOCUS OF LESSON**

Students collaborate to compose a narrative that lists events in a sequence and provides a reaction to those events.

## **FORMATIVE ASSESSMENT**

### **Activity Page 6.1**

Students compose a narrative that describes events in a sequence.

## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                                                                                                                |
|------------------------------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                                                                                          |
| Connections: Rules and Rulers                  | Whole Group | 3 min.  |                                                                                                                          |
| Introducing the Prompt: If We Ruled the School | Whole Group | 3 min.  | <input type="checkbox"/> Activity Page 6.1                                                                               |
| Writing: If We Ruled the School                | Small Group | 20 min. | <input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Parts of a Narrative chart (from previous lesson) |
| Wrap-Up                                        | Whole Group | 4 min.  |                                                                                                                          |

## ADVANCE PREPARATION

- Determine small groups of no more than four or five students per group.
- Determine areas in the classroom where each small group can work together.
- Prepare to project Activity Page 6.1.
- Prepare to distribute copies of Activity Page 6.1.

### Universal Access

- Use the sentence-building activity from Lesson 3, adding a variety of new verbs and nouns to the index cards. Have students begin by creating simple sentences. Then ask students to create a new sentence that shows what happens next, either with the cards or orally. For example:
  - Simple sentence: I played with my dog.
  - Next sentence: He wanted to go outside.
  - Next sentence: We went to the park.

## Lesson 6

# Introducing Narrative Writing



**Primary Focus:** Students collaborate to compose a narrative that lists events in a sequence and provides a reaction to those events.

## CONNECTIONS: RULES AND RULERS (3 MIN.)

- Ask students what the word *rules* means.
  - » Answers may vary but should include directions that must be followed.
- Ask them to list some rules of the school or the classroom that they must follow.
  - » Answers may vary but should reflect school or classroom policies.
- Ask who the ruler of the school is.
  - » Answers may vary but could include the principal.
- Ask students how the principal is like a king or a queen.
  - » Answers may vary but could include that the principal makes rules and decisions about the school and the people in the school.

## INTRODUCING THE PROMPT: IF WE RULED THE SCHOOL (3 MIN.)

- Tell students they will work with a small group to write a narrative about what could happen if students ruled the school.
- Explain that they will work with their group to think of three events that could happen if they ruled the school.



### Check for Understanding

Ask students to define the word *event*.

- » An event is something that happens.

Ask students to give an example of an event.

- » Answers may vary but could include having a school assembly or going to the dentist.

## WRITING: IF WE RULED THE SCHOOL (20 MIN.)

- Have students move into the groups and go to the work areas previously determined in Advance Preparation.
- Project and distribute Activity Page 6.1. Read the title of the Activity Page “If We Ruled the School.”

### ➤ Activity Page 6.1

- Tell students they will work together in groups to write about three events that could happen if they ruled the school, but each student must complete Activity Page 6.1 individually.
- Display the Parts of a Narrative chart from previous lessons. Ask students to look at Activity Page 6.1 and ask the following questions about the narrative they will write.
  - Who? (we or the students)
  - Where? (school)
  - When? (first, then, finally)
- Tell students the *What?* will be the events they write about.
- Ask students to look at the first box on Activity Page 6.1. It begins with the word *first*. Tell them to discuss within their groups the first event that could happen if they ruled the school. Encourage them to use their imaginations to come up with fun ideas. After a few minutes, tell them to write and draw their ideas in the first box.
- Direct students to look at the second box on the page. It begins with the word *then*. Have students think of another event that could happen and discuss it in their group. After a few minutes, tell them to write and draw their ideas in the second box.
- Have them look at the third box, which begins with the word *finally*. Tell students to discuss the last event that could happen. After a few minutes, have them draw and write their ideas.

**Note:** Students will work collaboratively in their small groups to share ideas, but the writing and drawing will vary from student to student.

- Have students store Activity Page 6.1 or collect them for the next lesson.

### Activity Page 6.1



### Support

Work with small groups to help students list three events. Have students discuss each event to create ideas and details that can be added to their writing and drawing.

### Challenge

Have students write in complete sentences.



### Access

#### Entering/Emerging

Provide pictures of typical school activities and have students choose three to sequence and draw pictures about.

#### Transitioning/Expanding

Provide specific sentence frames, such as “Finally, all the students \_\_\_\_\_ at the end of the day.”

#### Bridging

Encourage students to use descriptive words in their writing and label their drawings.



- Although answers may vary, students should draw or write information about ruling the school in each box. Sample answers follow; they indicate what a student might draw or dictate. Students who attempt the challenge may write simple sentences as indicated.
  - » First, we make crowns for ourselves.
  - » Then, we make rules for recess every day and cookies at every lunch.
  - » Finally, we have a ball.

---

**WRAP-UP (4 MIN.)**

- Ask students to think about how they would feel if they ruled the school. Have some students share their feelings aloud. Tell students they will continue working on their writing about what would happen if they ruled the school in the next Writing Studio lesson.

~~~~~End Lesson~~~~~

Introducing Narrative Writing

PRIMARY FOCUS OF LESSON

Students give and receive feedback to revise writing.

FORMATIVE ASSESSMENT

Activity Page 6.1

Students share their writing with peers to give and receive feedback.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Introducing Narrative Writing (30 min.) | | | |
| Connections: Details Improve Writing | Whole Group | 3 min. | |
| Giving and Receiving Feedback | Partner | 12 min. | <input type="checkbox"/> Peer Feedback: Writing poster <input type="checkbox"/> Activity Page 6.1 |
| Revising: If We Ruled the School | Independent | 10 min. | <input type="checkbox"/> Activity Page 6.1 |
| Wrap-Up | Partner | 5 min. | |

ADVANCE PREPARATION

- Prepare to project Peer Feedback: Writing poster found in Teacher Resources.

Universal Access

- Read sentences aloud from a trade book. Tell students to stand up if they hear a detail that makes the writing more interesting. Call on a student who is standing up to share the detail. Show students illustrations from the book and repeat the process, having students point out the detail that makes the story more interesting.

Lesson 7

Introducing Narrative Writing



Primary Focus: Students give and receive feedback to revise writing.

CONNECTIONS: DETAILS IMPROVE WRITING (3 MIN.)

- Remind students that good writers use details to help the reader better understand the writing and to make it more interesting.
- Ask what the word *feedback* means.
 - » Answers may vary but should include someone's opinion about how something could be changed or made better.
- Explain that when someone else reads your writing, often they can name details that may be missing or that can add more interest for your reader.
- Write the following example on the board and read aloud:
 - If we ruled the school, we would have more recess.
- Ask students to give some feedback to help you add details to the sentence.
 - » Answers may vary.
- Change the sentence to add a detail and read aloud:
 - If we ruled the school, we would have recess four times a day!

GIVING AND RECEIVING FEEDBACK (12 MIN.)

- Project the Peer Feedback: Writing poster.
- **Peer Feedback: Writing poster**
 - Remind students that they have used these steps to give feedback in previous Writing Studio lessons.

Activity Page 6.1



Support

Conference one-on-one with students to discuss the detail they are adding to their writing.

Challenge

Work with students to add more descriptive words when adding details to their writing.



Access

Entering/Emerging

Ask yes or no questions to guide students in adding details, such as “Should you add a picture of a school to show where it is taking place?”

Transitioning/Expanding

Have students share their revised writing with a partner for additional feedback.

Bridging

Encourage students to add multiple details in words and pictures to their writing.

- Go through each point on the poster:
 - Listen carefully when the writer reads his or her writing.
 - Tell the writer what you like about the writing.
 - Ask the writer a question about the writing.
 - Think about what might be missing or might add more detail.
 - Share an idea that can help the writer.



Check for Understanding

Point to each item on the Peer Feedback: Writing poster and have students explain what it means in their own words.

- Tell students to take out Activity Page 6.1 or redistribute it.
- Divide students into pairs.
- Tell students that they will share their writing with a partner to receive feedback. They will also give feedback about their partner’s writing.
- Designate which partner will go first. After a few minutes of sharing and feedback, prompt students to switch roles.
- Circulate among the pairs, providing prompting and support.
- Although answers may vary, students should offer relevant feedback. Sample answers might include that students suggest adding a detail to explain the kind of ball student rulers throw.

REVISING: IF WE RULED THE SCHOOL (10 MIN.)

- Ask volunteers to share one piece of feedback that their partner offered about their writing.
- Explain that since they have shared their writing and received feedback from their partners, they will now go back and reread their writing and add more details.
- Emphasize that they do not have to add the detail their partner suggested, but if it was a good idea, they should add it.
- Tell students to revise their writing on Activity Page 6.1.

- Circulate while students work, providing prompting and support.
- Tell students to store Activity Page 6.1 or collect them for the next lesson.
- Although answers may vary, students should revise based on the feedback they received. Sample answers follow.
 - » If students were told to add more detail, they might revise
Finally we have a ball to Finally, we have a fancy ball.

WRAP-UP (5 MIN.)

- Think-Pair-Share: have students think about and discuss with a partner the following question: “If I ruled the whole country, what would happen?”
- If time permits, have students share aloud with the class.

~~~~~End Lesson~~~~~

## 8

# Introducing Narrative Writing

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**PRIMARY FOCUS OF LESSON**

Students publish narratives that describe a sequence of events and a reaction to what occurred.

**FORMATIVE ASSESSMENT****Poster Activity**

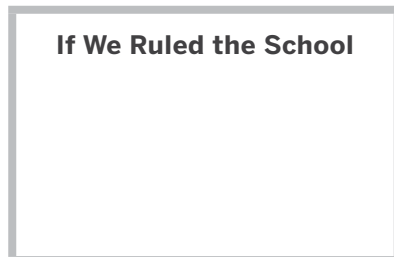
**If We Ruled the School poster** Students create a poster based on their narratives.

## LESSON AT A GLANCE

|                                                | Grouping     | Time    | Materials                                                                                   |
|------------------------------------------------|--------------|---------|---------------------------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |              |         |                                                                                             |
| Connections: What Would You Do?                | Whole Group  | 1 min.  |                                                                                             |
| If We Ruled the School Posters                 | Small Groups | 14 min. | <input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Speech Bubble sheets |
| Wrap-Up                                        | Whole Group  | 15 min. | <input type="checkbox"/> If We Ruled the School poster                                      |

## ADVANCE PREPARATION

- Designate work areas in the classroom for each small group from Writing Studio Lesson 6.
- Prepare a piece of chart paper or large poster board with the title “If We Ruled the School” at the top for each small group. Leave space beneath the title for students to draw pictures.



- Provide a variety of drawing tools for each small group. Students will also need scissors and glue sticks.
- Prepare student copies of the Speech Bubble, found in Teacher Resources. There are two versions, each pointing in a different direction. Make sure each group has a mix of the two versions.

### Universal Access

- Attach a Speech Bubble, found in Teacher Resources, to card stock to create signs for students to hold. Ask students to think about an event that happened to them. Have students hold up the speech bubble when it is their turn to tell about the event. Encourage students to speak in complete sentences and use details in their story.



## Lesson 8

# Introducing Narrative Writing



**Primary Focus:** Students publish narratives that describe a sequence of events and a reaction to what occurred.

## CONNECTIONS: WHAT WOULD YOU DO? (1 MIN.)

- Provide a list of events that could happen if students ruled the school and have students brainstorm words to describe a reaction or feeling they could have. Some examples:
  - Students wear pajamas to school.
  - Teachers dress up like characters from books.
  - There would be a swimming pool on the playground.
  - Students would make all the lunches.
  - There would be no homework!

## IF WE RULED THE SCHOOL POSTERS (14 MIN.)

- Tell students to take out Activity Page 6.1 or redistribute.
- Have them gather into their small groups from Writing Studio Lesson 6 and move to their designated work area.
- Tell students not to touch the writing and drawing supplies in their area until you give them permission.
- Explain that they will create a poster about their narrative “If We Ruled the School.”
- Tell students to reread their narrative on Activity Page 6.1 and think about how they would react or feel if those events really happened. Would they be excited? Happy? Would they laugh? Tell students to discuss briefly in their groups.
- Hand out the Speech Bubble sheets.
- Tell students to write about how they would react or feel about the events in the narrative on the Speech Bubble. Tell them they can use words and pictures.

### Activity Page 6.1





## Check for Understanding

Have students repeat the directions for the activity in their own words.

- » Answers may vary but should include that they will write their feelings or reactions about the events in their narrative in the Speech Bubble.

- Circulate while students write, providing assistance as needed.
- Once students have finished writing, tell them to cut out the Speech Bubble carefully with scissors.
- Tell students to work with their groups to arrange their Speech Bubbles on the poster, leaving room for each student to draw a picture of himself or herself underneath the bubble. Assist students in arranging bubbles if needed.
- When the bubbles have been arranged, have students glue them in place.
- Next, have students draw a picture of themselves beneath the speech bubble to show that they are saying the words in the bubble. Draw a picture on the board or on chart paper to demonstrate.



- Remind students to be respectful and take turns when using the writing and drawing materials in their groups.
- Although answers may vary, students should draw their narrative and write appropriate words in the speech bubble. Sample answers follow.
  - » Let's have a fancy ball!

## Support

Conference with students to discuss at least one event and have them describe orally what kind of reaction they would have.

## Challenge

Have students write complete sentences in the speech bubble.



## Access

### Entering/Emerging

Ask yes or no questions to guide students in providing a reaction to an event in their narrative, such as "If \_\_\_\_\_ happened, would it make you laugh?"

### Transitioning/Expanding

Provide specific sentence frames, such as "I would \_\_\_\_\_ if we could bring our pets to school."

### Bridging

Encourage students to write in complete sentences.

