Kindergarten
Label and List in a Content Area
Unit 3
08/11/13

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Writing Unit of Study
Kindergarten- Label and List in a Content Area, Unit 3
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Writing Unit of Study
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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.

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Instruction to be Conducted Prior to the Unit of Study

Students need prior experience with and background knowledge of various items before starting the unit of study. It is suggested that students have experience with the following areas:

- Shared experiences through interactive and shared writing with teacher modeling of labeling a variety of objects (e.g. body), using one word , as well as several parts or pieces of one object (e.g. arm, leg, nose, ear).

- Several Interactive writing lessons should focus on how to:
  - label objects, or parts of an object, using sound-letter correspondence or high frequency words
  - Use several strategies to stretch out words.

- Experience with using several strategies to stretch out words.

- On-going opportunities to practice speaker/listener roles as taught in Units 1 & 2.

Could be done during Science

- Opportunities to talk about scientific attributes/categories (size, color, shape, etc.).

- Opportunities to study content in science to develop word banks example: Leaves-veins, stem, etc.

- Opportunities to talk about the concepts of same/different and compare/contrast.

- Opportunities to study and draw what they observe.

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Resources and Materials Needed

Mentor or Teaching Text

- Anchor Charts – See Immersion Information
  A. How Scientists Observe and Learn
  B. Basic Parts of a Book
- Mentor Text – See Resource Materials Packet
- Teacher and class sample story/stories – The following items will be targeted in the unit, so write a variety of text that lend themselves to teaching into these items:
  A. Session 3, 7, 10, 11 – Class created story from immersion, this is referred to class story 1. Class story should have a picture with a label and could have one sentence on the bottom like, "A stem. A red leaf."
  B. Session 12 – Teacher prepared story on new object
  C. Session 13 – Teacher book from session 12
  D. Session 15 – Teacher writing folder

Resources and Materials

- Gather a collection of books about leaves, trees, rocks, seeds, etc. A variety of selections may be collected for reading aloud, shared reading, reading and writing workshop, and independent reading. See Resource Materials Packet for a sample booklist.
- Select mentor texts for the unit of study (See Resource Materials Packet for suggestions).
- Plan immersion activities to build background and understanding of nonfiction. See Immersion Section for suggestions.
- Chart paper to record information developed throughout the unit
- Writing booklets -3-5 page booklets ranging from blank pages to booklets with a spot for picture and lines below for drafting and final pieces (See Resource Materials Packet for paper options)
- Sample class story that will be used throughout the unit of study during mini-lesson instruction
- Copies of items in Resource Materials Packet for students
- 3 x 3 Post-it Notes or mini post-it notes
- Magnifying glasses
- Clipboards
- Ziploc baggies, trays, etc. to store collections
- Colored Pencils and markers
- Writing folders (teacher and student)
- Sentence strips
- Pocket chart
- Construction paper
- Editing checklist – See Resource Materials Packet
- Collection of leaves, sticks, twigs, rocks, acorns, branches, pine cones, etc.
- Develop teacher stories to be used throughout the unit
- Select Celebration Idea before starting the unit. Explain to students early on how their work will be shared. This should motivate them to do their personal best.

Professional Resources

- Calkins, Lucy. (2011 – 2012). *A Curricular Plan for the Writing Workshop, Grade K.* 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.

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Writing Unit of Study
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Why a Script?

Teachers, whether new to the profession, Writing Workshop, or to the Common Core Standards can benefit from scripted lesson plans. A script serves as a "writing coach" by guiding instruction to include routines, procedures, strategies, and academic vocabulary. The goal over time is that teachers will no longer need scripted lessons because they will have studied and gained procedural knowledge around writing workshop, the Common Core, and the units of instruction. The script is a framework from which teachers can work -- rewrite, revise, and reshape to align with their teaching style and the individualized needs of their students. Furthermore, the scripted lessons can also be easily utilized by student teachers or substitute teachers.

