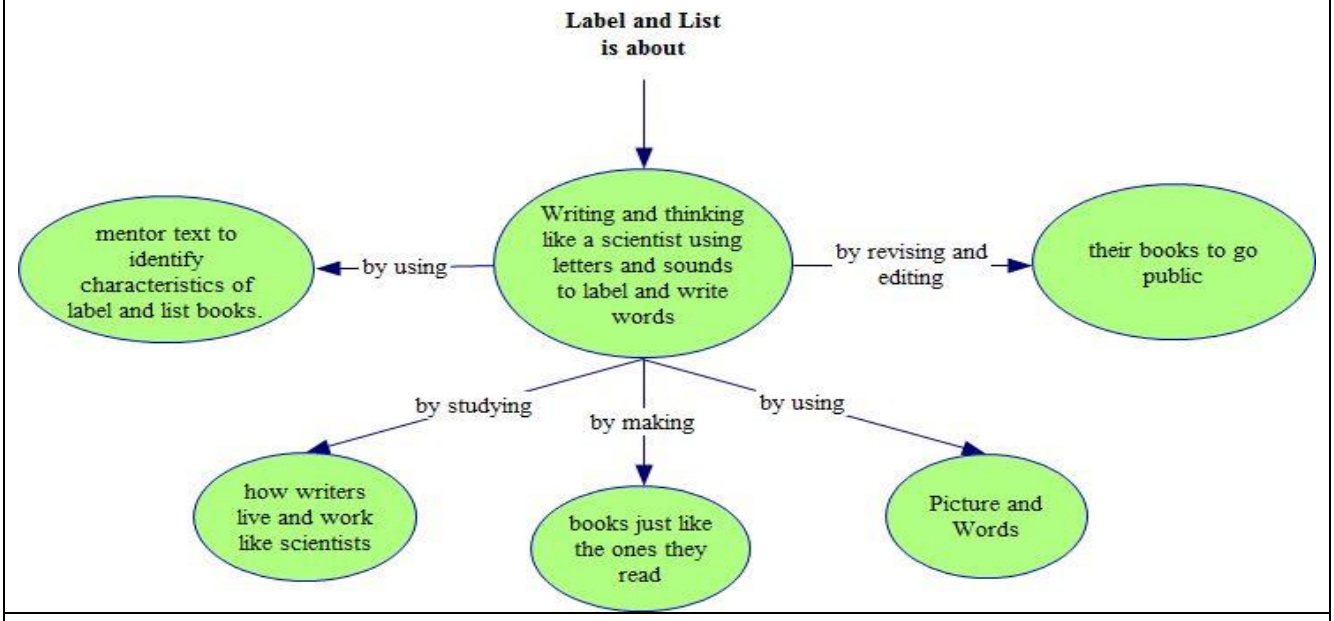
Unit Objective(s)

Students will be able to independently use the learning to understand how writers learn to look closely at the world like a scientist and write down what they see.

Standard(s)

TC.00.W.3 Illustrate and label pictures to show new learning

Graphic Organizer



Unit Abstract

In this third unit titled, 'Label and List in a Content Area,' students are invited to collect, observe, and study bits of their world. When given a chance, many children are enthralled by any chance to study leaves, trees, weather, shells, rocks and other collections. In addition, students will understand that writing is a tool for learning in the content areas. This unit serves multiple purposes. First, students are asked to slow down their writing from whole stories to using letters and sounds to label items and write sentences. This will enable students to take their time and record not only the first sound but also every sound after that. Second, this unit teaches students that writing may go beyond storytelling and can be used as a tool for telling stories and learning about science. The Common Core State Standards asks kindergartners to "use a combination of drawing, dictating, and writing to compose informative/explanatory texts." In addition, the CCSS states that kindergartners will be able to "recall information from experiences or various sources in order to answer questions." This unit allows work towards meeting these goals. Finally, this unit supports the idea that writing, science and learning about things in their world is important. This unit provides students with the opportunity to see that learning about one thing leads to learning about lots of other things.

Learning Targets

Students will know…	**Students will be able to …**
• Letters of the alphabet represent sounds that are made • Norms for group discussions • What clear and understandable speech sounds like • How adding details can improve writing	• Use drawings and words to name and give information about a topic • Work with others to write about a researched topic • Decide on a title for their story • Spell words by matching letters to sounds • Answer questions about their writing • Look closely and add details that will help the reader understand their writing • Use details to describe familiar people, places, things, and events

Essential Question(s)

1. How do writers study mentor text to identify characteristics of effective label and list pieces to frame their writing?
2. How do writers live and work like scientists?
3. How do writers make books just like the ones they read?
4. How do writers write more through the elaboration of the pictures and words?
5. How do writers finish up their books and get ready to go public?

Learning Plan

Lesson Sequence:

Immersion 1-4 Writers read, study, and chart noticings about label and list books. Writers begin to learn how to observe and think like scientists.
Immersion 5 Writers co-construct a class story of a label and list book.

Additional sessions/activities may be added depending if immersion is done during reading, writing time or both.

Session 1 Writers are like scientists writing down many observations.
Session 2 Writers capture what they see exactly the way they find it.
Session 3 Writers plan their writing across the pages.
Session 4 Writers decide on titles for their books (Main idea).
Session 5 Writers stretch their words by writing down all the sounds they hear.
Session 6 Writers/scientists sort their objects to help them organize their writing.
Session 7 Writers/scientists use books to learn more about the topic.
Session 8 Writers make plans to teach all about their topic.
Session 9 Writers use patterns to write information about a topic.
Session 10 Writers/scientists use scientific words to teach others.
Session 11 Writers/scientists ask questions.
Session 12 Writers need to closely at their objects to add to the pictures and words.
Session 13 Writers/scientists look closely to notice what is the same and different about objects.
Session 14 Writers compare what they are writing about to something they already know.
Session 15 Writers are in charge of their own writing.
Session 16 Writers reread and make their writing readable for an audience
Session 17 Writers improve their writing to go public.
Session 18 Writers celebrate their amazing work.

Essential Vocabulary
topic
information
detail
capitalize
consonant sound
vowel sound
upper case letter
lowercase letter
complete sentence

Review Vocabulary
discussion
idea
familiar
people
places
things
idea
thought
feeling

Assessments

Formative Assessments	Summative Assessments
Teacher observation/conferring	Unit 3 Outcomes Checklist

Resources

- Calkins, Lucy. 2011. *A Curricular Plan for the Writing Workshop - Kindergarten.* Portsmouth, NH: Heinemann.
- Calkins, Lucy. 2003. *Units of Study for Primary Writers: A Yearlong Curriculum.* Portsmouth, NH: Heinemann.
- Calkins, Lucy. (2013). *Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum.* Portsmouth, NH: Heinemann.

Common Core Resources: W.K.2 W.K.5 W.K.7 SL.K.1 SL.K.1a SL.K.1b SL.K.4 SL.K.5 SL.K.6 L.K.1d L.K.2a L.K.2c L.K.2d L.K.5a