---

**WRAP-UP (15 MIN.)**

- Ask each small group to share its poster with the class.
- Designate a leader in each group to read the three events in their narrative.
- Have each member of the group share the reaction they wrote in the speech bubble on the poster.
- Display the posters inside or outside the classroom. Collect Activity Page 6.1 to use as formative assessment.

~~~~~End Lesson~~~~~

Writing Studio 4

Developing Narrative Writing



Contents

DEVELOPING NARRATIVE WRITING

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Developing Narrative Writing (30 min.)

- Connections: Reviewing Narratives
- Modeling: Sequencing a Narrative
- Writing: Yesterday Afternoon
- Wrap-Up

Lesson 2 160

Developing Narrative Writing (30 min.)

- Connections: Season Words
- Introduce the Prompt: My Perfect _____ Day book
- Research: Four Seasons
- Wrap-Up

Lesson 3 167

Developing Narrative Writing (30 min.)

- Connections: Who, When, Where, and What
- Research: Four Seasons
- Planning: My Perfect _____ Day
- Wrap-Up

Lesson 4 174

Developing Narrative Writing (30 min.)

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Lesson 8

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Developing Narrative Writing (30 min.)

- Connections: Expression Matters
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- Wrap-Up

Developing Narrative Writing

PRIMARY FOCUS OF LESSON

Students draw on experiences to compose narratives describing what they did the previous afternoon.

FORMATIVE ASSESSMENT

Activity Page 1.1

Yesterday Afternoon Students write a brief narrative describing their afternoon.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|-----------------------|
| Developing Narrative Writing (30 min.) | | | |
| Connections: Reviewing Narratives | Whole Group | 10 min. | |
| Modeling: Sequencing a Narrative | Whole Group | 5 min. | ☐ “My Fourth of July” |
| Writing: Yesterday Afternoon | Independent | 10 min. | ☐ Activity Page 1.1 |
| Wrap-Up | Partner | 5 min. | |

ADVANCE PREPARATION

- Prepare to project “My Fourth of July,” found in Teacher Resources. Alternatively, you may wish to write your own story for this model lesson.
- Prepare to project Activity Page 1.1.
- Prepare copies of Activity Page 1.1 to distribute.

Universal Access

- Have students draw simple sequencing pictures of the following activities and label them 1st, 2nd, and 3rd. You may also create your own list.
 - getting ready for school
 - getting ready for bed
 - making a sandwich
 - morning classroom routine

Lesson 1

Developing Narrative Writing



Primary Focus: Students draw on experiences to compose narratives describing what they did the previous afternoon.

CONNECTIONS: REVIEWING NARRATIVES (10 MIN.)

- Remind students that a narrative is a story that can be made up or can be about something that really happened.
- Ask them what a true story is called if the writer is writing about himself or herself.
 - » a personal narrative
- Tell them most personal narratives are stories that are true because the writer is telling about something that he or she experienced or that happened to him or her.
- Explain that a narrative about something that really happened is not called fiction; it is called nonfiction.
- Remind students that whether a narrative is made up or about something that really happened, it has four important elements. Ask what four elements are in a narrative. Prompt students by saying the first element is *who*.
 - » who, where, when, and what

Note: You can create a new chart with the four elements on paper or use the chart created in the previous unit.

- Remind students that a narrative describes a sequence of events, so it must have a beginning, middle, and end.
- Think-Pair-Share: Ask students to imagine they are going to write a narrative about a favorite activity. Have each student take turns sharing with a partner how he or she would begin his or her story. Have several students share their ideas aloud with the class.

Support

Review the definitions of *narrative*, *personal narrative*, *fiction*, and *nonfiction*.

Challenge

Have students write two story sentences: one fiction and one nonfiction.

MODELING: SEQUENCING A NARRATIVE (5 MIN.)

- Project “My Fourth of July.” Alternatively, you may wish to write your own story for this model lesson.

➤ My Fourth of July

On the night of the Fourth of July, my family and I went to the park to watch a fireworks show.

First, we put a blanket on the grass so we would have a place to sit.

Next, the show started with a bang when one rocket exploded in the sky. It was very loud! We watched as the rest of the fireworks exploded with bright, shimmering colors.

Finally, hundreds of fireworks were sent up all at once to end the show. That was my favorite part of the fireworks show.

- Read “My Fourth of July” aloud to students.
- Ask students to identify the following elements in your story:
 - who? (you and your family)
 - where? (in a park)
 - when? (the night of the Fourth of July)
 - what? (watched fireworks show)
- Tell students that your story has a beginning, middle, and end. Ask them to identify the first event in the narrative. Reread portions of the text as needed.
 - » went to the park to watch the fireworks show
- Ask students to name the rest of the sequence of events, in order.
 - » put a blanket on the grass; the show started; the end of the fireworks show
- Draw attention to the temporal words and phrases that show the sequence of events in order, *first*, *next*, and *finally*. Remind students that these word help the reader understand in what order the events took place.

WRITING: YESTERDAY AFTERNOON (10 MIN.)

- Project Activity Page 1.1.

➤ Activity Page 1.1

Activity Page 1.1



- Tell students that they will write a narrative about what they did yesterday afternoon. Tell them they will only write about events that happened after lunchtime but before dinnertime. They will not write about events that happened during the whole day.
- Go through each section of Activity Page 1.1. Explain that the sequencing words are already there for them (yesterday, then, finally). For this writing activity, they will think of three things they did in the afternoon and write them in the correct order.

Note: If the previous day was a school day, review the classroom schedule from the previous day to help students recall their experiences.

- Tell students to look at the bottom of the page and find the sentence *I had a _____ afternoon*. Tell them after they finish writing their sequence of events, they will think of one word to describe how they felt. Did they have a good afternoon? A sleepy afternoon? A fun afternoon? They will write their word choice in the blank.
- Remind them they can use words and pictures to write their narrative.
- Although answers may vary, students should write a narrative about what they did the previous afternoon. Sample answers follow.
 - » Yesterday afternoon, I played with my little brother.
 - » Then, we went to visit our grandmother.
 - » Finally, my family went home.
 - » I had a great afternoon.



Access

Entering/Emerging

Provide written sentence frames such as, “Yesterday afternoon, I _____.”

Transitioning/Expanding

Provide oral sentence frames, such as “Then, I _____ to the _____.”

Bridging

Encourage students to label drawings and/or write sentences.



Check for Understanding

Ask a volunteer to explain the directions in his or her own words.

WRAP-UP (5 MIN.)

- Have each student share his or her narrative with a partner.

End Lesson

2

Developing Narrative Writing

PRIMARY FOCUS OF LESSON

Students participate in research to collect information about each of the four seasons.

FORMATIVE ASSESSMENT

Activity Page 2.1

Four Seasons Research Students gather and record research about the four seasons.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Developing Narrative Writing (30 min.) | | | |
| Connections: Season Words | Whole Group | 3 min. | |
| Introduce the Prompt: My Perfect _____ Day book | Whole Group | 5 min. | |
| Research: Four Seasons | Whole Group | 17 min. | <input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> Trade books about the four seasons <input type="checkbox"/> Flip Book and Image Cards (optional) |
| Wrap-Up | Partner | 5 min. | |

ADVANCE PREPARATION

- Provide a collection of grade-appropriate trade books or other resources about the four seasons and weather that students can use to conduct their research. Make sure the books contain many illustrations, as most students will use pictures to gather information. Divide the books by season and put them in an area where students can access them easily. Determine a method for distributing the books for the Research activity.
- Prepare to project Activity Page 2.1.
- Prepare copies of Activity Page 2.1 to distribute.
- Prepare the following T-Chart on chart paper:

| Winter | Spring |
|--------|--------|
| | |

Universal Access

- Read aloud from one of the trade books about seasons and ask students to point to details in the illustrations. Discuss the details and how they relate to the season. Point out text features such as bold words, captions, titles, headings, etc. and explain how they help us quickly find information in the text.

Lesson 2

Developing Narrative Writing



Primary Focus: Students participate in research to collect information about each of the four seasons.

CONNECTIONS: SEASON WORDS (3 MIN.)

- Tell students that they will write about one of the four seasons in their next narrative writing piece.
- Ask students to name the seasons.
 - » winter, spring, summer, and autumn
- Ask students what word they think of when you say the word *winter*. Take several responses and repeat the activity for the other three seasons.
- Tell students that the weather that comes in each of the four seasons will be an important part of their narratives.

Support

Provide the prompt as a sentence frame, such as “When I think of winter, I think of the word _____.”

Challenge

Have students orally produce complete sentences using a word associated with one of the seasons.

INTRODUCE THE PROMPT: MY PERFECT _____ DAY (5 MIN.)

- Explain that students will each write their own narratives about a perfect day in one of the four seasons.
- Tell them that they will choose the season they would like to write about after they have gathered information about each season.
- Tell them that the narrative will describe at least three events that they would do on their perfect day. For example, if the perfect day is in winter, three events that could take place are building a snowman, making snow angels, and drinking hot chocolate. (You may adjust the example depending on seasonal weather in your location.)
- Explain that their narratives will be published in the form of a book. Each student will create his or her own book. Tell students the name of the book is “My Perfect _____ Day” and write it on the board. Explain that they will fill in the blank with name of one of the four seasons when they begin their writing.

Note: The final two lessons of the unit include creating a video storybook of students reading their narratives aloud. If you plan to create the video, you may announce it at this time.



Check for Understanding

Ask students to explain why it is important for a narrative to have a beginning, middle, and end.

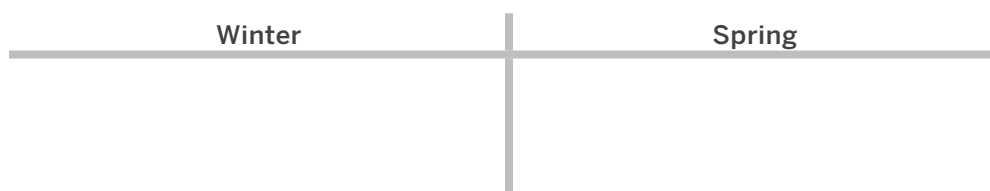
- » Answers may vary but should include that it helps the reader follow the story in the order in which the events happen.

RESEARCH: FOUR SEASONS (17 MIN.)

- Distribute Activity Page 2.1 and project.

➤ Activity Page 2.1

- Explain that students will gather information about two of the four seasons, winter and spring, in today's Writing Studio lesson.
- Show students where they will record their facts on Activity Page 2.1. The graphic organizer has *winter* and *spring* on the first page and *summer* and *autumn* on the second page. Tell them they will only write on the first page during this lesson.
- Display the T-Chart prepared in Advance Preparation.



- Tell students that you are going to reread some text from the Read-Alouds about winter and spring. Tell them to listen carefully for information they can add to their research.

It can get very cold in the winter in most of the United States. We can tell just how cold it is by using a tool called a thermometer.

Activity Page 2.1



Winter clothing is made to protect you from the cold and to keep your body nice and warm while you spend time outside. Hats, mittens, and scarves help you stay warm in winter.

- Ask students to name some facts about winter they heard during the Read-Aloud. Record these responses in the Winter column of the T-Chart and tell students to write them on Activity Page 2.1 in the Winter box. Tell them they may use words and drawings. Responses should include cold, warm clothing, etc. Use a combination of words and pictures to record ideas on the T-Chart.
-

People should always drive and walk slowly and cautiously, or carefully, in the snow. Snow and ice are slippery, and whether you are walking or driving, you should use extra caution when the ground is covered with snow or ice.

I always cheer up when it starts to snow because I love to play in the snow. I like to build snowmen and have snowball fights with my friends.

- Ask students to name some new facts they heard during the Read-Aloud. Record these responses in the Winter column of the T-Chart and tell students to write them on Activity Page 2.1 in the Winter box. Tell them they may use words and drawings. Responses should include snow, ice, slippery, snowmen, snowball fights, etc.
 - Circulate to make sure students are recording facts on the page.
 - Tell students that you will now reread parts of the Read-Aloud about spring so they can gather facts about that season.
-

Spring arrives gradually, bit by bit, beginning in mid-March and it continues through the months of April and May. The air warms and the ground begins to thaw.

Spring is a very windy season. In fact, the windy beginning of spring is a perfect time to fly a kite!

In addition to wind, there are also many rainy days in early spring, particularly in March and April. I love when I get to wear my raincoat and rain boots because then I can splash in the puddles! Sometimes after a spring rain you can see a colorful rainbow in the sky.

- Ask students to name some facts about spring they heard during the Read-Aloud. Record these responses in the Spring column of the T-Chart and tell students to write them on Activity Page 2.1 in the Spring box. Tell them they may use words and drawings. Responses could include warmer, windy, kites, rain, rainbows, etc.
-

The world outside truly changes during spring. Flowers are one of the most important signs of spring because they tell you that the plant world has come to life once again.

Spring is an important time on farms. The farmer must plow his soil and prepare it for planting.

Spring is also an important time for animals on the farm. Many animals give birth to new baby animals in the springtime.

- Ask students to name some new facts about spring they heard during the Read-Aloud. Record these responses in the Spring column of the T-Chart and tell students to write them on Activity Page 2.1 in the Spring box. Tell them they may use words and drawings. Responses could include flowers, farms, planting, animals, baby animals, etc.
- Circulate to make sure students are recording facts on the page.



Access

Entering/Emerging

Ask students yes or no questions, such as “Does it rain in the spring?” Prompt them to draw a picture representing rain.

Transitioning/Expanding

Have students work with a partner during the activity.

Bridging

Prompt students to use more words than pictures by using the T-Chart as a reference.

- Tell students they will spend the rest of the time finding more information about winter and spring from additional books and materials that you have provided. Distribute the books using the method previously determined in Advance Preparation. You may also include the Flip Book and Image Cards as additional resources.
- Tell students to look for information in pictures and words that they can add to their research charts.
- Circulate as students work, providing prompting and support.
- Explain that they will complete the rest of their research and begin planning their books in the next Writing Studio lesson.
- Tell students to store Activity Page 2.1 or collect to redistribute in the next lesson.

WRAP-UP (5 MIN.)

- Divide students into pairs and designate one student in each pair to be Partner 1 and one student Partner 2. Have Partner 1 tell Partner 2 one thing you can do in the winter that you cannot do in the spring. Have Partner 2 tell Partner 1 one thing you can do in the spring that you cannot do in the winter. If time allows, have students share aloud with the whole class.

~~~~~  
End Lesson  
~~~~~

Developing Narrative Writing

PRIMARY FOCUS OF LESSON

Students participate in research to collect information about each of the four seasons.

FORMATIVE ASSESSMENT

Activity Page 2.1

Four Seasons Research Students gather and record research about the four seasons.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Narrative Writing (30 min.) | | | |
| Connections: Who, When, Where, and What | Whole Group | 3 min. | <input type="checkbox"/> Parts of a Narrative chart (optional from previous unit) |
| Research: Four Seasons | Whole Group | 12 min. | <input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> Trade books about the four seasons <input type="checkbox"/> Flip Book and Image Cards (optional) |
| Planning: My Perfect _____ Day | Independent | 12 min. | <input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> Activity Page 3.1 |
| Wrap-Up | Partner | 3 min. | |

ADVANCE PREPARATION

- Provide a collection of grade-appropriate trade books or other resources about the four seasons and weather that students can use to conduct their research. Make sure the books contain many illustrations, as most students will use pictures to gather information. Divide the books by season and put them in an area where students can access them easily. Determine a method for distributing the books for the Research segment.
- Prepare to project Activity Page 2.1.
- Prepare the following T-Chart on chart paper:

| Summer | Autumn |
|--------|--------|
| | |

- Prepare to project Activity Page 3.1.

Universal Access

- Read a short narrative aloud and ask students to identify and sequence the events in the story.

Lesson 3

Developing Narrative Writing



Primary Focus: Students participate in research to collect information about each of the four seasons.

CONNECTIONS: WHO, WHEN, WHERE, AND WHAT (3 MIN.)

- Ask students to name the four elements of a narrative. Display the Parts of a Narrative chart from the previous unit, if necessary.
 - » who, when, where, and what
- Explain that the following elements will be in the narratives they will write about their perfect day:
 - Who: the student and others they choose to include
 - When: the season they will write about
 - Where: wherever the events or activities take place
 - What: the three events or activities they will include in their narratives



Check for Understanding

Ask students to name three events from one of their favorite stories or from a previous Read-Aloud in the order in which they occurred.

RESEARCH: FOUR SEASONS (12 MIN.)

- Remind students that they will each write their own narrative about a perfect day in one of the four seasons.
- Tell them they will continue their research on the four seasons. They will gather information about summer and autumn in this lesson.
- Tell students to take out Activity Page 2.1 or redistribute.

- Show students where they will record their facts on Activity Page 2.1. Tell them they will only write on the second page during this lesson.
- Display the T-Chart prepared in Advance Preparation.



- Tell students that you are going to reread some text from the Read-Alouds about summer and autumn. Tell them to listen carefully for information they can add to their research.

My favorite season of the year is definitely summer because I love the warm weather and sunshine. Summertime means vacation because I don't have school during the summer months.

Do you remember when we talked about the winter months, we said you could also tell how cold it was by the way people dress? The same is true about summer. You can tell how warm it is by the way people are dressed. [Ask students how people dress in the summer. Answers may vary but could include shorts, swimsuits, sun hats, sunglasses, etc.]

I like to go to the local swimming pool to keep cool in the summer, and lots of people have the same idea.

Sometimes you can rest under shady trees to protect yourself from the hot sun. Other people simply stay indoors, especially on the hottest days.

- Ask students to name some facts about summer they heard during the Read-Aloud. Record these responses in the Summer column of the T-Chart and tell students to write them on Activity Page 2.1 in the Summer box. Tell them they may use words and drawings. Responses should include warm weather, summer vacation, shorts, sunglasses, hot, swimming, etc. Use a combination of words and pictures to record ideas on the T-Chart.
- Circulate to make sure students are recording facts on the page.
- Tell students that you will now reread parts of the Read-Aloud about autumn so they can gather facts about that season.

Eventually the warm weather of summer ends and autumn begins. Kids are back in school in autumn. By autumn, the air becomes cooler than it was during the scorching, or very hot, summer months.

As autumn progresses, or moves forward, the days get shorter and shorter. The sun rises just a little bit later and sets just a little bit earlier each day.

During autumn, most of the leaves on the trees turn from green to bright yellow, orange, red, or brown.

Within a few weeks, after the leaves of many trees turn different colors, deciduous trees begin to shed, or lose their leaves. That's why another name for autumn is fall, because autumn is when the leaves of deciduous trees fall to the ground.

Autumn means a time for harvest for farmers. All summer, farmers have been caring for their plants while they grow—watering them and making sure the weeds and bugs of summer do not ruin them. Autumn is the time to gather the fruits and vegetables from the fields.

Support

Work with small groups to find additional details in the trade books or other resources.

Challenge

Work with individuals or a small group to find additional information online.

Activity Page 3.1



- Ask students to name some facts they heard during the Read-Aloud. Record these responses in the Autumn column of the T-Chart and tell students to write them on Activity Page 2.1 in the Autumn box. Tell them they may use words and drawings. Responses should include cooler, school, leaves change color and fall, days are shorter, harvest time, etc.
- Circulate to make sure students are recording facts on the page.
- Tell students they will spend the rest of the time in this lesson segment finding more information about summer and autumn from the additional books and materials that you provided. Distribute the books using the method previously determined in Advance Preparation. You may also include the Flip Book and Image Cards as additional resources.
- Tell students to look for information in pictures and words that they can add to their research charts.
- Circulate as students work, providing prompting and support.

PLANNING: MY PERFECT _____ DAY (12 MIN.)

- Tell students to look at their research and decide which season they will write about.
- Designate each corner of the room to represent one of the seasons and name them for the students. Tell students that when you say the word *go*, they will stand up and walk quietly to the corner that shows their choice.
- After they have moved to one of the four corners, have them briefly share in the corner group why they chose that season. Ask students to return to their seats.
- Distribute and project Activity Page 3.1.

➤ Activity Page 3.1

- Remind students that good writers make plans for their writing. They will be planning a narrative that describes three events that would happen on their perfect day in the season they chose.
- Explain that they will plan their narratives on Activity Page 3.1. Today they will work on the first event in their narrative.
- Read the title, “My Perfect _____ Day,” aloud. Direct students to write the name of the season they are writing about in the blank. You may wish to write the names of the seasons on the board or chart paper so they may copy the words.



Access

Entering/Emerging

Provide a written sentence frame and ask students to orally complete the sentence, “On my perfect _____ day, I will _____.”

Transitioning/Expanding

Provide a written sentence frame and have students copy the sentence and fill in the blanks, “On my perfect _____ day, I will _____.”

Bridging

Encourage students to write using pictures and words.

- Explain that students will use their imaginations to write the narrative. Remind them to use the information from their research to help them think about what fun activities they could do on their perfect day. Tell them to think about the weather and what kinds of things you can or cannot do in the season. For example, you could not go ice skating outside in the summer.
- Have students close their eyes and imagine the first event that would happen in the narrative. Tell them that when they have decided what the first event will be, they can open their eyes and write their ideas in the box labeled number 1 on Activity Page 3.1.
- Circulate as students work, providing prompting and support.
- Tell students to store Activity Pages 2.1 and 3.1 for the next Writing Studio lesson or collect to redistribute.
- Although answers may vary, students should write the name of their season in the blank. They should write part of a narrative about a perfect day in that season in each box. Sample answers follow.
 - » My Perfect Summer Day
 1. It is warm and sunny.
 2. We play in the sprinkler.
 3. We eat ice cream.

WRAP-UP (3 MIN.)

- Pair students who have selected the same season and have them discuss ideas for additional events they will add to their narrative. If there is time, have individual students share ideas aloud with the class.

End Lesson

4

Developing Narrative Writing

PRIMARY FOCUS OF LESSON

Students compose a narrative that describes events in a sequence.

FORMATIVE ASSESSMENT

“My Perfect _____ Day” **My Perfect _____ Day** Students draft a narrative about a perfect seasonal day.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Narrative Writing (30 min.) | | | |
| Connections: Three-Sentence Story | Whole Group | 3 min. | |
| Planning: My Perfect _____ Day | Independent | 10 min. | <input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> Activity Page 3.1 |
| Writing: Narrative Draft | Independent | 14 min. | <input type="checkbox"/> “My Perfect _____ Day” (Blackline Master) |
| Wrap-Up | Whole Group | 3 min. | |

ADVANCE PREPARATION

- Prepare to distribute student copies of “My Perfect _____ Day,” a Blackline Master found in Teacher Resources.
- Prepare to project “My Perfect _____ Day.”
- Ensure students have access to drawing tools (pencils, crayons, colored pencils, etc.).

Universal Access

- Divide students equally into groups numbered 1, 2, and 3. Tell students to work as a group to create a sentence to explain an event in the story. Tell students that the story is about a girl and her pet rabbit. They will have to use their imagination to come up with ideas for the events in the story. Tell Group 1 to create a sentence about the first event in the story, Group 2 to create a sentence about the second event, and Group 3 to create a sentence about the third event. When groups have created their sentences, have each group share its sentences aloud in order to tell the whole story. Once they have shared their sentences, have them decide whether they make sense together. If the sentences do not make sense when put together, have students work together to revise them into a story that makes sense.

Lesson 4

Developing Narrative Writing



Primary Focus: Students compose a narrative that describes events in a sequence.

CONNECTIONS: THREE-SENTENCE STORY (3 MIN.)

- Remind students that the word *event* means something that happens.
- Ask students why events are important in a story.
 - » Answers may vary but could include that they tell readers what happens in the story.
- Write the following on the board and read it aloud:
 - The girl wore her coat, hat, and scarf to stay warm. It started to snow while she was walking to school. Outside the temperature was very cold.
- Tell students that the sentences tell a story, but there is something not right about the sentences. Ask students if they know what is not right about the story.
 - » Answers may vary but should include that the events are not in right sequence.
- Ask students to help you put the sentences in order. After a brief discussion, write the correct sequence on the board and read aloud:
 - Outside the temperature was very cold. The girl wore her coat, hat, and scarf to stay warm. It started to snow while she was walking to school.
- Explain that even though it is a very short story, only three sentences, it has a beginning, middle, and end.

PLANNING: MY PERFECT _____ DAY (10 MIN.)

- Tell students to take out Activity Pages 2.1 and 3.1 or redistribute.
- Explain that they will be planning the next two events in their “My Perfect _____ Day” narratives.
- Remind students to use the information from their research on Activity Page 2.1 to help them think of ideas for their story.

Support

Provide a beginning sentence for a three-sentence story and have students orally provide the next two sentences to complete the story.

Challenge

Have students write their own three-sentence stories.

- Have students review the first event that they planned in the previous lesson and imagine the next event that could happen in the story. Tell them to write down their ideas in the box labeled number 2 on Activity Page 3.1.
- Circulate while students are working to provide prompting and support.
- Repeat the procedure for the third event in the story.



Check for Understanding

Ask students to share ideas from the beginning, middle, and end of their narratives.

WRITING: NARRATIVE DRAFT (14 MIN.)

- Project “My Perfect _____ Day.”

➤ **My Perfect _____ Day**

- Explain that students will write their narratives in this book. Go through each page and show students where they will write and illustrate the events in their narratives.
- Distribute student copies of “My Perfect _____ Day.”
- Tell students that the first thing they will do is write their names on the blank where it says “Written and Illustrated by _____.” Remind students that illustrations are the pictures that go with the stories.
- Next, have students write the name of the season they are writing about in the blank in the title.
- Explain that they will draw a picture of the cover of their book in a different Writing Studio lesson. Today they will focus on writing and illustrating the first event in their narrative.
- Tell students to look at the first event they wrote in their writing plan on Activity Page 3.1. Explain that they will use their ideas from the plan to write about the first event on page 1 of the book. Show students that the first sentence has been started for them and read it aloud:
 - On my perfect _____ day, I will _____.
- Ask students what they would write in the first blank of the sentence frame.
 - » the name of the season they are writing about

My Perfect _____ Day





Access

Entering/Emerging

Support writing by having students orally narrate the event before writing or drawing or by taking dictation.

Transitioning/Expanding

Have students work with a partner during writing.

Bridging

Encourage students to use descriptive words in their writing.

- Ask them what would come after the phrase *I will*.
 - » Answers may vary but should include the first thing you would do or the first event in the story.
- Tell students to write about the first event that begins their narrative by completing the sentence. Tell them they may write more than one sentence to include more details.
- Explain that when they have completed writing the beginning of their narrative, they will draw an illustration in the picture box at the top of the page that shows what happened in the first event. Remind them to include details in their drawing.
- Circulate as students work, providing prompting and support.
- Tell students to store Activity Page 3.1 and their “My Perfect _____ Day” drafts or collect to redistribute in the next lesson.

WRAP-UP (3 MIN.)

- Brainstorm words students can use to describe how they would feel during or after the events they have planned for their perfect seasonal day narrative. Write these words on paper or the board for students to use as a reference when writing their drafts in the next Writing Studio lesson.