Additional lesson information:

Share Component –

Each lesson includes a possible share option. Teachers may modify based on students' needs. Other share options may include: follow-up on a mini-lesson to reinforce and/or clarify the teaching point; problem solve to build community; review to recall prior learning and build repertoire of strategies; preview tomorrow's mini lesson; or celebrate learning via the work of a few students or partner/whole class share (source: Teachers College Reading and Writing Project). See Resource Materials Packet for more information – Some Possibilities for Purposeful Use of the Share Time.

Mid-workshop Teaching Point –

The purpose of a mid-workshop teaching point is to speak to the whole class, often halfway into the work time. Teachers may relay an observation from a conference, extend or reinforce the teaching point, highlight a particular example of good work, or steer children around a peer problem. Add or modify mid-workshop teaching points based on students' needs.

Assessment –

Assessment is an essential component before, during and after a unit to determine teaching points and plan for individual and small group work. See Assessment link on Atlas Rubicon for more detailed information and options (e.g. on-demand procedures and analysis, proficiency checklists for product, behaviors and process, formative assessment strategies, writing continuums, see and hear observational sheets, etc.)

Independent Writing and Conferring –

Following the mini-lesson, students will be sent off to write independently. During independent writing time teachers will confer with individual or small groups of students.

Balanced Literacy Program (BLP) –

A Balanced Literacy Program which is necessary to support literacy acquisition includes: reading and writing workshop, word study, read-aloud with accountable talk, small group, shared reading and writing, and interactive writing. Teachers should make every effort to include all components of a balanced literacy program into their language arts block. Reading and Writing workshop are only one part of a balanced literacy program. The MAISA unit framework is based on a workshop approach. Therefore, teachers will also need to include the other components to support student learning.

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Writing Unit of Study
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Overview of Sessions – Teaching and Learning Points

Alter this unit based on students' needs, resources available, and your teaching style. Add and subtract according to what works for you and your students.

Part One:	**On-Demand assessment**

Part Two:	**Immersion Phase Sample Lessons**
Concept I:	**Writers study mentor text to identify characteristics of effective label and list pieces to frame their writing.**
	Sample – please see Immersion Phase section for more information.
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.

Part Three:	**Lesson Plan Sequence**
Concept II:	**Writers lead a scientific life.**
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 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.
Concept III:	**Writers make books just like the ones they read.**
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.
Concept IV:	**Writers write more through the elaboration of the pictures and words.**
Session 12	Writers need to look 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.
Concept V:	**Writers complete their books and get ready to go public.**
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.

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Writing Unit of Study
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Assessing Kindergarten Writers: Informational CCSS

Session	This assessment should be conducted prior to starting of first informational unit. It should be done before the Immersion Phase.

Materials
○ Writing booklet suggestion: Use paper from informational unit. Students should have access to additional pages if needed.

Assessment Explanation
It is suggested teachers conduct an on-demand writing assessment. The purpose of this assessment is to see what kind of writing students can produce on their own. Therefore, teachers do not guide students through the process. This is not a teaching day, but a day for students to show what they know about going through the steps of writing an informational piece. Teachers will then analyze these writing pieces using a continuum or rubric. Please see K-2 Assessment Packet located in Atlas Rubicon under Assessment Tasks for on-demand guidelines, continuums links and rubrics. Data collected from analyzing this writing will allow teachers to begin to develop insight into what their young writers know and can do on their own; where they need additional help; and possible next teaching points.

Assessment Timeline
The following are guidelines. They may be adapted to meet building and district assessment plans.

Grade	**Informational Pre-Assessment**	**Informational Post- Assessment**
Kindergarten	Prior to Unit 3- Label and List	After Unit 8-Informational Writing: Personal Expertise

Assessment Suggestion
Review these pieces alongside the informational continuum that shows the developmental stages of writing, and names the qualities of writing that define each stage (see the K-2 Assessment Package, Lucy Calkins' new book *Units of Study in Opinion, Information, and Narrative Writing Lucy Calkins with Colleagues from the Reading and Writing Project* and www.readingandwritingproject.com for continuums. Locate the child's on-demand writing within the scale. Use the continuum to develop future goals for your young writers.

