Kindergarten - Unit 2 Writing - How do Writers Make Books for Readers?

Unit Focus

During this unit, students will work independently to author pattern books, which resemble the little leveled books seen in classroom libraries and in the hands of emergent and beginning readers. Students will build on the launch unit to use labels, lists, and sentences to make these pattern books. Student will learn how to choose a main idea and then think about a pattern that will best share their message. They will learn to take risks in their writing. Writers will continue to convey meaning with pictures and words.

Stage 1: Desired Results - Key Understandings

Standard(s)

Common Core

English Language Arts: K

- Demonstrate understanding of the organization and basic features of print. *(CCSS.ELA-LITERACY.RF.K.1)*
  - Understand that words are separated by spaces in print. *(CCSS.ELA-LITERACY.RF.K.1.C)*
- Writing
  - 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. *(CCSS.ELA-LITERATURE.W.K.2)*
  - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. *(CCSS.ELA-LITERATURE.W.5)*
  - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). *(CCSS.ELA-LITERATURE.W.7)*
- Speaking & Listening
  - Ask and answer questions in order to seek help, get information, or clarify something that is not understood. *(CCSS.ELA-LITERATURE.SL.K.3)*
  - Add drawings or other visual displays to descriptions as desired to provide additional

Transfer

Students will be able to independently use their learning to...

T1 interpret and plan a topic and choose a structure to match their audience, purpose, and message; (innovating, product creation)

T2 collaborate with peers to grow and change their thinking; (innovating)

T3 create goals for becoming a better writer;

T4 initiate problem solving in classroom academic and social settings.

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... U1 Writers use words and picture together to tell a story. U2 Writers try out many ideas and strategies and work hard to make their writing better. U3 Writers choose topics that are important to them and add their own voice to the writing. U4 Writers have strategies to solve problems.	*Students will keep considering...* Q1 What do writers do? Q2 What do I want to write about? What's important about it? Q3 Theme: What makes an interesting pattern book?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... K1 writers use most of their time writing in workshop. K2 Vocabulary: Pattern, rhyme, see saw pattern,	*Students will be skilled at...* S1 Choosing a topic; S2 Rehearsing stories orally before writing. S3 Drawing pictures to convey meaning.

detail. *(CCSS.ELA-LITERATURE.SL.K.5)*
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *(CCSS.ELA-LITERACY.L.K.1)*
  - o Print many upper- and lowercase letters. *(CCSS.ELA-LITERACY.L.K.1.A)*
  - o Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). *(CCSS.ELA-LITERACY.L.K.1.C)*
  - o Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). *(CCSS.ELA-LITERACY.L.K.1.D)*
  - o Produce and expand complete sentences in shared language activities. *(CCSS.ELA-LITERACY.L.K.1.F)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.K.2)*
  - o Capitalize the first word in a sentence and the pronoun I *(CCSS.ELA-LITERACY.L.K.2.A)*
  - o Recognize and name end punctuation. *(CCSS.ELA-LITERACY.L.K.2.B)*

Student Growth and Development 21st Century Capacities Matrix

Creative Thinking
- Innovation: Students will be able to take an existing solution or object in order to consider limitations and possible transformations. *MM.2.1*

Collaboration/Communication
- Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. *MM.3.2*

word boundaries, first letter sound, ending letter sound, main idea, detail, picture, capitalization, complete sentence, word, uppercase, plural, noun, question, turn and talk, end punctuation, question mark, period, exclamation point

S4   Writing across several pages.
S5   Using letter sounds to represent beginning sounds
S6   Using resources to write common sight words I, the, like, is, can, a, am;
S7   Using word boundaries;
S8   Using lower-case letters unless a capital letter is called for;
S9   Using end punctuation;
S10   Reading finished work to partners
S11   Printing many upper and lowercase letters.
S12   Capitalize the first word of a sentence and the word I.
S13   Make a word plural by adding /s/ or /es/.
S14   Understand and use question words.
S15   Produce complete sentences in a shared language activity.
S16   Recognize and name end punctuation.