~~~~~End Lesson~~~~~

# Developing Narrative Writing

## PRIMARY FOCUS OF LESSON

Students compose a narrative that describes events in a sequence.

## FORMATIVE ASSESSMENT

“My Perfect \_\_\_\_\_ Day” **My Perfect \_\_\_\_\_ Day** Students draft a narrative about a perfect seasonal day.



## LESSON AT A GLANCE

|                                               | Grouping    | Time    | Materials                                                                                                                  |
|-----------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |                                                                                                                            |
| Connections: Ending the Narrative             | Whole Group | 3 min.  |                                                                                                                            |
| Writing: Narrative Draft                      | Independent | 14 min. | <input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> “My Perfect _____ Day” books                        |
| Writing: Giving and Receiving Feedback        | Partner     | 10 min. | <input type="checkbox"/> “My Perfect _____ Day” books<br><input type="checkbox"/> Peer Feedback: Writing poster (optional) |
| Wrap-Up                                       | Independent | 3 min.  | <input type="checkbox"/> “My Perfect _____ Day” drafts                                                                     |

## ADVANCE PREPARATION

- Prepare to project “My Perfect \_\_\_\_\_ Day,” a Blackline Master found in Teacher Resources.
- Ensure students have access to drawing tools (pencils, crayons, colored pencils, etc.).
- Prepare to project the Peer Feedback: Writing poster found in Teacher Resources (optional).

### Universal Access

- Write several sentences on the board or chart paper. Read each one aloud and ask students to provide feedback to improve the sentences and include more details. Model giving and receiving feedback by encouraging students to listen carefully while you read, offer positive comments, ask questions, think about additional details, and share suggestions in a helpful way.

Lesson 5

# Developing Narrative Writing



**Primary Focus:** Students compose a narrative that describes events in a sequence.

## CONNECTIONS: ENDING THE NARRATIVE (3 MIN.)

- Ask students what they might see in a book when they have finished reading a story.
  - » Answers may vary but should include the words *The End*.
- Explain that the words *The End* are not the end of the story. They just let the reader know that there are no more words left to read.
- Tell them that the real ending of the story is in the writing and helps bring the ideas of the story together for the reader.
- Ask students to look at the words you recorded on the board or chart paper when they brainstormed in the Wrap-Up activity in the previous Writing Studio lesson. Ask students what the words describe.
  - » Answers may vary but should include that the words describe how they would feel during or after the events in their narratives.
- Tell students that telling the reader how you feel about the events makes the narrative more interesting for the reader.



### Check for Understanding

Ask students to explain why the ending of the story is important.

- » Answers may vary but should include that it helps bring the ideas of the story together.



### Challenge

Ask students what words can be used in a sentence to show the order of the events.

- » Answers may vary but could include temporal words such as *next*, *second*, *then*, *after*, *finally*, etc.

### Support

Work with small groups or individual students to help them transfer the ideas from their planning into their drafts.



### Access

#### Entering/Emerging

Support writing by having students orally narrate the event before writing or drawing or by taking dictation.

#### Transitioning/Expanding

Have students work with a partner during writing.

#### Bridging

Encourage students to use descriptive words in their writing.

## WRITING: NARRATIVE DRAFT (14 MIN.)

- Project “My Perfect \_\_\_\_\_ Day.”

### ► My Perfect \_\_\_\_\_ Day

- Tell students to take out Activity Page 3.1 and their “My Perfect \_\_\_\_\_ Day” drafts or redistribute.
- Explain that they will continue to draft their narratives in today’s lesson. Go through each page of the book and show students where they will write and illustrate the events in their narratives.
- Tell students to turn to page 2 in their drafts and think about the next event that will happen in their story. Remind them to look at the ideas they wrote down during planning for the second event on Activity Page 3.1.
- Explain that on pages 2 and 3, the sentences have not been started for them.
- Tell students to write about the second event that happens in their narrative.
- Explain that when they have completed writing about the event, they will draw an illustration in the picture box at the top of the page that shows what happened. Remind them to include details in their drawing.
- Circulate while students are working to provide prompting and support.
- After six or seven minutes, tell students to turn to page 3 and write about and illustrate the third event in their narrative.
- Remind students that to make the story more interesting to readers, they should describe how they would feel about their perfect day. Direct them to the list of words they brainstormed during the Wrap-Up in the previous lesson to help them write about how they felt.
- Circulate while students work to provide prompting and support.
- Although answers may vary, students should write the name of their season in the blank. They should write part of a narrative about a perfect day in that season and draw an illustration in each box. Sample answers follow.
  - » My Perfect Summer Day  
On my perfect summer day, I go outside. It is warm and sunny. My brother comes with me. We play in the sprinkler. Then we sit in the sun to dry off.  
The ice cream truck comes by. Dad says we can have a treat! We all eat ice cream. It really is a perfect day.

## WRITING: GIVING AND RECEIVING FEEDBACK (10 MIN.)

- Remind students that they have given and received feedback in previous Writing Studio units.
- Ask students to name the steps for giving feedback.
  - » Answers may vary but should include the following:
    - Listen carefully when the writer reads his or her writing.
    - Tell the writer what you like about the writing.
    - Ask the writer a question about the writing.
    - Think about what might be missing or might add more detail.
    - Share an idea that can help the writer.
- You may wish to project the Peer Feedback: Writing poster, found in Teacher Resources.

### ➤ Peer Feedback: Writing poster

- Divide students into pairs.
- Tell students that they will share their writing with a partner to receive feedback. They will also give feedback about their partner's writing.
- Designate which partner will go first. After a few minutes of sharing and feedback, prompt students to switch roles.
- Circulate among the pairs, providing prompting and support.
- Although answers may vary, students should offer feedback about something that could improve the narrative. For example, students may suggest adding a detail about the kind of ice cream they would eat.

## WRAP-UP (3 MIN.)

- Ask students to reread their narratives from beginning to end and think about details they would like to add when they revise in the next lesson. Have students share aloud, time permitting.
- Tell students to store their “My Perfect \_\_\_\_\_ Day” drafts or collect to redistribute in the next lesson.

~~~~~  
End Lesson
~~~~~

# 6

# Developing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students use feedback to add details that improve and strengthen writing.

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## FORMATIVE ASSESSMENT

“My Perfect \_\_\_\_\_ Day”

**My Perfect \_\_\_\_\_ Day** Students revise drafts by adding additional details based on feedback.

## LESSON AT A GLANCE

|                                               | Grouping    | Time    | Materials                                              |
|-----------------------------------------------|-------------|---------|--------------------------------------------------------|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |                                                        |
| Connections: Adding Details                   | Whole Group | 3 min.  |                                                        |
| Revising: My Perfect _____ Day                | Independent | 12 min. | <input type="checkbox"/> “My Perfect _____ Day” books  |
| Illustrating: Front Cover                     | Independent | 12 min. | <input type="checkbox"/> “My Perfect _____ Day” drafts |
| Wrap-Up                                       | Whole Group | 3 min.  |                                                        |

## ADVANCE PREPARATION

- Ensure students have access to drawing tools (pencils, crayons, colored pencils, etc.).

**Note:** The final two lessons of the unit include creating a video storybook of students reading their narratives aloud. If you plan to create a video, you may wish to have adult volunteers assist in the classroom. If you do not plan to create a video, students can complete and practice reading their narratives aloud in Lessons 6 and 7 and share their narratives with classmates or other classes in Lesson 8.

### Universal Access

- Read sentences aloud from a trade book. Tell students to stand up if they hear a detail that makes the writing more interesting. Call on a student who is standing to share the detail. Show students illustrations from the book and repeat the process, having students point out details that make the story more interesting.

## Lesson 6

# Developing Narrative Writing



**Primary Focus:** Students use feedback to add details that improve and strengthen writing.

## CONNECTIONS: ADDING DETAILS (3 MIN.)

- Remind students that good writers use details in their writing to help the reader better understand their writing and to make it more interesting.
- Write the following sentence on the board and read it aloud:
  - The girl made a sand castle at the beach.
- Ask students how to change, or revise, the sentence so it has more descriptive words and details.
  - » Answers may vary but could include adding descriptive words such as *large*, *pretty*, or *tall*.
- Model adding details by rewriting the sentence based on students' responses.

## REVISING: MY PERFECT \_\_\_\_\_ DAY (12 MIN.)

My Perfect \_\_\_\_\_ Day



- Tell students to take out their drafts of “My Perfect \_\_\_\_\_ Day” or redistribute.
- Ask volunteers to share one piece of feedback that their partner offered about their writing.



### Check for Understanding

Ask students why details are important in writing.

- » Answers may vary but should include that they help the reader better understand their writing and make it more interesting.

- Explain that they will now reread their writing and add more details.
- Emphasize that they do not have to add the detail their partner suggested, but if it was a good idea, they should add it.
- Tell them they can also add details that they have thought of themselves.
- Circulate while students write to provide prompting and support.
- Although answers may vary, students should revise based on the feedback received. For example, if they were told to add detail about eating ice cream, they might revise *We all eat ice cream* to *We all eat chocolate ice cream*.

### ILLUSTRATING: FRONT COVER (12 MIN.)

- Remind students that “My Perfect \_\_\_\_\_ Day” is a book and that books have a front and back cover. Ask students to hold up the front cover of their book.
- Ask students who the author and illustrator is of their books.
  - » Answers may vary but could include *me, I am*, etc.
- Tell students to draw a picture in the space at the top of the front cover that will show the reader what the book is about. Remind them to include details in their pictures.
- After students complete their illustrations, have them store their books or collect to redistribute.

### WRAP-UP (3 MIN.)

- Ask students to think about another season they would like to write about. Have a class discussion about different ways they could write their narratives, including using technology.

~~~~~  
 End Lesson
 ~~~~~

### Support

Conference one-on-one with students to discuss details they can add to their writing.

### Challenge

Encourage students to add more descriptive words when adding details to their writing.



### Access

#### Entering/Emerging

Guide students in adding details by asking yes or no questions, such as “Should you add a picture of the sun to show what the weather is like?”

#### Transitioning/Expanding

Have students share their revised work with a partner for additional feedback.

#### Bridging

Encourage students to add multiple details in words and pictures in their writing.



# 7

# Developing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students publish their narratives as a video storybook.

---

## FORMATIVE ASSESSMENT

### Exit Ticket

Students summarize publishing a narrative with video.

## LESSON AT A GLANCE

|                                               | Grouping    | Time    | Materials                                                                                                   |
|-----------------------------------------------|-------------|---------|-------------------------------------------------------------------------------------------------------------|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |                                                                                                             |
| Connections: Video Publishing                 | Whole Group | 5 min.  |                                                                                                             |
| Video Storybook Recording                     | Independent | 20 min. | <input type="checkbox"/> “My Perfect _____ Day” books<br><input type="checkbox"/> video recording equipment |
| Wrap-Up                                       | Independent | 5 min.  | <input type="checkbox"/> paper (half sheets)                                                                |

## ADVANCE PREPARATION

- Prepare equipment to record students reading their stories aloud.
- It would be helpful to have one or two adult volunteers to assist in recording.
- Prepare a place in the room for recording, preferably away from where the rest of the students will be working.
- If you choose not to create a video storybook, students can use the time to practice reading their stories aloud, first to themselves, then to each other. Alternatively, have each student read aloud to the whole class.

### Universal Access

- Find online videos of people telling a variety of children’s stories and show brief sections of them to the class. Ask students to answer the following questions:
  - What does the storyteller do with his or her voice?
  - What does the storyteller do with his or hands?
  - Can you tell what part of the story is the most exciting?
  - Do pictures help to tell the story?

Lesson 7

# Developing Narrative Writing



**Primary Focus:** Students publish their narratives as a video storybook.

## CONNECTIONS: VIDEO PUBLISHING (5 MIN.)

- Tell students that they will publish their stories in a different way. They will create a video storybook.
- Ask students to turn to their shoulder partner to discuss what a video storybook might look like and how they would create it.
- Have students share their ideas aloud.
- Ask students to list some things that would be important in a video storybook.
  - » Answers may vary but should include how the illustrations look and whether or not the reader reads the story with expression.

## VIDEO STORYBOOK RECORDING (20 MIN.)

- Prepare video recording equipment.
- Explain that during this time, two things will be happening at the same time so it will be very important to follow directions.
- Explain that students will be recorded reading their stories one at a time and you will call them when it is their turn.

- Tell them that when it is not their turn to record, they should be working on two things in this order: finishing book cover illustrations and practicing reading their story aloud.
- Explain that when they practice reading their stories, they should use a quiet voice.
- Tell them that when their name is called to record, they need to bring their “My Perfect \_\_\_\_\_ Day” book.
- Before recording, remind students that good storytellers use a lot of expression and show the illustrations when they read aloud.
- There will be time in Lesson 8 to complete recording.
- Tell students to store their books or collect them to redistribute.

### WRAP-UP (5 MIN.)

- **Exit Ticket:** Pass out half sheets of paper.
- Tell students to explain how they used their narratives to create a video storybook.

~~~~~  
End Lesson
 ~~~~~

### Support

Provide support as needed. If students are nervous about reading their story aloud, allow them a practice session to rehearse.

### Challenge

Have students write a different ending to their story.



### Access

#### Entering/Emerging

Record the video storybook using an echo technique, where you read a sentence and the student repeats it.

#### Transitioning/Expanding

Have students work with a partner when practicing reading their stories aloud.

#### Bridging

Encourage students to use expressive voices while they read aloud.

### Exit Ticket



## 8

# Developing Narrative Writing

**PRIMARY FOCUS OF LESSON**

Students publish narratives describing a sequence of events in the order in which they occurred and providing a reaction to what happened.

**FORMATIVE ASSESSMENT**

“My Perfect \_\_\_\_\_ Day”

**My Perfect \_\_\_\_\_ Day** Students publish narratives describing the events of their perfect seasonal day.

## LESSON AT A GLANCE

|                                               | Grouping    | Time    | Materials                                                                                                   |
|-----------------------------------------------|-------------|---------|-------------------------------------------------------------------------------------------------------------|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |                                                                                                             |
| Connections: Expression Matters               | Whole Group | 2 min.  |                                                                                                             |
| Video Storybook Recording                     | Independent | 10 min. | <input type="checkbox"/> “My Perfect _____ Day” books<br><input type="checkbox"/> video recording equipment |
| Writing Celebration                           | Whole Group | 15 min. | <input type="checkbox"/> “My Perfect _____ Day” books                                                       |
| Wrap-Up                                       | Whole Group | 3 min.  |                                                                                                             |

## ADVANCE PREPARATION

- Prepare equipment to record students reading their stories aloud.
- It would be helpful to have one or two adult volunteers to assist in recording.
- Prepare a place in the room for recording, preferably away from where the rest of the students will be working.
- If you choose not to create a video storybook, students can use the time to practice reading their stories aloud, first to themselves, then to each other. Each student can read his or her narrative aloud to the class during the Writing Celebration.
- During the Writing Celebration, either show the storybook videos or have students read their narratives aloud. You may wish to invite guests such as parents, administrators, or other classes.
- Prepare to use the *Kindergarten Writing Rubric: Narrative Writing*, found in Teacher Resources, to assess the students' completed narratives.

### Universal Access

- Prepare students for reading aloud by having them read to you one-on-one. Discuss ways they can improve reading the narrative aloud.

My Perfect \_\_\_\_\_ Day



### Support

Provide support as needed. If students are nervous about reading their story aloud, allow them a practice session to rehearse.

### Challenge

Have students write a different ending to their story.



### Access

#### Entering/Emerging

Record the video storybook using an echo technique, where you read a sentence and the student repeats it.

#### Transitioning/Expanding

Have students work with a partner when practicing reading their stories aloud.

#### Bridging

Encourage students to use expressive voices while they read aloud.

## Lesson 8

# Developing Narrative Writing



**Primary Focus:** Students publish narratives describing a sequence of events in the order in which they occurred and providing a reaction to what happened.

### CONNECTIONS: EXPRESSION MATTERS (2 MIN.)

- Have students practice saying the following sentence in three different ways: a sleepy way, an excited way, and a sad way.
  - The little dog ran all the way home.
- Ask students if the meaning of the sentence seems different when it is read in a different way.
  - » Answers may vary, but students should discuss how a change in the reader's tone affects the story.

### VIDEO STORYBOOK RECORDING (10 MIN.)

- Prepare video recording equipment.
- Tell students to take out their “My Perfect \_\_\_\_\_ Day” books or redistribute.
- Remind students that during this time, two things will be happening at the same time so it will be very important to follow directions.
- Tell them that when it is not their turn to record, they should practice reading their book aloud to themselves or to a partner.
- Explain that when they practice reading their stories, they should use a quiet voice.
- Tell them that when their name is called to record, they need to have their final copy of their retelling and their illustration.
- Before recording, remind students that good storytellers use a lot of expression and show the illustrations when they read aloud.
- If possible, compile the finished recordings into a single file.

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## WRITING CELEBRATION (15 MIN.)

- Prepare to project the storybook videos created by the students or set up an author's chair where each student will read his or her narrative aloud.
- When the celebration is finished, collect the students' narratives and assess their writing.

**Note:** Use the *Kindergarten Writing Rubric: Narrative Writing* to assess students' narratives and to compare with the Pre-Assessment given in Unit 3, Lesson 1.

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## WRAP-UP (3 MIN.)