Growth comparison
Pre and post measures: Compare students' pre-assessment on-demand, final piece from final Informational unit, and the post-assessment administered after the final informational unit to note growth over time.

The pre/post on-demand assessments show what students are able to do on their own. The final piece for the unit shows what students can do with teacher guidance. All three writing samples provide valuable information.

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Writing Unit of Study
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Immersion Phase

The purpose of the Immersion Phase is to help students develop a thorough understanding of the type of text they will be writing. The goal of this unit is to help students transfer and apply their knowledge of letters and sounds to labeling items and listing observations. Through reading nonfiction books (via read aloud, shared reading, guided reading/reading workshop, independent reading), students will develop a greater understanding of these areas:

- Definition and purpose of label and list books (A label and list book is a book that teaches someone about something under study. It may include diagrams that label parts, pictures that match the words, one topic, and details. A list book is defined as a very emergent book that lists ideas or topics. Ex; the blue ball, the green ball, the pink ball) .
- Characteristics of label and list books - Basically, during this phase, students are thinking, How do these kinds of text tend to go? (pictures on a page, labels match the picture, book is about one topic, one word or one sentence that matches the picture on a page) Chart findings.
  - General noticings about label and list books .
  - Parts of a book (e.g. title, detailed pictures –that show exactly what is observed, author/illustrator)
  - Identify text structures (e.g. question, question and answer)
- Steps for learning how scientists observe and learn

Concept I is considered the Immersion Phase of the unit. The immersion phase should be completed before starting the mini-lesson sequence (Concepts II-IV). It is recommended that teachers spend several days on immersion activities. The writing unit is based on the assumption that students, through immersion, have developed background knowledge of how to think and observe like a scientist and to understand how important it is for students to understand writing as a tool for learning in the content areas. Teachers may want to write their own collection of label and list texts so they can model leading a "Writerly Life" and use them as a resource.

Reading and Science Instruction:
It is suggested that most immersion activities take place during reading and science instruction. These activities may be done during read aloud, shared reading, reading workshop, or during science instructional time. Students should continue to work in writing workshop on completing the previous unit of study while this immersion work is done. However, if time is available or needed in writing workshop, immersion activities may be conducted during that time, too. Text selection should include published pieces as well as student authored work.

Immersion lessons typically follow an inquiry approach; therefore, there are no specific lessons. Teachers should follow the lead of their students – notice, restate, and negotiate what they say in order to bring meaning and understanding. This is a time for students to learn how to think and observe like scientists and make the connection that writing is a tool for learning in the content areas.

Suggested Immersion Activities (Note: This immersion phase is longer than most):
There are three different areas that are explored in this immersion phase 1) how scientists observe and learn 2) content area noticings around the topics/collections students will be observing and writing about and 3) general noticings of how Label and List books tend to go.

1. How Scientists Observe and Learn
   a. Study mentor text and develop overarching anchor charts. Anchor charts should be co-constructed by teacher and students during this phase based on what the class finds as they study mentor text. These charts will be used as a reference throughout the unit of study. Use read-aloud to help your students learn to value paying close attention to the world (See Resource Materials Packet for possible mentor text: Listening Walk, Scientists Ask Questions. Begin anchor chart of How Scientists Observe and Learn (Look, listen, touch, look again).

