

New Paltz Central School District
Writing
Kindergarten

Unit 2: Nonfiction Label Books
(November)

Essential Questions

- What is a label?
- What is a label book?
- How do I label like a scientist?
- How can I write my own label book?

Content

Label books are informational books and drawings gathered from personal experience or content knowledge. Each page depicts one aspect of the topic labeled with one or a few words.

- Recording observations with accuracy and detail.

Standards/Skills

- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- Copy letters and words from informational texts such as books, magazines, signs, charts, and own dictation.
- Use graphics and labels to communicate information from personal experiences.
- Use graphics and labels to communicate understanding of classroom science and social studies curricula.

Assessments

- Label book unit goals checklist
- Teacher observation/writing conferences

Key Vocabulary/Teacher Language

big idea
discover
expert
observation

research
small idea
wonder

Resources

- *A Curricular Plan for the Writing Workshop, Grade K*, unit 3, pages 32-48
- *Units of Study for Primary Writing*
 - *Nonfiction Writing: Procedures and Reports*
- *Nonfiction Craft Lessons*, Ralph Fletcher and Joann Portalupi
- *Crafting Nonfiction*, Tony Stead and Linda Hoyt
- Nonfiction books
 - *Squirrels All Year Long*, Melvin Berger (labeling within big books)
 - *Growing Pumpkins*
 - *An Apple a Day*
 - *A Butterfly is Born*

Possible Mini-Lessons

- What is a label? (true fact)
- **What is a label book? (Big idea, small ideas on each page)**
- Labeling illustrations within big books
- Labeling like a scientist (What do you see? Observe?)
- **Making a class label book**
- **Making your own label book: choosing a topic**
- Labeling to share what you have learned
- **Sharing your label book**
- Writers listen for the first sound they hear
- Writers listen for the ending sound (middle, too)
- Yearlong extensions - Label books can be used to capture conceptual understanding of each science/social studies unit throughout the year, e.g., bulb study, woodland animal study, holidays and traditions, monarch butterfly study, science lab.

Nonfiction Label Books Kindergarten

Sample Mini-Lessons for Writers' Workshop

What is a Label Book?

“Class, today I’m going to read to you a special kind of book, a label book. People often read books to learn about something they’re interested in. Labels help readers know what they’re seeing in the illustrations. They are words that name the illustrations or part of them. Let me show you! Here’s a book I like, “_____.” (Use a clearly illustrated and labeled book, such as a favorite alphabet book, a baby board book with related topics such as colors, fruit, animals, etc.) “I chose this book because I wanted to learn about _____. Let’s do a picture walk first.” (Teacher moves through each page, noting illustrations and labels, and asks, “What do you notice?”)

“As you can see, the labels tell us important information about the pictures on the page. When you write today, please draw a picture and then write a label underneath the picture of what you’ve drawn. Write the sounds you hear, or you can tell me what you’d like to write.”

At the end of the lesson, collect the drawings, and share the labeled drawings with the rest of the class.

Making a Class Label Book

“Last time, everybody drew a picture of something and labeled it. Remember? Today, we’re going to create a class label book about our classroom. Everyone will get to do one page. Let’s make a list of all the things that are here in our classroom that help us learn.” (Teacher scribes list as children offer suggestions: computer, pencils, books, etc....)

“Okay, what a great list! Now, let’s divide the list and everyone can do a page. Should we all do pencils? Why not? That’s a boring book, right? Label books show lots of things, not just one thing over and over again. Look at this label book about animals. There are lots of different animals, not just elephants over and over again. Are there skyscrapers in this label book? Why not? This book is about animals, and you read it to learn about animals, not cities! So, remember, your drawing should be about the one thing you’ve chosen from the list. Okay, go ahead and create your drawing. Label your drawing afterward, or I’ll help you, if you like.”

After the students write, bring them back to the meeting area with their drawings. When they are gathered, create a title page for the book, asking, “What should we call this label book? What is it about?” Collect all the drawings and read the finished book. Bind this book and have it as a reference for further label book lessons.

Making Your Own Label Book: Choosing a Topic

Preparation: Make enough label books for each student in the class. A piece of 8.5" x 11" construction paper with one sheet of white paper stapled inside, making a little booklet, provides plenty of writing/drawing room for most label books, but feel free to use your own model book.

"Last time we met, we made a book together. Remember? Here it is, all bound and ready to be part of our classroom library! We can read it anytime! Now, it's your turn. But do we want 20 books about the classroom, or do we want different kinds of books? Writers write about things they know and care about. What do you now a lot about and what do you care about? Hmmmmm...let me think about what I know a lot about." Model thinking about the topic...listing topics that are personally meaningful. "I know a lot about dogs...apples...cooking...Hmmm, I think I'll choose dogs. I have a dog, and boy, does he have a lot of stuff! He has a bowl, a collar, dog food, a bed, a ball, and bone.... So much stuff! Here's a blank label book." (Take one from the pile.) "I'm going to show you how I would do this. What should I draw on the first page? Maybe my dog, Sam. Now, what should go on the second page?" (Take their suggestions and do a quick sketch on each page.) When the book is done (4-5 pages), have them help you decide on a good title for the cover.

"Okay, now it's time for you to choose your own topic. What would you like to write about? When you have an idea, tell me, and I'll give you your book, and you can get started. Don't feel like you have to rush, we'll be working on these books for a few days."

Have the children leave the meeting area one by one, and keep those on the rug who need more support.

Sharing Your Label Book

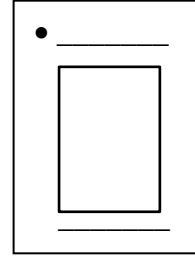
"Class, we've been working on our label books for several days, and some of you are finished. We are going to begin Writers' Workshop by sharing a few of our label books. I've worked with several children today who were able to complete their label books. I've invited them to share their books with you." (A student is invited to bring his/her book to the front of the group and read his/her book to the class.) "Did you notice that ____ was able to draw a picture on each page that was connected to her topic? She was writing about ____ and each picture had something to do with _____. Great work!! Did you see how each page of ____'s book was different? Wow, we learned a lot about _____."

"When you go to write today, make sure that each picture is connected to your topic in some way, and that all your pictures are different."

Label Book Checklist



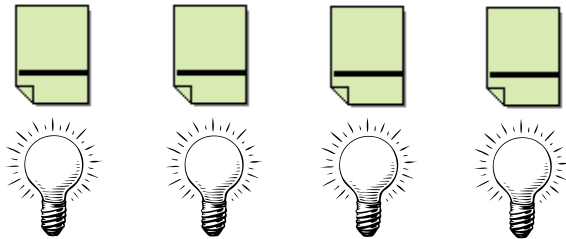
☐ Is my name on the book?



☐ Did I think of a BIG IDEA?



☐ Is there a small idea on each page?



☐ Did I stretch out my word?

C - a - t

☐ Did I try my best?