- Ask students to name some other topics they would like to write a narrative about.
  - » Answers may vary. You may wish to record the list of ideas for other writing opportunities.
- Ask them what four main elements would be in the narrative.
  - » who, when, where, and what
- Ask students to complete this sentence: "Stories must have a beginning, \_\_\_\_\_."
  - » middle, and end

~~~~~End Lesson~~~~~


Writing Studio 5

Introducing Informative Writing



Contents

INTRODUCING INFORMATIVE WRITING

Lesson 1 201

Introducing Informative Writing (30 min.)

- Connections: Writing to Inform
- Introduce the Prompt
- Informative Writing Pre-Assessment
- Wrap-Up

Lesson 2 206

Introducing Informative Writing (30 min.)

- Connections: Going to Town
- Discussion: Colonial Tradespeople
- Writing: Town Shopping List
- Wrap-Up

Lesson 3 211

Introducing Informative Writing (30 min.)

- Connections: Informative Writing
- Read-Aloud: Making Colonial Bread
- Writing: How to Make Bread
- Wrap-Up

Lesson 4 217

Introducing Informative Writing (30 min.)

- Connections: Informative Writing
- Modeling: Informational Text Features
- Writing: Colonial Garments
- Wrap-Up

Lesson 5 222

Introducing Informative Writing (30 min.)

- Connections: Review Informative Writing
- Research: The House Builders
- Wrap-Up

Lesson 6

229

Introducing Informative Writing (30 min.)

- Connections: Review Research
- Introduce the Prompt: The Colonial House Building Company
- Writing: The Colonial House Building Company
- Wrap-Up

Lesson 7

233

Introducing Informative Writing (30 min.)

- Connections: Review Revising
- Giving and Receiving Feedback
- Revising: The Colonial House Building Company
- Wrap-Up

Lesson 8

237

Introducing Informative Writing (30 min.)

- Connections: Presenting Informative Writing
- Presentations: The Colonial Building Company
- Wrap-Up

Introducing Informative Writing

PRIMARY FOCUS OF LESSON

Students use a combination of drawing and writing to compose informative writing in which they state a topic and some information about that topic.

FORMATIVE ASSESSMENT

Activity Page 1.1

Colonial Farm Chores Students write informative texts about life on a colonial farm.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Introducing Informative Writing (30 min.) | | | |
| Connections: Writing to Inform | Whole Group | 10 min. | |
| Introduce the Prompt | Whole Group | 5 min. | <input type="checkbox"/> Activity Page 1.1 |
| Informative Writing Pre-Assessment | Independent | 10 min. | <input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> <i>Kindergarten Writing Rubric: Informative Writing</i> |
| Wrap-Up | Whole Group | 5 min. | |

ADVANCE PREPARATION

- Ensure that students have completed Lesson 3 in Domain 10, *Colonial Towns and Townspeople*.
- Locate an informational trade book for use in the Connections activity.
- Prepare copies of Activity Page 1.1 to distribute for the Informative Writing Pre-Assessment activity.
- Prepare the rubric for grading the pre-assessments. See the *Kindergarten Writing Rubric: Informative Writing* in Teacher Resources. You will retain the pre-assessment to compare with the final narrative writing activity in Unit 6, *Developing Informative Writing*.

Universal Access

- Read aloud briefly from a variety of texts, both fiction and nonfiction. After each, ask students if they think the text tells something that is true or not true and have them explain their answers.

Lesson 1

Introducing Informative Writing



Primary Focus: Students use a combination of drawing and writing to compose informative writing in which they state a topic and some information about that topic.

CONNECTIONS: WRITING TO INFORM (10 MIN.)

- Tell students that writing has a purpose, or a reason for being written.
- Remind students that they wrote narrative texts in previous Writing Studio units, and ask them to explain the purpose of a narrative text.
 - » Answers may vary but should include that narratives tell a story or entertain.
- Remind students that they also wrote opinions in Writing Studio units. Ask them to explain the purpose of opinion writing.
 - » Answers may vary but should include that opinions explain how you feel about something.
- Read several pages of the informational trade book you have selected for this activity.
- Tell students that what you read aloud is called *informational text*. Explain that when you are writing informational text, or a text that explains something using facts and details, you are doing informative writing.
- Explain that there are different types of informative writing. Some informative writing describes a topic by giving facts about it, and some explains how to do something. For example, informative writing about an insect would name the insect and give some facts about it, like that it has six legs. Informative writing about how to make a sandwich would explain the steps someone can follow to make a sandwich.

Support

Review the three types of writing (narrative, opinion, and informative) and their purposes.

Challenge

Have students name the topics of informational texts they have read or heard read aloud.

Activity Page 1.1



Access

Entering/Emerging

Review the prompt and use sentence starters to guide students in speaking about informative essays.

Transitioning/Expanding

Review the prompt and provide sentence starters to guide students in speaking about informative essays.

Bridging

Review the prompt and provide sentence starters to guide students in speaking about informative essays.



Check for Understanding

Ask students to explain the purpose of informative writing.

- » Answers may vary but should include that it gives information or facts about a topic, or it explains how to do something.

Ask students what a *fact* is.

- » Answers may vary but should include a detail or piece of information that is true.

INTRODUCE THE PROMPT (5 MIN.)

- Remind students that they have been learning about colonial times during the Read-Alouds in Domain 10, *Colonial Towns and Townspeople*.
- Tell students they will write an informative essay about the kinds of chores that colonial families did on their farms. Explain that the word *essay* means a short piece of writing about a topic.
- Display Activity Page 1.1 and read the title to students.

▶ Activity Page 1.1

- Explain they can use words and pictures to write an informative essay about the different kinds of colonial farm chores. Remind students that their essay will have facts that they have learned.
- Have a brief discussion about the types of farm chores that they learned about during the Read-Aloud and record a list of chores on the board or chart paper (making butter, milking cows, sewing clothes, etc.).

INFORMATIVE WRITING PRE-ASSESSMENT (10 MIN.)

- Distribute Activity Page 1.1.
- Tell students to draw and write about the types of chores colonial families did on their farms.
- Tell students that they should include as much information as possible.

Note: If students finish before time elapses, you may allow them to work silently on something else. Since this is a pre-assessment, students may stop writing when they decide they are finished with the task or when ten minutes have elapsed. Subsequent lessons in this unit and in the entire Writing Studio program will help build students' ability to write for longer periods of time.

- Collect each pre-assessment as the work is completed. If possible, have the student read his or her informative essay aloud to you so you can make notes about what he or she has drawn and/or written. You will use the *Kindergarten Writing Rubric: Informative Writing* to assess their work. You should save their pre-assessment to compare it to their final informative writing activity, which they will complete in Writing Studio Unit 6, Lesson 8.

WRAP-UP (5 MIN.)

- Think-Pair-Share: Have students discuss with a partner what chores they have that are the same or different from the chores colonial children had.

~~~~~  
End Lesson  
~~~~~

2

Introducing Informative Writing

PRIMARY FOCUS OF LESSON

Students create a shopping list for a trip to a colonial town.

FORMATIVE ASSESSMENT

Activity Page 2.1

Town Shopping List Students create a shopping list.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---------------------|
| Introducing Informative Writing (30 min.) | | | |
| Connections: Going to Town | Whole Group | 5 min. | |
| Discussion: Colonial Tradespeople | Whole Group | 10 min. | |
| Writing: Town Shopping List | Independent | 10 min. | ☐ Activity Page 2.1 |
| Wrap-Up | Whole Group | 5 min. | |

ADVANCE PREPARATION

- Prepare to project Activity Page 2.1.
- Prepare copies of Activity Page 2.1 to distribute.
- Prepare chart paper for use during the Writing activity.

Universal Access

- Use the Domain 10, *Colonial Towns and Townspeople* Flip Book to review images from Domain 10, Lessons 1 and 2.

Lesson 2

Introducing Informative Writing



Primary Focus: Students create a shopping list for a trip to a colonial town.

CONNECTIONS: GOING TO TOWN (5 MIN.)

- Remind students that they have recently learned about life on colonial farms.
- Ask students to list some of the chores that families did on colonial farms.
 - » Answers may vary but should include milking cows, planting and gathering crops, making butter, weaving, sewing, making candles, baking bread, making cheese, chopping firewood, shearing sheep, etc.
- Tell students colonial families could not buy the things they needed very often because towns were far away. Many things they needed they had to make or grow themselves.
- Explain that when families did travel into town, they sold or traded goods they had grown or made on the farm and bought things that were difficult to make themselves.
- Ask students what types of things colonial families bought in town.
 - » Answers may vary but should include shoes, hats, cloth, clothing, and flour.

Support

Review the types of chores done on colonial farms and what products or goods were produced there.

Challenge

Ask students what other reasons, besides selling and buying goods, could cause a colonial family to travel to town.

- » Answers may vary but could include to visit people, go to a doctor, or get news.



Check for Understanding

Ask students to explain why colonial farm families traveled to towns.

- » Answers may vary but should include to sell or trade goods from their farm and to buy things they needed.

DISCUSSION: COLONIAL TRADESPEOPLE (10 MIN.)

- Prepare chart paper to record information.
- Remind students that during the Read-Aloud, they learned that a tradesperson is a person who works in a job that requires special skills, knowledge, and tools. A group of more than one tradesperson is called *tradespeople*.
- Explain that the tradespeople in colonial towns sold or bartered their goods to other people.
- Ask students what the word *bartered* means.
 - » Answers may vary but should include exchanged or traded.
- Tell them that the word *trade* has multiple meanings. One meaning is that a *trade* is a job that uses special skills, knowledge, and tools. Another meaning for the word *trade* is to exchange or barter something.
- Think-Pair-Share: Have students discuss with a partner what kinds of goods tradespeople made in colonial towns. After they have discussed with a partner, have students share out loud. Record the list of goods on chart paper. Possible responses include:
 - shoes
 - hats
 - cloth
 - clothes
 - flour
 - horseshoes
 - iron nails
 - tools

WRITING: TOWN SHOPPING LIST (10 MIN.)

- Project and distribute Activity Page 2.1.
- **Activity Page 2.1**
 - Tell students to imagine that they are back in colonial times, planning a trip into town to do some shopping.

Activity Page 2.1





Access

Entering/Emerging

Provide yes or no questions, such as “Would you buy a hat in town?”

Transitioning/Expanding

Have students work with a partner during the activity.

Bridging

Have students discuss their ideas with a peer before they complete the activity.

- Tell students that they will write and draw three items they would buy on their shopping trip.
- Remind them to use ideas that you recorded on chart paper during the Discussion activity.
- Show students where to record their facts on Activity Page 2.1.
- Although answers may vary, they should all be items listed on the chart paper during class discussion. Sample answers include flour, cloth, tools, or horseshoes.

WRAP-UP (5 MIN.)

- Ask students to name the tradesperson who makes the following goods:
 - shoes (cobbler)
 - dresses (dressmaker)
 - shirts (tailor)
 - flour (miller)
 - horseshoes (blacksmith)

~~~~~End Lesson~~~~~

# Introducing Informative Writing

## PRIMARY FOCUS OF LESSON

Students write about making bread in colonial times.

## FORMATIVE ASSESSMENT

Activity Page 3.1

**How to Make Bread** Students write and draw the steps for making bread.



## LESSON AT A GLANCE

|                                                  | Grouping    | Time    | Materials                                        |
|--------------------------------------------------|-------------|---------|--------------------------------------------------|
| <b>Introducing Informative Writing (30 min.)</b> |             |         |                                                  |
| Connections: Informative Writing                 | Whole Group | 5 min.  |                                                  |
| Read-Aloud: Making Colonial Bread                | Whole Group | 10 min. | <input type="checkbox"/> “Making Colonial Bread” |
| Writing: How to Make Bread                       | Partner     | 10 min. | <input type="checkbox"/> Activity Page 3.1       |
| Wrap-Up                                          | Independent | 5 min.  | <input type="checkbox"/> half sheets of paper    |

## ADVANCE PREPARATION

- Prepare to project “Making Colonial Bread,” found in Teacher Resources.
- Prepare to project Activity Page 3.1.
- Prepare copies of Activity Page 3.1 to distribute.
- Prepare half sheets of paper for the Wrap-Up activity.

## Universal Access

- Provide a mixture of informational and narrative trade books. Ask students to sort the books into informative and narrative writing categories. Discuss with students why they put each group in the informative or narrative writing category.

## Lesson 3

# Introducing Informative Writing



**Primary Focus:** Students write about making bread in colonial times.

## CONNECTIONS: INFORMATIVE WRITING (5 MIN.)

- Remind students that informative writing gives the reader facts about something.
- Ask students what the word *fact* means.
- Answers may vary but could include it is a true detail or piece of information about a topic.
- Tell them informative writing focuses on a specific topic. Remind them that the topic they wrote about in the previous Writing Studio lesson was shopping in a colonial town. They created a shopping list of the items they would buy in town. A list is one type of informative writing.
- Explain that another type of informative writing is to explain how to do something. When the writer explains how to do something, he or she writes the steps in order from start to finish and includes facts and details to help better explain the steps.
- Ask students to share some topics they could write about that explain how to do something.
  - » Answers may vary.

## READ-ALoud: MAKING COLONIAL BREAD (10 MIN.)

- Project “Making Colonial Bread.”
- **Making Colonial Bread**
  - Read the title “Making Colonial Bread” aloud. Explain that it is an informational text that explains the steps for making colonial bread.
  - Read “Making Colonial Bread” aloud.

## Support

Provide examples of informative writing that explain how to do something and guide students in identifying the topic and each step.

## Challenge

Have students write their own how-to informative text, such as how to brush their teeth or how to ride a bike.

---

## Making Colonial Bread

To make bread like people did in colonial times, I will start by getting the right ingredients. I will need flour that is made by grinding wheat into a fine powder. I will also need water, salt, and yeast.

Next, I will mix the ingredients together by kneading the dough, or pressing and stretching it until the texture is just right. Then I can shape it into a loaf.

After the bread dough is ready, I will put it in an oven made of brick with a fire burning inside. I will know the bread is ready when the outside turns a wonderful golden brown color. After cooling, it will be ready to eat!

- 
- Tell students that the informational text describes how to make bread and includes facts and details about making bread.
  - Ask students to name the steps for making bread in order.
    - » Answers may vary but should include getting the ingredients, kneading and shaping the dough, and baking the bread.
  - Tell students that there are also details and facts about making bread in the text. These include:
    - list of ingredients (flour, water, salt, and yeast)
    - flour made by grinding wheat
    - kneading (mixing the ingredients together by pressing and stretching it)
    - baking in a brick oven



### Check for Understanding

Ask students how “Making Colonial Bread” is informative.

- » Answers may vary but should include that it explains how to do something and includes facts and details.
-

## WRITING: HOW TO MAKE BREAD (10 MIN.)

- Project and distribute Activity Page 3.1.

### ➤ Activity Page 3.1

- Tell students to think about the information they heard in the Read-Aloud about making bread.
- Explain that they will use the information they heard to write down three steps for making bread. Tell them they may use words and pictures in their writing.
- Pair students together to work on Activity Page 3.1.
- Ask students what the first step is for making colonial bread.
  - » getting the right ingredients
- Tell students that they will write and draw the first step in the box titled Step 1 on Activity Page 3.1. Remind them to include facts and details about the ingredients. Reread the first paragraph of “Making Colonial Bread,” if needed.

To make bread like people did in colonial times, I will start by getting the right ingredients. I will need flour that is made by grinding wheat into a fine powder. I will also need water, salt, and yeast.

- Ask them what the second step is for making colonial bread.
  - » mixing the dough by kneading
- Tell them to write and draw about kneading the dough in the box titled Step 2. Remind them to include facts and details about mixing and kneading the dough. Reread the second paragraph of “Making Colonial Bread,” if needed.

Next, I will mix the ingredients together by kneading the dough, or pressing and stretching it until the texture is just right. Then I can shape it into a loaf.

### Activity Page 3.1



### Access

#### Entering/Emerging

Provide a word or picture bank of the steps for students to sort into the correct order (ingredients, kneading, baking).

#### Transitioning/Expanding

Provide sentence frames, such as “The ingredients are mixed together by \_\_\_\_\_.”

#### Bridging

Encourage students to label their drawings.

- Ask students what the last step is for making bread.
  - » baking it in a brick oven
- Tell them to write and draw about baking the bread in the box titled Step 3. Remind them to include facts and details about baking the bread. Reread the last paragraph of “Making Colonial Bread,” if needed.

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After the bread dough is ready, I will put it in an oven made of brick with a fire burning inside. I will know the bread is ready when the outside turns a wonderful golden brown color. After cooling, it will be ready to eat!

---

- Circulate as students work, providing prompting and support.

---

#### **WRAP-UP (5 MIN.)**

- Have students write a list of the steps needed to make their favorite dish. Have students share lists aloud, time permitting.

---

End Lesson

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# Introducing Informative Writing

## PRIMARY FOCUS OF LESSON

Students use the features of informational text to write about colonial garments.

## FORMATIVE ASSESSMENT

Activity Page 4.1

**Colonial Garments** Students use informational text features in writing.

## LESSON AT A GLANCE

|                                                  | Grouping    | Time    | Materials                                  |
|--------------------------------------------------|-------------|---------|--------------------------------------------|
| <b>Introducing Informative Writing (30 min.)</b> |             |         |                                            |
| Connections: Informative Writing                 | Partner     | 3 min.  |                                            |
| Modeling: Informational Text Features            | Whole Group | 7 min.  | <input type="checkbox"/> “Making Yarn”     |
| Writing: Colonial Garments                       | Independent | 15 min. | <input type="checkbox"/> Activity Page 4.1 |
| Wrap-Up                                          | Partner     | 5 min.  | <input type="checkbox"/> Activity Page 4.1 |

## ADVANCE PREPARATION

- Prepare to project “Making Yarn,” found in Teacher Resources.
- Prepare to project Activity Page 4.1.
- Prepare copies of Activity Page 4.1 to distribute.

## Universal Access

- Use an informational text to preteach features such as titles, headings, illustrations or diagrams, captions, and labels.

## Lesson 4

# Introducing Informative Writing



**Primary Focus:** Students use the features of informational text to write about colonial garments.

## CONNECTIONS: INFORMATIVE WRITING (3 MIN.)

- Remind students that informative writing gives the reader facts and details about a topic.
- Explain that in the previous Writing Studio lesson, they wrote about the steps for making colonial bread.
- Think-Pair-Share: Have students discuss with a partner other step-by-step informative writing that would help explain how to do something on a colonial farm.
  - » Answers may vary but could include making butter, weaving, planting crops, shearing sheep, etc.



## Check for Understanding

Ask students to explain why someone would read an informational text.

- » Answers may vary but should include to learn about a topic or to learn how to do something.

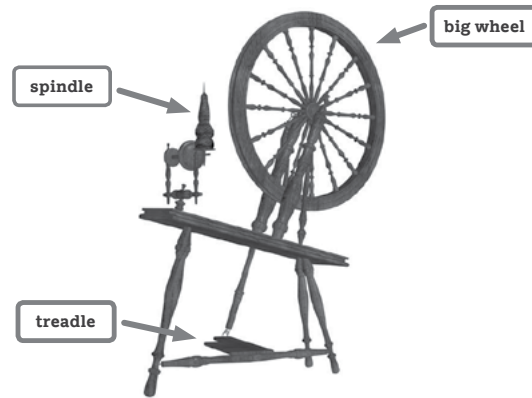
## MODELING: INFORMATIONAL TEXT FEATURES (7 MIN.)

- Project “Making Yarn.”
- **Making Yarn**
  - Read the title, “Making Yarn,” aloud. Explain that it is an informational text that gives information about how yarn is made using a spinning wheel.



- Tell students that “Making Yarn” has different text parts, or features. Ask students if they can name something about “Making Yarn” that looks different from the text they wrote about making bread.
  - » Answers may vary but could include that it has a picture with labels.
- Go through each of the following parts of “Making Yarn,” explaining the purpose of each text feature:
  - Title or topic: Making Yarn
  - Illustration: spinning wheel
  - Labels: parts of the spinning wheel (spindle, treadle, and big wheel)
  - Caption: describes the illustration
  - Facts: gives information about how yarn is made with a spinning wheel

### Making Yarn



#### A Spinning Wheel and Its Parts

|               |                                                                               |
|---------------|-------------------------------------------------------------------------------|
| <b>Fact 1</b> | wool fibers go into spinning wheel                                            |
| <b>Fact 2</b> | treadle (foot pedal) makes the big wheel spin around                          |
| <b>Fact 3</b> | The big wheel turns the spindle quickly, tightly twisting the wool into yarn. |

### WRITING: COLONIAL GARMENTS (15 MIN.)

- Project and distribute Activity Page 4.1.

#### ▶ Activity Page 4.1

- Remind students that they have been learning about colonial people and how they lived. Tell them one topic they have learned about is colonial clothing.

Activity Page 4.1



- Ask students what the word *garment* means.
  - » Answers may vary but should include pieces of clothing you wear.
- Ask them where most colonial people got their clothing.
  - » They made their own clothing.
- Remind them that some farmers and their families bought clothing when they traveled to town. Ask what kinds of clothing, or garments, they bought.
  - » Answers may vary but could include dresses, shirts, breeches, hats, bonnets, and shoes.
- Tell students that they will write about how colonial people dressed by describing the garments they wore.
- Tell students to look at the top of Activity Page 4.1. Tell them the title for this informative writing is “Colonial Garments.”
- Explain that they can choose to write about a colonial man or a colonial woman’s clothing.
- Review Activity Page 4.1, pointing to each section and explaining what will go there. Use “Making Yarn” as another example.
- Circulate as students work, providing prompting and support.
- Although answers may vary, sample answers follow.
  - » Caption: A colonial woman’s clothing
  - » Fact 1: Colonial women wore dresses.
  - » Fact 2: Sometimes the dresses had lace on them.
  - » Fact 3: Colonial women also wore bonnets.

## WRAP-UP (5 MIN.)

- Have students share Activity Page 4.1 with a partner, then have student volunteers share with the whole class.

End Lesson

## Support

Provide a word bank of colonial clothing pieces on chart paper or on the board.

## Challenge

Have students create illustrations with labels showing the differences between colonial clothing and clothing of current times.



## Access

### Entering/Emerging

Review Domain 10 Flip Book images and ask students to identify clothing pieces such as hats, shoes, breeches, etc.

### Transitioning/Expanding

Provide a word bank of pieces of colonial clothing.

### Bridging

Encourage students to write details about each piece of clothing.

## 5

# Introducing Informative Writing

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**PRIMARY FOCUS OF LESSON**

Students gather and record information about colonial house builders.

---

**FORMATIVE ASSESSMENT**

Activity Page 5.1

**Colonial House Builders** Students record information about colonial bricklayers, masons, and carpenters.

## LESSON AT A GLANCE

|                                                  | Grouping    | Time    | Materials                                                                                                                                                                           |
|--------------------------------------------------|-------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Informative Writing (30 min.)</b> |             |         |                                                                                                                                                                                     |
| Connections: Review Informative Writing          | Whole Group | 5 min.  |                                                                                                                                                                                     |
| Research: The House Builders                     | Whole Group | 20 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Domain 10 Flipbook (optional)<br><input type="checkbox"/> Scissors<br><input type="checkbox"/> Drawing tools |
| Wrap-Up                                          | Whole Group | 5 min.  |                                                                                                                                                                                     |

## ADVANCE PREPARATION

- Ensure that students have completed Domain 10, Lesson 7, “The House Builders: Bricklayers, Masons, and Carpenters,” prior to this Writing Studio lesson.
- Prepare copies of Activity Page 5.1 to distribute and one extra for modeling during the Research activity.
- Prepare to use chart paper for the Research activity.

### Universal Access

- Provide different books and images of colonial buildings or architecture. Have students point to details in the images that show the work of a bricklayer, a mason, or a carpenter.

## Lesson 5

# Introducing Informative Writing



**Primary Focus:** Students gather and record information about colonial house builders.

## CONNECTIONS: REVIEW INFORMATIVE WRITING (5 MIN.)

- Remind students that they have been learning about different kinds of informative writing. Ask students what informative writing they have completed so far.
  - » Answers may vary but could include informative writing about colonial farm chores, a shopping list, how to make colonial bread, and a description of colonial clothing.
- Explain that when they wrote about colonial clothing, or garments, they used some special informational text features to describe the clothing. Ask students what text features they used in their writing.
  - » Answers may vary but should include a title, illustration, labels, and a caption for the illustration.
- Explain that no matter what the informational text looks like, what makes it informative is that it has facts about a topic.
- Tell students that we know facts about a topic are true because they can be proven. That means we can find evidence or test the fact to find out if it is true.



### Check for Understanding

What is the difference between a fact and an opinion?

- » Answers may vary but should include that a fact is something that is true and an opinion is how someone feels, or what he or she believes, about something.

## RESEARCH: THE HOUSE BUILDERS (20 MIN.)

- Tell students that most people in colonial towns built their own houses with the help of neighbors. Explain that wealthy townspeople hired experts to build their homes for them.
- Remind them that building experts are called *tradespeople*. Ask students what a *tradesperson* is.
  - » Answers may vary but should include a person who has special skills, knowledge, and tools.
- Ask students to name the different tradespeople who built colonial houses.
  - » bricklayers, masons, and carpenters
- Distribute Activity Page 5.1.
- Explain that they will be collecting information about each of the building tradespeople on Activity Page 5.1.
- Tell them that they will first need to fold Activity Page 5.1 along the fold line in the center of the page. Demonstrate folding using an extra Activity Page 5.1.
- Tell them that after they fold the paper, they will use their scissors to cut along the cut lines that divide the words *Bricklayer*, *Mason*, and *Carpenter*. Tell them they will only cut up to the fold line. Demonstrate cutting to the fold line.
- Explain that they will record information about each tradesperson under the flaps they just created on the page. They will draw a picture of the tradesperson on the front of each flap underneath the name after they have recorded information. Demonstrate where the information will be written and where the picture will be drawn.
- Tell students that they will begin by recording the information under the flaps first. Remind them that they may write the information using words and pictures.
- On chart paper, write the word *Bricklayer*. Ask students what a bricklayer does.
  - » Answers may vary but should include that a bricklayer builds walls and houses out of bricks.
- Read aloud the following excerpts from the Lesson 7 Read-Aloud. You may wish to use images from the Domain 7 Flip Book while you read.

### Activity Page 5.1



---

The bricklayer builds walls and houses using bricks. Bricks are made from clay—extremely fine, red soil that comes from the earth.

---

A bricklayer uses a special tool called a trowel to spread the mortar. Mortar is a really gooey, sticky material made of sand, water, and a type of crushed rock called lime. Once the bricklayer has spread the mortar evenly with his trowel, he will add another brick to the wall.

---

- Ask students what facts from the Read-Aloud were given about bricklayers. Record student responses on the chart paper. Responses could include bricks, walls, clay, trowel, and mortar.
  - Tell students to lift the flap on Activity Page 5.1 titled *Bricklayer*. Tell students to record some facts about a bricklayer under the flap, keeping all the information under that flap. Demonstrate where the information should be recorded.
  - On chart paper, write the word *Mason*. Ask students what a mason does.
    - » Answers may vary but should include that masons build walls and houses out of stones.
  - Read aloud the following excerpt from the Lesson 7 Read-Aloud. You may wish to use images from the Domain 7 Flip Book while you read.
- 

A stonemason, or mason for short, builds walls and houses with stones. Like the bricklayer, the mason can use mortar to stick stones together.

---

While bricks are mostly the same size and shape, stones come in all shapes and sizes. The mason has to be careful to make sure each piece fits together closely with the pieces next to it.

---

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To be able to fit the stones together so well, the mason had to chip away at them with a hammer and a sharp chisel, patiently reshaping the stones so that each one would fit perfectly into its space alongside the others.

---

In an old colonial town, many masons were asked to build the foundations of houses. The foundation is the bottom or base of the house, the lowest part on which the rest of the house stands.

- 
- Ask students what facts from the Read-Aloud were given about masons. Record student responses on the chart paper. Responses could include stones, mortar, hammer, chisel, walls, and foundations.
  - Tell students to lift the flap on Activity Page 5.1 titled *Mason*. Tell students to record some facts about a mason under the flap, keeping all the information under that flap. Demonstrate where the information should be recorded.
  - On chart paper, write the word *Carpenter*. Ask students what a carpenter does.
    - » Answers may vary but should include that carpenters build houses out of wood.
  - Read the following aloud from the Lesson 7 Read-Aloud. You may wish to use images from the Domain 7 Flip Book while you read.

---

Finally, can you tell what other material is used to build houses? That's right: wood. And who works with wood? Yes—the carpenter.

---

The carpenter uses a lot of special tools. This picture shows a carpenter measuring a board with a special kind of ruler, called a square, that's good for measuring angles and straight edges. The carpenter makes a mark on the board with a pencil that shows him where to cut. Carpenters have to be careful to get their measurements exactly right.

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Once the carpenter has the boards cut to the sizes he needs with his saw, he fastens them together with his hammer and nails. Then, he uses a tool called a level to make sure that everything is straight and even.

---

When a carpenter builds a house, he builds from the ground up. He begins by building the frame of the house. The frame gives the house its shape and holds everything together. The frame holds up the walls, the roof, the doors, and the windows.

---

### Support

Review information gathered on chart paper for each category.

### Challenge

Ask students to compare and contrast housebuilding in colonial times with housebuilding today.



### Access

#### **Entering/Emerging**

Provide questions with yes or no answers, such as “Does a carpenter use stones to build houses?”

#### **Transitioning/Expanding**

Have students work with a partner to complete Activity Page 5.1.

#### **Bridging**

Encourage students to use the words recorded on the chart paper in addition to pictures when recording information.

- Ask students what facts from the Read-Aloud were given about carpenters. Record student responses on the chart paper. Responses could include wood, square, saw, hammer, nails, frame, and level.
- Tell students to lift the flap on Activity Page 5.1 titled *Carpenter*. Tell students to record some facts about a carpenter under the flap, keeping all the information under that flap. Demonstrate where the information should be recorded.
- Tell them that when they have finished recording all the information, they may draw a picture of a bricklayer, a mason, and a carpenter on the front of the flaps under the correct titles. Tell them they may also label their illustrations.
- Tell students to store Activity Page 5.1 or collect to redistribute in the next Writing Studio lesson.

---

### **WRAP-UP (5 MIN.)**

- Have a class vote on which tradesperson—a bricklayer, a mason, or a carpenter—has the most difficult job. Have students share reasons why they feel the tradesperson they voted for has the most difficult job.

---

End Lesson

# Introducing Informative Writing

# 6

## PRIMARY FOCUS OF LESSON

Students collaborate to create a poster about colonial house builders.

## FORMATIVE ASSESSMENT

Poster

### **The Colonial House Building Company**

Students create a poster describing colonial house builders.

## LESSON AT A GLANCE

|                                                           | Grouping    | Time    | Materials                                                                                                   |
|-----------------------------------------------------------|-------------|---------|-------------------------------------------------------------------------------------------------------------|
| <b>Introducing Informative Writing (30 min.)</b>          |             |         |                                                                                                             |
| Connections: Review Research                              | Whole Group | 3 min.  | <input type="checkbox"/> Activity Page 5.1                                                                  |
| Introduce the Prompt: The Colonial House Building Company | Whole Group | 3 min.  | <input type="checkbox"/> Writing Prompt: The Colonial House Building Company                                |
| Writing: The Colonial House Building Company              | Small Group | 20 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Poster or chart paper for each group |
| Wrap-Up                                                   | Whole Group | 4 min.  |                                                                                                             |

## ADVANCE PREPARATION

- Divide students into small groups of three students each for the Writing activity. You may also wish to assign each group member to a tradesperson they will write about: bricklayer, mason, or carpenter.
- Provide poster board or a piece of chart paper for each small group.
- Prepare to project Writing Prompt: The Colonial Building Company, found in Teacher Resources.
- Prepare to use chart paper for the Research activity.

### Universal Access

- Divide students into small groups and assign a familiar topic about which they can provide facts and details. Give one sheet of paper to each group and have each group member contribute information about the topic. Possible topics include:
  - the four seasons
  - the five senses
  - plants
  - pets

## Lesson 6

# Introducing Informative Writing



**Primary Focus:** Students collaborate to create a poster about colonial house builders.

## CONNECTIONS: REVIEW RESEARCH (3 MIN.)

- Tell students that they have gathered information about the special tradespeople who built houses during colonial times. Ask students to name the three tradespeople who built houses.
  - » bricklayers, masons, and carpenters
- Tell students to take out Activity Page 5.1 or redistribute.
- Review facts about each tradesperson listed on Activity Page 5.1.

## INTRODUCE THE PROMPT: THE COLONIAL HOUSE BUILDING COMPANY (3 MIN.)

- Project Writing Prompt: The Colonial House Building Company.
- Tell students that they will use the information they gathered on each tradesperson who built colonial houses to create a poster.
- Read the prompt aloud.

### ➤ Writing Prompt: The Colonial House Building Company

#### The Colonial House Building Company

We're back in colonial times, living in a town that keeps growing and growing! People want to build new houses in the town. You are a part of a colonial house building company made up of these tradespeople: a bricklayer, a mason, and a carpenter. Your company will create a poster explaining what each tradesperson does to help people decide if your company is one that they want to hire to get the job done right!

- Tell students they will work in a small group to create the poster. Point out the following features on the Writing Prompt poster: title, house illustration, and areas on the poster where they will write. Tell them they may also label their illustration of the house.

## WRITING: THE COLONIAL HOUSE BUILDING COMPANY (20 MIN.)

### Posters



- Divide students into small groups of three students each and have them move into their small groups. Tell students to take Activity Page 5.1 with them when they move. You may wish to assign numbers to each group (1, 2, 3, etc.).
- Assign each student in a group to write about one tradesperson: either a bricklayer, a mason, or a carpenter.
- Explain that they will create the poster using the information they gathered about the tradesperson to which they were assigned.

### Support

Work one-on-one or in small groups to discuss facts that can be included in their writing.

### Challenge

Encourage students to use descriptive words in their writing.



### Access

#### Entering/Emerging

Ask yes or no questions, such as “Would a bricklayer work on the roof of the house?” to help students complete the writing.

#### Transitioning/Expanding

Ask students to review their notes on what their assigned tradesperson does.

#### Bridging

Ask students to name some information about their tradesperson before they complete the written work.



### Check for Understanding

Ask students which tradesperson they will write about. Have students give some facts about the tradesperson from Activity Page 5.1.

- » Answers may vary but there should be one of each tradesperson in a group.

- Distribute poster board or chart paper to each group.
- Tell students that they will draw a picture of a colonial house on their poster. They will then write about each tradesperson in the space around the house. Remind them to be respectful and take turns when working in small groups.
- Explain that this is a draft, so they should only write and draw in pencil today.
- Circulate as students work, providing prompting and support.
- Collect posters to redistribute in the next Writing Studio lesson.

## WRAP-UP (4 MIN.)

- Show students an image of a modern skyscraper and have them discuss what materials, tools, and special tradespeople are needed to build it.

End Lesson

# Introducing Informative Writing

## PRIMARY FOCUS OF LESSON

Students use feedback to add details to improve and strengthen writing.

## FORMATIVE ASSESSMENT

Poster

### **The Colonial House Building Company**

Students use feedback to revise posters about colonial house builders.

## LESSON AT A GLANCE

|                                                  | Grouping    | Time    | Materials                                                                                                                       |
|--------------------------------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Informative Writing (30 min.)</b> |             |         |                                                                                                                                 |
| Connections: Review Revising                     | Whole Group | 3 min.  |                                                                                                                                 |
| Giving and Receiving Feedback                    | Small Group | 10 min. | <input type="checkbox"/> Peer Feedback: Writing poster (optional)<br><input type="checkbox"/> Colonial Building Company posters |
| Revising: The Colonial House Building Company    | Small Group | 14 min. | <input type="checkbox"/> Colonial Building Company posters<br><input type="checkbox"/> Markers or crayons                       |
| Wrap-Up                                          | Whole Group | 3 min.  |                                                                                                                                 |

## ADVANCE PREPARATION

- You may want to project the Peer Feedback: Writing poster, found in Teacher Resources, during the Giving and Receiving Feedback activity.
- Prepare to provide markers or crayons for the Revising activity.

### Universal Access

- Write the following on the board and have students provide feedback on how to improve the sentence by adding more information and details.
  - Carpenters build houses.
- Use students' suggestions to revise the sentence by adding more information and details.

## Lesson 7

# Introducing Informative Writing



**Primary Focus:** Students use feedback to add details to improve and strengthen writing.

## CONNECTIONS: REVIEW REVISING (3 MIN.)

- Remind students that good writers use facts and details in their writing to provide detailed information to readers.
- Tell them that having people read their writing to provide feedback is one way of helping them improve their writing.
- Explain that another way to improve writing is to reread it themselves and look for places they can add more information that will make their writing better.



## Check for Understanding

Ask students what kind of feedback they should give on someone else's writing.

- » Answers may vary but should include telling the writer what they like about his or her writing and providing ideas for adding more information and details.

## GIVING AND RECEIVING FEEDBACK (10 MIN.)

- Project the Peer Feedback: Writing poster, if needed. Review how to give and receive feedback.
- **Peer Feedback: Writing poster**
  - Redistribute the Colonial Building Company posters to each group.
  - Pair the small groups together for feedback. Explain that each group will have a turn to give and receive feedback on their poster. Designate which group will go first receiving feedback. Then the other group will have a turn receiving feedback.



## Posters



## Support

Work one-on-one or in small groups to help students find places to add information.

## Challenge

Encourage students to use descriptive words in their writing.



## Access

### Entering/Emerging

Speak with students one-on-one, offering guidance about how to revise their contribution to the poster.

### Transitioning/Expanding

Discuss with a group how it might incorporate feedback before it begins making revisions.

### Bridging

Encourage students to consider more than one way of making a revision, discuss those choices with the group, and decide which one is the best choice.

- Although feedback may vary, students should offer ways to improve the other group's poster. For example, they might suggest that a group add labels to the drawings on the poster.

## REVISING: THE COLONIAL HOUSE BUILDING COMPANY (14 MIN.)

- Have students move back into their small groups to work on revising their poster.
- Remind students to reread their writing to look for areas to which they can add details and also to use the ideas they received during feedback.
- Tell them that after they have completed revisions to add details, they can finish their poster by coloring their illustrations.
- Collect the posters for the next Writing Studio lesson.

## WRAP-UP (3 MIN.)

- Explain that each small group will present its poster to the class in the final Writing Studio lesson. Have a class discussion about what it means to present something and what might be important when presenting. Record these ideas on chart paper for the next Writing Studio lesson.
  - Possible ideas include:
    - speaking in a voice loud enough for all to hear
    - speaking in complete sentences
    - taking turns when presenting
    - pointing to parts of the poster when presenting
    - being a respectful listener

End Lesson

# Introducing Informative Writing

## PRIMARY FOCUS OF LESSON

Students present revised informative writing posters about colonial house builders.

## FORMATIVE ASSESSMENT

Poster

### **The Colonial House Building Company**

Students present their final informative writing posters.

## LESSON AT A GLANCE

|                                                  | Grouping    | Time    | Materials                                                  |
|--------------------------------------------------|-------------|---------|------------------------------------------------------------|
| <b>Introducing Informative Writing (30 min.)</b> |             |         |                                                            |
| Connections: Presenting Informative Writing      | Whole Group | 2 min.  |                                                            |
| Presentations: The Colonial Building Company     | Whole Group | 26 min. | <input type="checkbox"/> Colonial Building Company posters |
| Wrap-Up                                          | Whole Group | 2 min.  |                                                            |

## ADVANCE PREPARATION

- Provide an area in the classroom where students can present their posters to the class.

### Universal Access

- Provide students with additional time to practice presenting their parts of the poster.

## Lesson 8

# Introducing Informative Writing



**Primary Focus:** Students present revised informative writing posters about colonial house builders.

## CONNECTIONS: PRESENTING INFORMATIVE WRITING (2 MIN.)

- Remind students that they will present their Colonial Building Company posters to the class today.
- Review the ideas for presenting that were discussed in the previous Writing Studio lesson. These may include:
  - speaking in a voice loud enough for all to hear
  - speaking in complete sentences
  - taking turns when presenting
  - pointing to parts of the poster when presenting
  - being a respectful listener



## Check for Understanding

Have students explain their job as a presenter.

## PRESENTATIONS: THE COLONIAL BUILDING COMPANY (26 MIN.)

- Have students move back into their poster small groups and redistribute the posters.
- Tell them they will have a few minutes to discuss and practice how they will present their poster. Each group member will present the information about his or her assigned tradesperson.
- Call on each group to present their poster to the class.

## Posters



## Access

### Entering/Emerging

Have students work with partners to present their parts of the poster.

### Transitioning/Expanding

Have students work with partners to practice presenting their parts of the poster.

### Bridging

Encourage students to use expressive voices when presenting their poster.

## Support

Allow groups a few minutes to practice their presentations before presenting.

## Challenge

Ask students to name other ways to make their presentations more informative and interesting to the audience.

- Collect posters after presentations to evaluate students' progress on informative writing standards.

---

**WRAP-UP (2 MIN.)**

- Brainstorm a list of ideas for additional posters students could create about colonial towns or townspeople.

~~~~~End Lesson~~~~~

Writing Studio 6

Developing Informative Writing



Contents

DEVELOPING INFORMATIVE WRITING

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Developing Informative Writing (30 min.)

- Connections: Review Informative Writing
- Giving Directions
- Writing: How to Brush Your Teeth
- Wrap-Up

Lesson 2 249

Developing Informative Writing (30 min.)

- Connections: Review Lists
- Discussion: Taking Care of our Classroom
- Writing: How to Take Care of Our Classroom
- Wrap-Up

Lesson 3 254

Developing Informative Writing (30 min.)

- Connections: Review Topics and Facts
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Lesson 4 258

Developing Informative Writing (30 min.)

- Connections: Review Research
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Lesson 6

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Developing Informative Writing (30 min.)

- Connections: Review Class Book
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- Wrap-Up

Lesson 7

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Developing Informative Writing (30 min.)

- Connections: Review Feedback
- Giving and Receiving Feedback
- Revising and Illustrating
- Wrap-Up

Lesson 8

278

Developing Informative Writing (30 min.)

- Connections: Review Class Book
- Publishing
- Sharing
- Wrap-Up

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students write and draw the sequence of steps for brushing their teeth.

FORMATIVE ASSESSMENT

Activity Page 1.1

How to Brush Your Teeth Students write the steps for brushing teeth.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---------------------|
| Developing Informative Writing (30 min.) | | | |
| Connections: Review Informative Writing | Whole Group | 3 min. | |
| Giving Directions | Whole Group | 5 min. | |
| Writing: How to Brush Your Teeth | Independent | 17 min. | ☐ Activity Page 1.1 |
| Wrap-Up | Partner | 5 min. | ☐ Activity Page 1.1 |

ADVANCE PREPARATION

- Prepare to project Activity Page 1.1.
- Prepare to distribute copies of Activity Page 1.1.

Universal Access

- On sentence strips or index cards, write or draw pictures that show the steps of a simple process, such as making a cake, and have students put the cards in their proper order.

Lesson 1

Developing Informative Writing



Primary Focus: Students write and draw the sequence of steps for brushing their teeth.

CONNECTIONS: REVIEW INFORMATIVE WRITING (3 MIN.)

- Remind students that they used informative writing in the previous Writing Studio unit.
- Ask students to describe the purpose of informative writing.
 - » Answers may vary but should include to inform or to provide facts and information about a topic.
- Ask them to name the topic they wrote about in the last informative writing unit.
 - » Answers may vary but should include bricklayers, masons, and carpenters who built houses in colonial times.
- Remind them that informative writing is also called informational text.



Check for Understanding

Ask students why it is important to use true facts in informative writing.

- » Answers may vary but should include that true facts support and explain the topic so the reader can learn.

GIVING DIRECTIONS (5 MIN.)

- Tell students that some informational text helps readers learn how to do something. Remind students that they wrote directions for how to make colonial bread in the last Writing Studio unit.
- Ask students to give examples of other topics that might need directions or a “how to” informational text.
 - » Answers may vary.

- Explain that in informational text that gives directions, it helps to give the reader information in steps from start to finish so that the task is completed in the correct order.

WRITING: HOW TO BRUSH YOUR TEETH (17 MIN.)

- Tell students that in Domain 11, *Taking Care of the Earth*, they are studying ways to take care of the environment so that the Earth stays healthy. Explain that they also need to take care of themselves so that they stay healthy. Ask them to name ways that they keep themselves healthy.

» Answers may vary but could include eating fruits and vegetables, exercising, etc.

- Project and distribute Activity Page 1.1.

➤ Activity Page 1.1

- Explain that one way we stay healthy is to brush our teeth every day. We learned how to brush our teeth because someone showed us each step. Because we have been brushing our teeth for a while, we may not think about each step as we do it. But what if you had to explain it to someone else? How would you explain the steps for brushing your teeth?
- Have students name the steps for brushing their teeth. Record their responses on the board or chart paper. Then work with students to choose three steps for brushing their teeth and write them on the board in the correct order.
- Explain that they should draw the three steps in the correct order on Activity Page 1.1. Tell them that beneath each picture they will write a caption. Remind students that a caption is a brief description of the picture.
- Circulate as students work, providing prompting and support.
- Although answers may vary, students should use relevant information in a logical sequence. Answers may include that first you put toothpaste on your brush, next you brush your teeth well, and then you rinse out your mouth.

WRAP-UP (5 MIN.)

- Have students share their work with a partner to find what is alike and different in their writing.

End Lesson

Activity Page 1.1



Support

Work with a small group to provide assistance in ordering the steps.

Challenge

Have students write a complete sentence for each step.



Access

Entering/Emerging

Provide answer choices, such as “Do you put the toothpaste on your teeth or on the brush?”

Transitioning/Expanding

Have students work with a partner during the activity.

Bridging

Encourage students to write descriptive words in the captions.

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students create a list of ways to take care of the classroom.

FORMATIVE ASSESSMENT

Activity Page 2.1

How to Take Care of Our Classroom

Students create a list of ways to take care of the classroom.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---------------------|
| Developing Informative Writing (30 min.) | | | |
| Connections: Review Lists | Whole Group | 3 min. | |
| Discussion: Taking Care of our Classroom | Whole Group | 7 min. | |
| Writing: How to Take Care of Our Classroom | Independent | 15 min. | ☐ Activity Page 2.1 |
| Wrap-Up | Partner | 5 min. | ☐ Activity Page 2.1 |

ADVANCE PREPARATION

- Prepare to project Activity Page 2.1.
- Prepare to distribute copies of Activity Page 2.1.
- Prepare to use the board or chart paper during the Discussion activity.

Universal Access

- Divide students into small groups or partners and have them create a list based on one of the topics below. Have groups and partners compare their lists to find what is alike and what is different.
 - colors
 - types of clothing
 - types of birds
 - stories

Lesson 2

Developing Informative Writing



Primary Focus: Students create a list of ways to take care of the classroom.

CONNECTIONS: REVIEW LISTS (3 MIN.)

- Remind students that another type of informational text is a list. Ask students if they remember what kind of list they wrote in the previous Writing Studio unit about life in colonial America.
 - » a shopping list for a colonial town
- Tell them lists help us to remember things, like what we need to buy when we go shopping. Lists can also provide information about a topic, such as a list of animals that live on a farm.
- Explain that their next informative writing assignment will be a list that can help visitors and new students in the classroom.

DISCUSSION: TAKING CARE OF OUR CLASSROOM (7 MIN.)

- Prepare to use the board or chart paper.
- Ask students what they think a visitor or new student would need to know when they come to the classroom.
 - » Answers may vary but could include the class rules.
- Ask students if they think it is important that people know how they take care of the classroom.
 - » Answers may vary ; however, if students do not think this is important, you may wish to ask questions that guide them to think about what would happen if visitors did not know how to take care of the classroom. For example, if they don't know that only the teacher can feed the class hamster, it might get two lunches!
- Explain that a list of ways they take care of the classroom would be very informative for visitors and new students because they would learn how to take care of the classroom, too.

- Tell students that they will create a list of ways to take care of the classroom that could help visitors and new students.
- Guide students in brainstorming ways to take care of the classroom and list those on the board or on chart paper.
- Tell students they will use three of the ideas from the list to create their own list.



Check for Understanding

Ask students to name the items on the list they feel are most important.

- » Answers may vary, but students should name items from the brainstorming list.

Activity Page 2.1



Support

Assist students in choosing the three items for their lists.

Challenge

Have students explain why they think the three items on their list are important.

WRITING: HOW TO TAKE CARE OF OUR CLASSROOM (15 MIN.)

- Project and distribute Activity Page 2.1.

➤ **Activity Page 2.1**

- Review the items listed on the board or chart paper during the Discussion activity.
- Read the top of Activity Page 2.1. Ask students what word will go into the blank after “How to Take Care of Our...”
 - » classroom
- Write the word *Classroom* on the board and tell students to write it in the blank.
- Tell students to choose three important ways to take care of the classroom that they will write on their lists in the spaces numbered 1, 2, and 3. Tell them they may write and draw their items.

- Remind them to look back at the list you created as a class if they need help with words or ideas.
- Circulate as students work, providing prompting and support.
- Although answers may vary, they should relate to the classroom and be presented in a logical order. Answers may include that you should turn off the lights when you leave the room, you should put all trash in the garbage can, and you should always recycle paper in the recycling bin.

WRAP-UP (5 MIN.)

- Have students share their work with a partner to find what is alike and different in their writing.

End Lesson



Access

Entering/Emerging

Review the items listed during the discussion and ask students yes or no questions, such as “Do you think that putting garbage in the trash helps to take care of our classroom?”

Transitioning/Expanding

Provide a picture or drawing of three items on the list and have students write the word for each.

Bridging

Have students compare their words to the words listed during the Discussion activity.

3

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students use information to answer a question about reducing classroom garbage.

FORMATIVE ASSESSMENT

Activity Page 3.1

How Can We Make Less Garbage? Students write about reducing garbage in the classroom.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Developing Informative Writing (30 min.) | | | |
| Connections: Review Topics and Facts | Whole Group | 3 min. | |
| Discussion: Reduce, Reuse, Recycle | Whole Group | 7 min. | |
| Writing: How Can We Make Less Garbage? | Partners | 15 min. | <input type="checkbox"/> Activity Page 3.1 |
| Wrap-Up | Independent | 5 min. | <input type="checkbox"/> half sheets of paper |

ADVANCE PREPARATION

- Prepare to project Activity Page 3.1.
- Prepare to distribute student copies of Activity Page 3.1.
- Prepare to use the board or chart paper during the Discussion activity.
- You may wish to predetermine student partners for the Writing activity.
- Prepare half sheets of paper for each student for the Wrap-Up activity.

Universal Access

- Review Flip Book images from Lesson 4, Domain 11, *Taking Care of the Earth*, with students. Ask students to create a caption for each image.

Lesson 3

Developing Informative Writing



Primary Focus: Students use information to answer a question about reducing classroom garbage.

CONNECTIONS: REVIEW TOPICS AND FACTS (3 MIN.)

- Remind students that informative writing has a topic or main idea of the writing.
- Ask students to name the topic of the list they created in the previous Writing Studio lesson.
 - » taking care of the classroom
- Ask students to name the purpose of facts and details in informative writing.
 - » Answers may vary but should include that they support, explain, and/or describe the topic.



Check for Understanding

Ask students to name a topic and one fact about the topic.

- » Answers may vary but could include the seasons (topic) and the fact that there are four seasons (fact about the topic).

DISCUSSION: REDUCE, REUSE, RECYCLE (7 MIN.)

- Prepare to use the board or chart paper.
- Remind students that during Domain 11, *Taking Care of the Earth*, they learned about reducing, reusing, and recycling.
- Ask students why we should reduce, reuse, and recycle things.
 - » Answers may vary but should include to create less garbage.

- Ask them how creating less garbage would help take care of the earth.
 - » Answers may vary but could include that it will cut down on the amount of garbage being put into landfills.
- Tell students that we can help take care of the earth by cutting down the amount of garbage we create in our classroom every day.
- Review with students what it means to reduce, reuse, and recycle items.
 - Reduce: to use less of something
 - Reuse: to use something again
 - Recycle: to use something to create something different
- Brainstorm a list of items that can be reduced, reused, and recycled in the classroom to help reduce garbage. Record the items on the board or chart paper so students can use it as a reference during the Writing activity.

WRITING: HOW CAN WE MAKE LESS GARBAGE? (15 MIN.)

- Divide students into pairs as determined in Advance Preparation.
- Project and distribute Activity Page 3.1.

➤ Activity Page 3.1

- Read the title “How Can We Make Less Garbage?” and explain that students will work with a partner to answer the question by writing one thing they can reduce, one thing they can reuse, and one thing they can recycle in the classroom.
- Review the items listed on the board or chart paper during the Discussion activity.
- Remind students to look back at the list if they need help with words or ideas.
- Circulate as students work, providing prompting and support.
- Answers may vary but could include that students could reduce the paper they use, they could reuse the back of paper if they have only used one side of it, and they could recycle paper after they have used both sides of it.

WRAP-UP (5 MIN.)

- Distribute a half sheet of paper to each student. Have students write one thing they will reduce, reuse, or recycle during the next school day that will help make less garbage in the classroom.

End Lesson

Activity Page 3.1



Support

Work with partners to assist them in choosing one item for each category.

Challenge

Tell students to write about a time they reduced, reused, or recycled something.



Access

Entering/Emerging

Review the items listed during the discussion and ask students yes or no questions, such as “Can you reuse a broken crayon?”

Transitioning/Expanding

Encourage students to use words as well as pictures in their writing.

Bridging

Have students compare their words to the words listed during the Discussion activity.

4

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students gather and record information about the earth.

FORMATIVE ASSESSMENT

Activity Page 4.1

Research: The Earth Students gather and record information about the earth.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Informative Writing (30 min.) | | | |
| Connections: Review Research | Whole Group | 3 min. | |
| Introduce the Prompt: Taking Care of the Earth Book | Whole Group | 7 min. | |
| Research: Land | Small Group | 12 min. | <input type="checkbox"/> Activity Page 4.1 |
| Wrap-Up | Whole Group | 8 min. | <input type="checkbox"/> Activity Page 4.1 |

ADVANCE PREPARATION

- Prepare to project Activity Page 4.1.
- Prepare to distribute student copies of Activity Page 4.1.
- Predetermine small groups of three or four students each for the Research activity.
- Prepare to use chart paper or the board to record information during the Research activity.
- Prepare to display or project Domain 11 Flip Book images 7A-1 to 7A-5.
- Provide a collection of grade-appropriate trade books or other resources about the earth and the environment that students can use to conduct their research. Make sure the books contain many illustrations, captions, and other text features. Determine a method for distributing the books for the Research activity.

Universal Access

- Give an image card from Domain 11, *Taking Care of the Earth*, to a pair of students and have them find key ideas and details in the image.

Lesson 4

Developing Informative Writing



Primary Focus: Students gather and record information about the earth.

CONNECTIONS: REVIEW RESEARCH (3 MIN.)

- Remind students that they have conducted research in previous Writing Studio units.
- Ask students what they are looking for when they conduct research.
 - » Answers may vary but should include information, facts, and details about a topic.
- Ask students where they can find the information for their research.
 - » Answers may vary but should include from books, articles, pictures, and from listening to texts read aloud.



Check for Understanding

Ask students why research is important when writing informational text.

- » Answers may vary but should include that finding facts and details to use in writing makes the writing stronger and more informative for the reader.

INTRODUCE THE PROMPT: TAKING CARE OF THE EARTH BOOK (7 MIN.)

- Remind students that they have been studying the earth and how to take care of it during the Read-Alouds in Domain 11, *Taking Care of the Earth*.
- Explain that they have also been writing informational texts on topics related to taking care of things. Ask them to name the two topics that were about taking care of something.
 - » Students have written about taking care of their teeth and taking care of the classroom.

- Remind students that taking care of ourselves, our classroom, or the earth is a responsibility. Ask students what the word *responsibility* means.
 - » Answers may vary but should include something that a person is expected to do.
- Explain that students will create a class book about taking care of the earth. Explain that they will first conduct research about taking care of the three parts of the earth.
- Ask students to name the three parts of the earth.
 - » land, air, and water
- Remind them that that it is the responsibility of people to help take care of the earth by keeping it clean and healthy.

RESEARCH: LAND (12 MIN.)

- Divide students into small groups of three students as predetermined in Advance Preparation.
- Project and distribute Activity Page 4.1.

➤ Activity Page 4.1

- Tell students that they will research the earth’s land first.
- Ask students to name the topic they will be researching.
 - » land
- Write the word *Land* on chart paper or the board and tell students to write it on the line after the word *Topic* at the top of Activity Page 4.1.
- Ask students what makes up the land of the earth.
 - » Answers may vary but should include dirt, rocks, trees, plants, etc.
- Record the students’ responses on chart paper and tell students to write and draw the information in the box labeled “What is land?” on Activity Page 4.1.

Topic: Land

| | |
|--|------------------------------------|
| <p>What is land?</p> <ul style="list-style-type: none"> • dirt • rocks • trees • plants | <p>What harms the land?</p> |
|--|------------------------------------|

Support

Review the word *responsibility* and have students name things that are their personal responsibility.

Challenge

Have students name things that people listed below are responsible for:

- police officer
- fire fighter
- teacher
- principal
- doctor

Activity Page 4.1





Access

Entering/Emerging

Read a list of items and have students say whether they harm or do not harm the land.

Transitioning/Expanding

Have students work with a partner to find information.

Bridging

Encourage students to add more details to their research.

- Display or project Domain 11 Flip Book images 7A-1 to 7A-5.
- Discuss what harms, or hurts, the land. Record student responses and tell students to write or draw the information in the box labeled “What harms the land?” on Activity Page 4.1.

Topic: Land

| What is land? | What harms the land? |
|---|--|
| <ul style="list-style-type: none">• dirt• rocks• trees• plants | <ul style="list-style-type: none">• pollution• litter• toxic chemicals |

- Distribute the trade books and additional resources as previously determined in Advance Preparation and tell students to work in their groups to find additional details they can add to their research.
- Circulate as students work, providing prompting and support.

WRAP-UP (8 MIN.)

- Have a class discussion about how students can help take care of the land. Have each student record one idea on the back of Activity Page 4.1 about how he or she will take care of the land.
- Tell students to store Activity Page 4.1 or collect to redistribute.

~~~~~End Lesson~~~~~

# Developing Informative Writing

## PRIMARY FOCUS OF LESSON

Students gather and record information about the earth.

## FORMATIVE ASSESSMENT

Activity Page 5.1

**Research: The Earth** Students gather and record information about the earth.

## LESSON AT A GLANCE

|                                                 | Grouping    | Time    | Materials                                  |
|-------------------------------------------------|-------------|---------|--------------------------------------------|
| <b>Developing Informative Writing (30 min.)</b> |             |         |                                            |
| Connections: Research Reminder                  | Whole Group | 2 min.  |                                            |
| Research: Air                                   | Small Group | 10 min. | <input type="checkbox"/> Activity Page 5.1 |
| Research: Water                                 | Small Group | 15 min. | <input type="checkbox"/> Activity Page 5.1 |
| Wrap-Up                                         | Whole Group | 3 min.  | <input type="checkbox"/> Activity Page 5.1 |

## ADVANCE PREPARATION

- Ensure that students have completed Lesson 9 in Domain 11, *Taking Care of the Earth*, before beginning this lesson.
- Prepare to project Activity Page 5.1.
- Prepare to distribute student copies of Activity Page 5.1.
- Prepare to use chart paper or the board to record information during the Research activity.
- Prepare to display or project Domain 11 Flip Book images.
- Provide a collection of grade-appropriate trade books or other resources about the earth and the environment that students can use to conduct their research. Make sure the books contain many illustrations, captions, and other text features. Determine a method for distributing the books for the Research activity.

### Universal Access

- Using various image cards from Domain 11, *Taking Care of the Earth*, give one image card to a pair of students and have them create a list of key ideas and details in the image.

Lesson 5

# Developing Informative Writing



**Primary Focus:** Students gather and record information about the earth.

## CONNECTIONS: RESEARCH REMINDER (2 MIN.)

- Remind students that they have conducted research in previous Writing Studio units.
- Ask students what topic they researched in the previous Writing Studio lesson about taking care of the earth.
  - » land
- Ask students what topics they think they will research in today's lesson. Give them a hint: they will research the other two things that make up the earth.
  - » air and water



## Check for Understanding

Ask students what they will record from today's research.

- » Answers may vary but should include facts and details about a topic.

## RESEARCH: AIR (10 MIN.)

- Have students get into their small groups from the previous Writing Studio lesson, or create new small groups of three students each.
- Project and distribute Activity Page 5.1.
- **Activity Page 5.1**
  - Tell students that they will research the earth's air first.
  - Ask students to name the topic they will research.
    - » air

## Activity Page 5.1



- Write the word *Air* on chart paper or the board and tell students to write it on the line after the word *Topic* at the top of the first page of Activity Page 5.1.
- Tell students that air is all around us, and it is made up of gases that you cannot see. The air is invisible, but you can see clouds floating in the air. Explain that without air, we would not be able to breathe.
- Ask students what other information they know about air.
  - » Answers may vary but could include that you can't see Earth's air, even though it is around you all the time.
- Record some facts about air on chart paper and tell students to write and draw the information in the box labeled "What is air?" on Activity Page 5.1.

**Topic: Air**

|                                                                                                                                                      |                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| <p><b>What is air?</b></p> <ul style="list-style-type: none"> <li>• gas</li> <li>• invisible</li> <li>• need to breathe</li> <li>• clouds</li> </ul> | <p><b>What harms the air?</b></p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|

- Display or project Domain 11 Flip Book images 8A-1 to 8A-10.
- Discuss what harms, or hurts, the air. Record student responses and tell students to write or draw the information in the box labeled "What harms the air?" on Activity Page 5.1.

**Topic: Air**

|                                                                                                                                                      |                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <p><b>What is air?</b></p> <ul style="list-style-type: none"> <li>• gas</li> <li>• invisible</li> <li>• need to breathe</li> <li>• clouds</li> </ul> | <p><b>What harms the air?</b></p> <ul style="list-style-type: none"> <li>• smog</li> <li>• coal</li> <li>• car exhaust</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|

- Tell students to think about one way they can help the air and write it on the back of the first page of Activity Page 5.1.

**RESEARCH: WATER (15 MIN.)**

- Tell students to turn to the second page of Activity Page 5.1.
- Tell students that they will now research the earth's water.

**Support**

Work with small groups to brainstorm ways that they can help take care of the air.

- Ask students to name the topic they will be researching.
  - » water
- Write the word *Water* on chart paper or the board and tell students to write it on the line after the word *Topic* at the top of the second page of Activity Page 5.1.
- Tell students that water is a liquid substance that is essential to all life on earth. All animals, including humans, need water in their bodies. Trees and plants need water to grow. Some plants, fish, and other creatures live in the water.
- Ask students what other information they know about water.
  - » Answers may vary but could include that water can be salty, such as in the ocean.
- Record some facts about water on chart paper and tell students to write and draw the information in the box labeled “What is water?” on the second page of Activity Page 5.1.

**Topic: Water**

|                                                                                                                                                                                                    |                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <p><b>What is water?</b></p> <ul style="list-style-type: none"> <li>• liquid</li> <li>• plants and animals need it</li> <li>• rivers</li> <li>• lakes</li> <li>• oceans</li> <li>• rain</li> </ul> | <p><b>What harms the water?</b></p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|

- Display or project Domain 11 Flip Book images 9A-2 to 9A-7.
- Discuss what harms, or hurts, the water. Record student responses and tell students to write or draw the information in the box labeled “What harms the water?” on Activity Page 5.1.

**Topic: Water**

|                                                                                                                                                                                                    |                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>What is water?</b></p> <ul style="list-style-type: none"> <li>• liquid</li> <li>• plants and animals need it</li> <li>• rivers</li> <li>• lakes</li> <li>• oceans</li> <li>• rain</li> </ul> | <p><b>What harms the water?</b></p> <ul style="list-style-type: none"> <li>• litter</li> <li>• dirt</li> <li>• chemicals</li> <li>• wastewater</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|

**Support**

Work with small groups to brainstorm ways that they can help take care of the earth’s water.

**Challenge**

Have students describe what might happen to animals if they could not get clean water to drink.



**Access**

**Entering/Emerging**

Read a list of items and have students say whether they harm or do not harm the air or water.

**Transitioning/Expanding**

Have students work with a partner to find information.

**Bridging**

Encourage students to add more details to their research.



- Tell students to think about one way they can help the water and write it on the back of the second page of Activity Page 5.1.
- Distribute the trade books and additional resources as previously determined in Advance Preparation and tell students to work in their groups to find additional details they can add to their research about air or water.
- Circulate as students work to ensure they have recorded enough information and to provide support.

---

**WRAP-UP (3 MIN.)**

- Have each student share with the class one way he or she could help take care of the air or water.
- Tell students to store Activity Page 5.1 or collect to redistribute.

~~~~~End Lesson~~~~~

Developing Informative Writing

6

PRIMARY FOCUS OF LESSON

Students use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

FORMATIVE ASSESSMENT

Activity Page 6.1

Taking Care of the Earth Students compose informative texts about taking care of the earth.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Informative Writing (30 min.) | | | |
| Connections: Review Class Book | Whole Group | 7 min. | |
| Writing: Class Book | Independent | 20 min. | <input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Activity Page 6.1 |
| Wrap-Up | Whole Group | 3 min. | |

ADVANCE PREPARATION

- Prepare to project Activity Page 6.1.
- Prepare to distribute student copies of Activity Page 6.1.
- Prepare to redistribute Activity Pages 4.1 and 5.1, if collected during previous lessons.

Universal Access

- Read excerpts from some short informational texts, including from the Read-Alouds in Domain 11, *Taking Care of the Earth*. Have students identify the topic of the text and name some facts and details.

Lesson 6

Developing Informative Writing



Primary Focus: Students use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

CONNECTIONS: REVIEW CLASS BOOK (7 MIN.)

- Remind students that they have been researching the three parts of the earth—land, air, and water—and ways to take care of each of them.
- On the board, draw three columns and title them *Land*, *Air*, and *Water*.
- Explain that they will use information from their research to write an informative piece that will go into a class book about taking care of the earth.
- Tell students to take a minute to think about which one of the three parts of the earth they would most like to write about.
- Have students stand up if they decided to write about the land. Record those students' names on the board in the Land column, then have them sit down.
- Have students stand up if they decided to write about the air. Record those students' names in the Air column, then have them sit down.
- Have students stand up if they decided to write about water. Record those students' names in the Water column, then have them sit down.

**Check for Understanding**

Ask students what a reader could learn from the class book.

- » Answers may vary but should include they can learn about the parts of the earth, what is harmful to each part, and ways to take care of them.

WRITING: CLASS BOOK (20 MIN.)

Activity Page 6.1



Access

Entering/Emerging

Provide cloze sentences such as “The earth’s water is important because _____ need it to grow.”

Transitioning/Expanding

Provide a word bank based on information gathered during research of their topic.

Bridging

Encourage students to use descriptive words and domain vocabulary in their writing.

- Tell students to take out Activity Pages 4.1 and 5.1 or redistribute.
- Project and distribute Activity Page 6.1.

➤ Activity Page 6.1

- Explain that they will use their research to help them with their writing.
- Tell students to find the Activity Page that has information about the topic they chose to write about—Activity Page 4.1 if they chose to write about land, the first page of Activity Page 5.1 if they chose to write about air, or the second page of Activity Page 5.1 if they chose to write about water.
- Tell students to look at the first page of Activity Page 6.1. Explain that on this page they will write the name of their topic and some important information about it from their research. Explain that they will write either *land*, *air*, or *water* after the phrase “The earth’s...” to let the reader know the name of the topic. Circulate to make sure students write the name of their topic in the blank.
- Read the second phrase, “is important because,” and tell students to write why their topic is important. Remind students to use information from the “What is _____?” box in their research for ideas. Circulate while students work to make sure they record some information using a combination of drawing and writing in the blank.
- Have students turn to the second page of Activity Page 6.1. Explain that on this page of the book, they will explain how they will help the part of the earth that is the topic of their writing. Have each student write something he or she will do to help take care of the land/air/water after the phrase “I will.” Circulate while students work to make sure they use a combination of drawing and writing to express their ideas.

- Tell students to write *land/air/water* after the phrase “to help take care of the” to complete the sentence.
- Tell students to store Activity Pages 4.1, 5.1, and 6.1 or collect to redistribute.
- Tell students that in the next two Writing Studio lessons, they will share their writing with others for feedback, add details during revising, and complete their pictures so their writing can be published in the class book.
- Answers may vary, but a sample answer follows. Remember that students should also include drawings in their work.
 - » The earth’s water is important because plants and animals need it to live. I will be careful not to litter or to dump things into the ocean, lakes, or streams to help take care of the earth’s water.

WRAP-UP (3 MIN.)

- Have students brainstorm some possible titles for the class book.

~~~~~  
End Lesson  
~~~~~

Support

Pull together small groups of students who are writing about the same topic and work together to compose writing.

Challenge

Encourage students to write in complete sentences using descriptive words and details.

7

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students use feedback from peers to add details that improve and strengthen writing.

FORMATIVE ASSESSMENT

Activity Page 6.1

Taking Care of the Earth Students add details to writing based on feedback.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Informative Writing (30 min.) | | | |
| Connections: Review Feedback | Whole Group | 3 min. | <input type="checkbox"/> Peer Feedback: Writing poster (optional) |
| Giving and Receiving Feedback | Partner | 8 min. | <input type="checkbox"/> Activity Page 6.1 |
| Revising and Illustrating | Independent | 16 min. | <input type="checkbox"/> Activity Page 6.1 <input type="checkbox"/> Drawing tools |
| Wrap-Up | Whole Group | 3 min. | |

ADVANCE PREPARATION

- Prepare to project Activity Page 6.1.
- Prepare to distribute student copies of Activity Page 6.1.
- Prepare to provide drawing tools for the Revising and Illustrating activity.

Universal Access

- Work with groups to compare their research notes to the writing they have completed so far. Assist students in adding information to their writing.

Lesson 7

Developing Informative Writing



Primary Focus: Students use feedback from peers to add details that improve and strengthen writing.

CONNECTIONS: REVIEW FEEDBACK (3 MIN.)

- Remind students that good writers use feedback from others to help strengthen and improve their writing.
- Project the Peer Feedback: Writing poster, if needed. Review how to give and receive feedback.

➤ Peer Feedback: Writing poster

GIVING AND RECEIVING FEEDBACK (8 MIN.)

- Tell students to take out Activity Page 6.1 or redistribute.
- Divide students into pairs to share their writing for feedback.
- Tell each student to read his or her writing aloud to a partner for feedback.
- Remind them to listen for a place where the writer can add detail to improve his or her writing.



Check for Understanding

Ask students to share a piece of feedback they received from their partner that will improve their writing.

- » Answers may vary, but students should be able to name relevant feedback.

REVISING AND ILLUSTRATING (16 MIN.)

- Tell students to reread their writing to make sure it makes sense and there is no missing information.
- Tell them to add a detail to their writing that was suggested during feedback or that they thought of on their own.
- Provide drawing tools to each student.
- Tell students they may now complete the illustrations for each page that will go into the class book. Remind them to also use details in their drawing and add labels to help the reader.
- Explain that they will finish their illustrations and publish their writing in the next Writing Studio lesson.

WRAP-UP (3 MIN.)

- Tell students that they will publish their class books using paper. Ask students what other ways the book could be published that would help reduce the amount of paper used.
 - » Answers may vary, but students should recall the other ways they have published books during Writing Studio.

~~~~~  
End Lesson  
~~~~~

Support

Have students read their writing aloud to you and ask them if their writing makes sense. Provide support in improving the clarity of their ideas expressed in words or drawings.



Access

Entering/Emerging

Work in small groups or one-on-one to review writing and provide feedback to add an additional detail.

Transitioning/Expanding

Review writing and prompt students to provide a descriptive word to highlight one of their facts or details that they can add to their writing.

Bridging

Review writing and assist students in using more phrases or sentence structures instead of single words.

Challenge

Have students write captions for their illustrations.

8

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students publish and share informative/explanatory writing in a class book.

FORMATIVE ASSESSMENT

Activity Page 6.1

Taking Care of the Earth Class Book

Students share their writing in a class book.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Informative Writing (30 min.) | | | |
| Connections: Review Class Book | Whole Group | 2 min. | |
| Publishing | Independent | 5 min. | <input type="checkbox"/> Activity Page 6.1 <input type="checkbox"/> Drawing tools |
| Sharing | Whole Group | 20 min. | <input type="checkbox"/> Activity Page 6.1 |
| Wrap-Up | Whole Group | 3 min. | |

ADVANCE PREPARATION

- Prepare to project Activity Page 6.1.
- Prepare student copies of Activity Page 6.1 to distribute.
- Prepare to provide drawing tools for the Publishing activity.
- Prepare to use the *Kindergarten Writing Rubric: Informative/Explanatory Writing*, found in Teacher Resources.

Note: Teachers may choose to create an electronic class book using slide presentation software.

Universal Access

- Give students extra time to practice presenting their writing aloud.

Lesson 8

Developing Informative Writing



Primary Focus: Students publish and share informative/explanatory writing in a class book.

CONNECTIONS: REVIEW CLASS BOOK (2 MIN.)

- Remind students that their informative writing about how to take care of the earth will be put into a class book that can be shared.
- Work together to decide on a title for the book. Use word processing software to create a book cover with the chosen title. You may also wish to search for a suitable cover image online. This can be done during the Connections activity if your computer is connected to a projector or done after the students have presented their writing.



Check for Understanding

Ask students what should be on the cover of a book.

- » Answers may vary but should include the title of the book, the names of the authors and/or illustrators, and usually a picture.

PUBLISHING (5 MIN.)

- Tell students to take out Activity Page 6.1 or redistribute.
- Provide drawing tools for each student.
- Tell students to complete their illustrations for their writing. Explain that after they have shared their writing with the class, you will put it all together to create a book.

SHARING (20 MIN.)

- Tell students to practice reading their writing aloud in a quiet voice before presenting to the class.
- Call on volunteers to read their writing aloud. Remind students to show their illustrations when they are presenting.
- Collect Activity Page 6.1 from students and assess students' work before putting it into a class book.

Note: Use the *Kindergarten Writing Rubric: Informative/Explanatory Writing* to assess students' essays and compare them with the Pre-Assessment given in Unit 5, Lesson 1. You may also use Activity Pages 4.1 and 5.1 to evaluate students' writing progress.

WRAP-UP (3 MIN.)

- Ask students to share something they have learned about informative writing.

~~~~~  
End Lesson  
~~~~~

Support

Have students practice reading aloud with partners.



Access

Entering/Emerging

Have students show their illustrations to the class, and ask them yes or no questions such as “Is it important that trees have clean water to grow?”

Transitioning/Expanding

Have students work with a partner to present writing.

Bridging

Remind students to speak at an appropriate voice level and rate while they are presenting.

Challenge

Have students choose a topic they would like to write an informative piece about and list ways they can find information about the topic.

Writing Studio 7

Purposeful Writing



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Purposeful Writing

PRIMARY FOCUS OF LESSON

Students describe how they would write about George Washington.

FORMATIVE ASSESSMENT

Activity Page 1.1

George Washington Students describe how they would write about George Washington.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|-------------------------------------|-------------|---------|---------------------|
| Purposeful Writing (30 min.) | | | |
| Connections: Why Do You Write? | Whole Group | 5 min. | |
| How Could You Write? | Whole Group | 10 min. | |
| How Would You Write? | Whole Group | 10 min. | ☐ Activity Page 1.1 |
| Wrap-Up | Partner | 5 min. | ☐ Activity Page 1.1 |

ADVANCE PREPARATION

- Prepare to project Activity Page 1.1.
- Prepare student copies of Activity Page 1.1.
- Prepare to use chart paper for the How Could You Write? activity.

Note: Students will not publish a final, error-free copy of the final writing activity at the end of this unit. If you wish to have students publish a final copy, or wish to incorporate technology, you will need to schedule additional time outside of the Writing Studio lessons.

Universal Access

- Read brief passages from a variety of different text types and ask students to describe the purpose of the writing.

Lesson 1

Purposeful Writing



Primary Focus: Students describe how they would write about George Washington.

CONNECTIONS: WHY DO YOU WRITE? (5 MIN.)

- Remind students that they have written many different types of text during Writing Studio lessons.
- Ask students to name the types of writing they have done in the Writing Studio units.
 - » opinion, narrative, and informative/explanatory
- Have students name some of the topics they have written about.
 - » Answers may vary but could include the worst sandwich in the world, what they would do if they ruled the school, etc.
- Tell students that writing has many purposes, but one of the most important things about writing is that it can be shared with others.

HOW COULD YOU WRITE? (10 MIN.)

- Tell students that writing can be presented in different ways, depending on the purpose or audience.
- Ask students if they have heard the word *audience* before.
 - » Answers may vary.
- Tell them that they may have heard of an audience for a play or a concert. It means the people who are watching the performance.
- Explain that in writing, the audience is the person or people for whom the writer creates the writing piece. The audience is who the writer wants to read the writing.
- Explain that the audience for our writing can help us decide how to present the writing. For example, if we want to tell a story to other students, we might choose to write the story and include illustrations that show the characters and events in the story.

- Display chart paper and write *Types of Writing* at the top of the page.
- Have a class discussion about different ways to present, or publish, writing. Record students' ideas on chart paper and save for the next Writing Studio lesson. Responses may include:
 - essays
 - reports
 - books
 - stories
 - pictures
 - posters
 - charts



Check for Understanding

Ask students to define the word *audience* for writing.

- » Answers may vary but should include the person or people meant to read the writing.

Activity Page 1.1



Support

Prompt students to use the chart created in the How Could You Write? activity for ideas.

Challenge

Ask students if changing the audience for the writing piece would change the type of writing they would do.

HOW WOULD YOU WRITE? (10 MIN.)

- Remind students that they have been learning about American presidents during the Read-Alouds in Domain 12.
- Ask students to describe what they have learned about the first American president, George Washington.
 - » Answers may vary but could include that he was admired for being honest, that he fought in the American Revolution, etc.
- Project and distribute Activity Page 1.1.

➤ **Activity Page 1.1**

- Explain that many things have been written about George Washington for a variety of purposes and audiences. Tell students to imagine they are going to write about George Washington. Tell them to think about for whom they would write, or the audience, and what kind of writing they would do.

- Read through Activity Page 1.1 and guide students in completing the sentences.
- Answers may vary but could include that students will write an informative essay about George Washington and that they would want their parents to read it.

WRAP-UP (5 MIN.)

- Have students share their work with a partner to find what is alike and different in their writing.

~~~~~End Lesson~~~~~



### **Access**

#### **Entering/Emerging**

Provide a word bank for a possible audience (classmates, parents, friends) and writing type (book, essay, poster, drawing, etc.).

#### **Transitioning/Expanding**

Have students work with a partner during the activity.

#### **Bridging**

Encourage students to write complete words and phrases.



# 2

# Purposeful Writing

---

## PRIMARY FOCUS OF LESSON

Students write about each of the writing text types.

## FORMATIVE ASSESSMENT

Activity Page 2.1

**Writing Text Types** Students write information about text types.

## LESSON AT A GLANCE

|                                     | Grouping    | Time    | Materials                                                                                     |
|-------------------------------------|-------------|---------|-----------------------------------------------------------------------------------------------|
| <b>Purposeful Writing (30 min.)</b> |             |         |                                                                                               |
| Connections: Review Audience        | Whole Group | 5 min.  |                                                                                               |
| Text Types                          | Independent | 20 min. | <input type="checkbox"/> Types of Writing chart<br><input type="checkbox"/> Activity Page 2.1 |
| Wrap-Up                             | Partner     | 5 min.  |                                                                                               |

## ADVANCE PREPARATION

- Prepare to project Activity Page 2.1.
- Prepare student copies of Activity Page 2.1.
- Prepare to display the chart titled Types of Writing from the previous lesson.

### Universal Access

- Read brief passages from a variety of different text types and ask students to list the possible audience(s) for whom the pieces were written.

## Lesson 2

# Purposeful Writing



**Primary Focus:** Students write about each of the writing text types.

## CONNECTIONS: REVIEW AUDIENCE (5 MIN.)

- Remind students that they discussed the word *audience* in the previous Writing Studio lesson.
- Ask students who the audience is when a writer writes a piece.
  - » Answers may vary but should include the person or people for whom the writer creates the writing or who the writer wants to read the writing.
- Explain that a writer might present his or her writing in different ways, depending on the audience. For example, if the writer is writing about kings and queens and the audience is other students in the class, he or she may want to write a story with illustrations to make it more entertaining. If the writer is writing an essay about colonial townspeople for the whole school, he or she may want to create an informative poster so other students can learn from the facts and details.
- Tell students that during this unit, they will choose a text type to write for a specific purpose and audience.



### Check for Understanding

Read the examples below and have students name the possible audience(s) for each type of writing.

- a poster that shows how to ride a skateboard
- an essay that explains why it is important to be kind to one another
- a story about a talking giraffe

## TEXT TYPES (20 MIN.)

- Remind students that they have published writing in a variety of ways in each of three text types. Ask students to name the text types. Provide prompting, if needed.
  - » opinion, narrative, informative/explanatory
- Display the Types of Writing chart from the previous lesson. Discuss how each way we present writing could fit into one or more of the three text types depending on topic, purpose, and audience.
- Project Activity Page 2.1 and distribute student copies.

### ➤ Activity Page 2.1

- Explain that they will describe each text type in words and pictures in the chart.
- Guide students through a brief discussion about each text type before they write and draw about it in the chart.
- Answers may vary but could include that opinions tell readers what you think or believe about a topic and give reasons for that opinion; informative/explanatory writing shares facts or information about a topic; and narratives tell a story and include characters and events.

## WRAP-UP (5 MIN.)

- Think-Pair-Share: Divide students into pairs and assign each pair one of the three text types. Have students think of an idea they could use to write a piece in their assigned text type and share.

~~~~~  
End Lesson
~~~~~

## Activity Page 2.1



### Support

Work with a small group to generate words and ideas related to each text type.

### Challenge

Have students provide one way they could present or publish text in each of the text types.



### Access

#### Entering/Emerging

Provide yes or no questions, such as “Is a story with characters an opinion piece?”

#### Transitioning/Expanding

Provide a word bank for the text types and have students put the correct words in each text type category.

#### Bridging

Encourage students to write a complete sentence to describe the text type.

## 3

# Purposeful Writing

---

**PRIMARY FOCUS OF LESSON**

Students choose a text type for writing and explain why it works best for their audience and purpose.

**FORMATIVE ASSESSMENT**

**Activity Page 3.1**

**American Presidents** Students explain why they chose a specific text type for writing.

## LESSON AT A GLANCE

|                                             | Grouping    | Time    | Materials                                                      |
|---------------------------------------------|-------------|---------|----------------------------------------------------------------|
| <b>Purposeful Writing (30 min.)</b>         |             |         |                                                                |
| Connections: Review Text Types and Purposes | Whole Group | 5 min.  |                                                                |
| Introduce the Prompt: Purposeful Writing    | Whole Group | 5 min.  | <input type="checkbox"/> Writing Prompt for Purposeful Writing |
| Discussion: Text Types                      | Small Group | 10 min. | <input type="checkbox"/> Activity Page 3.1                     |
| Wrap-Up                                     | Independent | 10 min. | <input type="checkbox"/> Activity Page 3.1                     |

## ADVANCE PREPARATION

- Prepare to project the Writing Prompt for Purposeful Writing, found in Teacher Resources.
- You may wish to predetermine small groups of three to four students each for the Discussion activity.
- Prepare student copies of Activity Page 3.1.
- Prepare to project Activity Page 3.1.

**Note:** In this unit, students are given a choice as to how they would like to present the final writing piece (book, essay, poster, story, etc.). You may wish to limit their choices for various reasons (logistical, developmental, etc.). If so, adjust the lessons accordingly.

### Universal Access

- Read aloud from various texts and have students identify whether they are fiction or nonfiction, then have students identify the text type to which the writing belongs.

## Lesson 3

# Purposeful Writing



**Primary Focus:** Students choose a text type for writing and explain why it works best for their audience and purpose.

## CONNECTIONS: REVIEW TEXT TYPES AND PURPOSES (5 MIN.)

- Review the three text types, their purposes, and key elements.
  - Opinion: expresses how the writer thinks or feels about something and gives reasons that support the opinion
  - Informative/Explanatory: provides details and facts about a topic
  - Narrative: tells a story; has a beginning, middle, and end; can be true or make-believe



### Check for Understanding

Provide students with a description of a writing piece and have them identify the correct text type. Example: a piece that describes the best American president of all time (opinion).

## INTRODUCE THE PROMPT: PURPOSEFUL WRITING (5 MIN.)

- Project the Writing Prompt for Purposeful Writing and read it aloud to students.

### ▶ Writing Prompt for Purposeful Writing

We've learned so many interesting things about our American presidents this year! We learned that George Washington was our first president and that Barack Obama was our first African American president. We learned that Thomas Jefferson loved books and Teddy Roosevelt loved the outdoors. And, of course, we learned that Abraham Lincoln worked hard to free the enslaved people of the United States.

Do you know who might want to read about the American presidents? Your family! You will write a piece to help get your family interested in reading about the American presidents. You may choose to write an opinion, narrative, or informative/explanatory piece. Which one will work best?

- Ask students what topic they will write about.
  - » American presidents
- Ask them to describe the purpose of their writing.
  - » Answers may vary but should include getting their family interested in reading about the American presidents.
- Ask students to identify the audience for the writing piece.
  - » family

### DISCUSSION: TEXT TYPES (12 MIN.)

- Divide students into small groups of three to four students each as determined in Advance Preparation.
- Project Activity Page 3.1 and distribute copies to students.

#### ➤ Activity Page 3.1

- Tell students to discuss in groups some ideas that will make reading about the American presidents more interesting. Give students about three or four minutes to discuss.
- Have some groups share ideas aloud.
- Tell students that they will decide what type of text they will write about the American presidents. Write the text types on the board and tell students to choose one. Explain that when they have decided, they will write the name of the text type in the first blank on Activity Page 3.1. Tell them to copy the name of the text type from what you have written on the board.
- Tell students to think about the reason that the text type will work best for the audience and write the reason in the second blank on Activity Page 3.1.
- Answers may vary but could include that students will write informative essays, that they will work best because their parents like to hear facts, and that they will publish their writing by making it into a booklet to show their parents.

### Activity Page 3.1



#### Support

Review the text types and their elements, if needed.



#### Access

##### Entering/Emerging

Provide an oral word bank for students that includes the text types and some publishing choices.

##### Transitioning/Expanding

Provide a written word bank that includes the text types and some publishing choices.

##### Bridging

Encourage students to use details to support their reason.

#### Challenge

Have students explain how the way writing is presented or published can make it more or less interesting to a reader.



---

**WRAP-UP (10 MIN.)**

- Tell students to think about how they would like to present or publish their final writing. Would they like to write a story with illustrations? A poster? An essay? A book? Tell students to write the way they would like to present their writing in the third blank on Activity Page 3.1. Collect Activity Page 3.1 to redistribute in the next lesson.

~~~~~End Lesson~~~~~

Purposeful Writing

4

PRIMARY FOCUS OF LESSON

Students gather and record information to plan writing.

FORMATIVE ASSESSMENT

Activity Page 4.1

Writing Ideas Students gather information to plan writing.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Purposeful Writing (30 min.) | | | |
| Connections: Review Purposeful Writing Prompt | Whole Group | 5 min. | <input type="checkbox"/> Writing Prompt for Purposeful Writing <input type="checkbox"/> Activity Page 3.1 |
| Planning | Independent | 15 min. | <input type="checkbox"/> Activity Page 4.1 |
| Wrap-Up | Whole Group | 10 min. | <input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> Activity Page 4.1 |

ADVANCE PREPARATION

- Prepare to redistribute Activity Page 3.1, collected in the previous lesson.
- Prepare to project the Flip Book for Domain 12, *Presidents and American Symbols*.
- Prepare student copies of Activity Page 4.1.

Universal Access

- Review the three writing text types, purposes, and key elements.
 - Opinion: expresses how the writer thinks or feels about something and gives reasons that support the opinion
 - Informative/Explanatory: provides details and facts about a topic
 - Narrative: tells a story; has a beginning, middle, and end; can be true or make-believe

Lesson 4

Purposeful Writing



Primary Focus: Students gather and record information to plan writing.

CONNECTIONS: REVIEW PURPOSEFUL WRITING PROMPT (5 MIN.)

- Read aloud the Writing Prompt for Purposeful Writing.

➤ Writing Prompt for Purposeful Writing

We've learned so many interesting things about our American presidents this year! We learned that George Washington was our first president and that Barack Obama was our first African American president. We learned that Thomas Jefferson loved books and Teddy Roosevelt loved the outdoors. And, of course, we learned that Abraham Lincoln worked hard to free the enslaved people of the United States.

Do you know who might want to read about the American presidents? Your family! You will write a piece to help get your family interested in reading about the American presidents. You may choose to write an opinion, narrative, or informative/explanatory piece. Which one will work best?

- Hand out Activity Page 3.1, collected in the previous lesson.
- Review Activity Page 3.1. Tell students that in today's Writing Studio lesson they will gather information to help them plan for the writing type they chose—opinion, narrative, or informative/explanatory.

**Check for Understanding**

Ask students to name the writing type they chose for the Purposeful Writing activity and how they will present the writing (book, essay, poster, etc.).

Activity Page 4.1



Support

Work with small groups to ensure students have recorded enough ideas and details to include in their writing.

Challenge

Have students explain why they recorded a specific detail and how they plan to use it in their writing.



Access

Entering/Emerging

Provide heavy support, including providing a word or picture bank or taking dictation.

Transitioning/Expanding

Provide moderate support, including providing a word bank associated with the American presidents studied so far.

Bridging

Encourage students to add details to their notes that will help make their writing more interesting.

PLANNING (15 MIN.)

- Project the Flip Book for Domain 12, *Presidents and American Symbols*.
- Distribute Activity Page 4.1.
- Read the title and the first sentence aloud. Tell students to write the writing type they listed on Activity Page 3.1 in the blank to complete the sentence “I will write a...”
- Tell students that to help them get ideas for their writing, they will review images about American presidents in the Flip Book. Read the caption above the writing/drawing space on Activity Page 4.1. Tell students to draw or write any ideas they hear during the review that they want to include in their writing in the space. Tell them they may also write on the back of the page.
- Review information students have studied about American presidents so far in the Domain 12 Read-Alouds. You may wish to record this information with simple words or pictures on the board or chart paper for students to copy on Activity Page 4.1.
- Answers may vary but could include that students will write an essay, and they will include words like *first president*, *honest*, and *leader*.

WRAP-UP (10 MIN.)

- Have a class discussion about the information they have gathered and how it can be used to write an opinion, narrative, or informative/explanatory piece. For example, students can think about Abraham Lincoln as a character and some things he might do or say in a story.
- Review the following:
 - Opinion: tells how the writer thinks or feels about something; uses phrases such as *I like*, *I think*, *I feel*, *my favorite*, *the best*
 - Narrative: tells a story that can be true or made up; has a beginning, middle, and end; uses words such as *once*, *first*, *next*, *then*, *finally*
 - Informative/Explanatory: gives facts and details about a topic
- Tell students to store Activity Page 4.1 or collect it to redistribute in the next lesson. Collect Activity Page 3.1 to formatively assess students’ understanding of opinion writing.

End Lesson

Purposeful Writing

PRIMARY FOCUS OF LESSON

Students use a combination of drawing, dictating, and writing to compose opinion, narrative, or informative/explanatory writing about American presidents.

FORMATIVE ASSESSMENT

Activity Page 5.1

American Presidents Students draft opinion, narrative, or informative writing about American presidents.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Purposeful Writing (30 min.) | | | |
| Connections: Review Purposeful Writing | Whole Group | 7 min. | |
| Writing: American Presidents | Independent | 20 min. | <input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Blank paper (for posters) |
| Wrap-Up | Whole Group | 3 min. | |

ADVANCE PREPARATION

- Prepare student copies of Activity Page 5.1 (drafting paper, available as a Blackline Master). You may need to distribute blank paper and/or drawing tools to students who chose to create a poster.

Universal Access

- Review Activity Page 4.1 with students and provide additional or missing information, if needed. Discuss how the information will be used in their writing.

Lesson 5

Purposeful Writing



Primary Focus: Students use a combination of drawing, dictating, and writing to compose opinion, narrative, or informative/explanatory writing about American presidents.

CONNECTIONS: REVIEW PURPOSEFUL WRITING (7 MIN.)

- Remind students that they will compose the writing type of their choice—opinion, narrative, or informative/explanatory—to get their families interested in the American presidents.
- Remind them that they may present their writing as a book, story, essay, poster, or in some another way that their readers will enjoy.
- Review the following with students:

Opinion: tells how the writer thinks or feels about something; uses phrases such as *I like, I think, I feel, my favorite, the best*

Narrative: tells a story that can be true or made up; has a beginning, middle, and end; uses words such as *once, first, next, then, finally*

Informative/Explanatory: gives facts and details about a topic



Check for Understanding

Ask students why they are writing about the American presidents.

- » Answers may vary but should include to get their family members more interested in the presidents.

Activity Page 5.1



Support

Pull together small groups of students who are writing in the same writing type and work together to compose writing.

Challenge

Encourage students to write in complete sentences using descriptive words and details.



Access

Entering/Emerging

Provide heavy support, including taking dictation.

Transitioning/Expanding

Provide oral sentence frames, such as "George Washington was the _____ president."

Bridging

Encourage students to use details from their notes in their writing.

WRITING: AMERICAN PRESIDENTS (20 MIN.)

- Tell students to take out Activity Page 4.1 or redistribute. Have them briefly look over their notes for writing.
- Distribute Activity Page 5.1 (or blank paper for posters). Explain that they will use the paper for their drafts.
- Tell students to think of a title for the writing piece and write it at the top of their drafting paper or posters. Tell students that "American Presidents" is one example of a title for the writing.
- Tell students they may begin writing their drafts.
- Circulate while students work to provide prompting and support.
- Answers may vary, but a sample follows.

The American Presidents

The first American president was George Washington. He was very honest. He was a good leader.

The first African American president was Barack Obama. He grew up in Hawaii. He was the 44th president.

Now we have a new president. We elect a new president every 4 years. It will be exciting to see who becomes president next!

WRAP-UP (3 MIN.)

- Have some volunteers share their writing aloud. Ask students to identify what writing type the student has shared.
- Tell students to store their drafts or collect to redistribute.

~~~~~  
End Lesson  
~~~~~

Purposeful Writing

6

PRIMARY FOCUS OF LESSON

Students share their writing with peers, giving and receiving feedback to strengthen and improve writing.

FORMATIVE ASSESSMENT

Activity Page 5.1

American Presidents Students give and receive feedback on writing.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Purposeful Writing (30 min.) | | | |
| Connections: Review Giving and Receiving Feedback | Whole Group | 3 min. | <input type="checkbox"/> Peer Feedback: Writing poster (optional) |
| Writing: American Presidents | Independent | 12 min. | <input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> Activity Page 5.1 or <input type="checkbox"/> posters |
| Giving and Receiving Feedback | Partner | 12 min. | <input type="checkbox"/> Peer Feedback: Writing poster (optional) <input type="checkbox"/> Activity Page 5.1 or <input type="checkbox"/> posters |
| Wrap-Up | Whole Group | 3 min. | |

ADVANCE PREPARATION

- Prepare to project the Peer Feedback: Writing poster, found in Teacher Resources (optional).
- You may wish to predetermine partners for the Giving and Receiving Feedback activity.

Universal Access

- Work with groups to review their drafts and assist students with organizing and adding details to their writing.

Lesson 6

Purposeful Writing



Primary Focus: Students share their writing with peers, giving and receiving feedback to strengthen and improve writing.

CONNECTIONS: REVIEW GIVING AND RECEIVING FEEDBACK (3 MIN.)

- Remind students that good writers use feedback from others to help strengthen and improve their writing.
- Project the Peer Feedback: Writing poster, if needed. Review how to give and receive feedback.

► Peer Feedback: Writing poster



Check for Understanding

Ask students why they are writing about the American presidents.

- » Answers may vary but should include to get their family members more interested in the presidents.

WRITING: AMERICAN PRESIDENTS (12 MIN.)

- Tell students to take out Activity Page 5.1 (or poster) or redistribute.
- Tell them they will finish writing the drafts about the American presidents.
- Circulate while students work to provide prompting and support.

Support

Pull together small groups of students who are writing in the same writing type and work together to compose writing.

Challenge

Encourage students to write in complete sentences using descriptive words and details.



Access

Entering/Emerging

Provide heavy support, including taking dictation.

Transitioning/Expanding

Provide oral sentence frames, such as "I like Teddy Roosevelt because _____."

Bridging

Provide light support, including assisting students in writing complete sentences.

GIVING AND RECEIVING FEEDBACK (12 MIN.)

- Divide students into pairs as determined in Advance Preparation.
 - Tell students to read their writing aloud to a partner for feedback.
 - Remind students that when giving feedback they should tell the writer what they like about the writing, ask questions, and listen for a detail the writer can add to improve their writing.
-



Check for Understanding

Ask students to share a piece of feedback they received from their partner that will improve their writing.

- » Answers may vary but should reflect a detail they can add to improve their writing.
-

WRAP-UP (3 MIN.)

- Call on volunteers to explain what they need to do next to complete their writing about American presidents.
 - Tell students to store Activity Page 5.1 (or posters) or collect to redistribute.
-

End Lesson

Purposeful Writing

PRIMARY FOCUS OF LESSON

Students use feedback from peers to revise writing.

FORMATIVE ASSESSMENT

Activity Page 5.1

American Presidents Students revise writing using feedback from peers.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|-------------------------------------|-------------|---------|--|
| Purposeful Writing (30 min.) | | | |
| Connections: Completing Drafts | Whole Group | 3 min. | |
| Revising and Illustrating | Independent | 24 min. | <input type="checkbox"/> Activity Page 5.1 or <input type="checkbox"/> posters |
| Wrap-Up | Whole Group | 3 min. | |

ADVANCE PREPARATION

- Prepare to provide drawing tools for the Revising and Illustrating activity.

Note: If you wish to have students publish a final, error-free copy of the draft or to incorporate technology to publish writing, you will need to schedule additional time outside of the remaining Writing Studio lessons.

Universal Access

- Work with groups to review their drafts and assist students in organizing and adding details to their writing.

Lesson 7

Purposeful Writing



Primary Focus: Students use feedback from peers to revise writing.

CONNECTIONS: COMPLETING DRAFTS (3 MIN.)

- Tell students that today they will complete their writing about American presidents by revising to add details and finishing the illustrations in their drafts.



Check for Understanding

Ask students to explain why it is important to revise writing.

- » Answers may vary but should include that revising makes the writing more clear and provides more information to the reader; it makes writing better.

REVISING AND ILLUSTRATING (24 MIN.)

- Have students take out Activity Page 5.1 (or posters) or redistribute.
- Tell them to reread their writing to make sure it is complete and makes sense.
- Tell them to add a detail to their writing that they received during feedback or that they thought of on their own.

Support

Have students read their writing aloud to you and ask them if their writing makes sense. Provide support in improving the clarity of their ideas expressed in words or drawings.



Access

Entering/Emerging

Work in small groups or one-on-one to review writing and provide additional feedback, or assist in writing.

Transitioning/Expanding

Review writing and prompt students to provide a descriptive word to highlight one of the details that they can add to their writing.

Bridging

Review writing and assist students in using more sentences or phrases instead of single words.

Challenge

Have students write captions or labels for their illustrations.

- Provide drawing tools for each student.
- Tell students to complete the illustrations for their writing.
- Tell student to store Activity Page 5.1 (or poster), or collect it to redistribute.

WRAP-UP (3 MIN.)

- Tell students that the final Writing Studio lesson will include a Writing Celebration where they will share their writing with their classmates. Ask students to name some things to remember when others are sharing.
 - » Answers may vary but should include listening quietly and being respectful.
- You may wish to include additional rules in your classroom.

End Lesson

Purposeful Writing

8

PRIMARY FOCUS OF LESSON

Students share completed opinion, narrative, or informative/explanatory writing to interest family members in the American presidents.

FORMATIVE ASSESSMENT

Activity Page 5.1

American Presidents Students share completed writing about the American presidents.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|-------------------------------------|-------------|---------|---|
| Purposeful Writing (30 min.) | | | |
| Connections: Preparing to Share | Independent | 3 min. | <input type="checkbox"/> Activity Page 5.1 |
| Writing Celebration | Whole Group | 24 min. | <input type="checkbox"/> Activity Page 5.1 or <input type="checkbox"/> posters |
| Wrap-Up | Whole Group | 3 min. | |

ADVANCE PREPARATION

- You may wish to predetermine the order in which students will share for the Writing Celebration activity.
- You may wish to invite guests such as parents, administrators, or other classes for the Writing Celebration activity.
- Prepare to use the *Kindergarten Writing Rubric: Opinion Writing*, *Kindergarten Writing Rubric: Narrative Writing*, or *Kindergarten Writing Rubric: Informative/Explanatory Writing*, found in Teacher Resources, to assess students' completed writing.

Note: If you wish to have students publish a final, error-free copy of the draft or incorporate technology to publish writing, please schedule additional time for students to complete those tasks.

Universal Access

- Prepare students for sharing aloud by having them read to you one-on-one. Discuss ways to improve how they present writing.

Lesson 8

Purposeful Writing



Primary Focus: Students share completed opinion, narrative, or informative/explanatory writing to interest family members in the American presidents.

CONNECTIONS: PREPARING TO SHARE (3 MIN.)

- Tell students to take out Activity Page 5.1 (or posters) or redistribute.
- Tell them to practice reading aloud in quiet voices in preparation for sharing with the class.
- Remind students that when they read aloud to the class, their voice should be loud enough for everyone to hear. Remind them that when they read with expression, it is more interesting for listeners.
- Remind students that the purpose of the writing was to get their family members more interested in the American presidents.



Check for Understanding

Ask students if they think the way they share their writing could also help get their family members more interested in the presidents.

- » Answers may vary, but students should understand that the way they share will affect the audience.

Support

Provide prompting and support as needed while students are sharing.

Challenge

Have students explain why the writing type they chose worked well for the audience and purpose.



Access

Entering/Emerging

Assist students during sharing by asking them yes or no questions about their writing, such as “Do you think that Teddy Roosevelt liked the outdoors?”

Transitioning/Expanding

Provide moderate support while students present, such as prompting them to describe a drawing.

Bridging

Encourage students to use expressive voices while they read aloud.

WRITING CELEBRATION (24 MIN.)

- Remind students to be respectful listeners when others are sharing.
- Have each student share his or her writing with the class.
- When the celebration is complete, collect students' writing for assessment. You may also choose to add an additional final publishing step before assessment.

Note: Use the *Kindergarten Writing Rubric: Opinion Writing*, *Kindergarten Writing Rubric: Narrative Writing*, or *Kindergarten Writing Rubric: Informative/Explanatory Writing* to assess writing.

WRAP-UP (3 MIN.)

- Have students explain whether they think their writing will make their family members more interested in learning about the American presidents.
- Tell students you will give their writing back to them so they can share their writing with family members. You may wish to have a follow-up discussion with students to find out if their writing made their families more interested in American presidents.

~~~~~  
End Lesson  
~~~~~

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