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   b. Take students on writerly/scientific walks showing them that scientist find interesting things everywhere in the world and collect artifacts to be studied and observed in the classroom. Show students that scientists 1) find interesting things anywhere in the world and 2) collect artifacts to be studied and observed in the classroom. Incorporate oral language activities that promote questioning and accountable talk. Accountable talk refers to the ways that teachers skillfully encourage their students to think deeply, articulate their reasoning, and listen with purpose.
   c. Engage in oral language activities that promote questioning (I wonder why the leaves change colors, etc.)
   d. Practice using "scientific tools" such as: clipboards, magnifying glasses, colored pencils. Practice using scientific tools (magnifying glasses) while closely observing collected items from the walk. Note: this is a time for exploration with the magnifying glasses. It is suggested to put the magnifying glasses away after immersion until session 13 to add to the excitement of the unit.
   e. Based on observations from the class walk, co-construct a class draft of a label and list book. The teacher guides students step-by-step through the process by asking, "*What should we include in our detailed drawings? What should we label? What sounds do we hear in that word?*" For example, "*What do we want to teach others about leaves*?"
2. Content Area Knowledge and Vocabulary
   a. Study mentor text and develop /Anchor Charts on the information and terms from the science area under study. Anchor charts should be co-constructed by teacher and students during this phase based on what the class finds as they study mentor text. These charts will be used as a reference throughout the unit of study. Begin anchor chart or word bank around the topic that students will be able to use later in their writing (e.g. Things We Know About Shells- types of shells, etc.)
3. General Noticings of Label and List books
   a. Study mentor text and develop Anchor Charts. Anchor charts should be co-constructed by teacher and students during this phase based on what the class finds as they study mentor text. These charts will be used as a reference throughout the unit of study. Chart general noticings of how Label and List text tend to go. Begin discussing the characteristics of nonfiction books (e.g. real information, meant to teach others, realistic pictures, pictures and words match, some books compare/contrast observations (a leaf is green like the grass), same/different, use descriptive words to teach others)
4. Adopt a classroom tree (possibly one in view from classroom window). Make daily observations about the changes of the tree. This activity would be continued throughout the unit. Continue to promote oral language activities.
5. Additional activities may be added depending on student need and available time.

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Writing Unit of Study
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Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	**1**
Concept	
Teaching Point	

Materials	
○	○

Outline immersion lesson:

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Writing Unit of Study
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Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	**2**
Concept	
Teaching Point	

Materials	
○	○

Outline immersion lesson:

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Writing Unit of Study
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Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	**3**
Concept	
Teaching Point	

Materials	
○	○

Outline immersion lesson:

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Writing Unit of Study
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Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	**4**
Concept	
Teaching Point	

Materials	
○	○

Outline immersion lesson:

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Writing Unit of Study
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Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	**5**
Concept	
Teaching Point	

Materials	
○	○

Outline immersion lesson:

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Lesson Plan

Session	1
Concept II	Writers lead a scientific life.
Teaching Point	Writers are like scientists writing down many observations.

Materials	
• How Scientists Observe and Learn- Anchor Chart (created in immersion) [Resource Materials Packet] • Two leaves or objects to observe- one for teacher demonstration and one for students during active engagement	• Writing paper or writing booklets [Resource Materials Packet]

Tips	• If available, use a document camera or projector to enlarge the leaf (or object under observation).

Connection	• *Writers, we have been learning how to think and observe like scientists. Our How Scientists Observe and Learn chart reminds us that scientists take their time and make very careful observations by looking, touching, listening, and even looking again at the world around them. Remember all of the observations we have already made about leaves, our class tree, and acorns.* • *Today I am going to show you how to write down your observations so you can share what you have learned about the world with others.*

Teach	• Teacher will model how to observe an object closely (look, listen, touch, and look again) and sketch and label observations:
	  ○ *I am looking at this leaf and I can see and feel that it has pointed edges. I need to make sure that my drawing includes those pointed edges.* Teacher models drawing leaf including details.
	  ○ *Writers, scientists don't only draw their observations of what they see. They also add labels to their drawings just like our mentor authors. A label will help them teach others even more about an object. For example, when I touch a leaf I can hear it crunch a little bit. I can add the word, crunchy. When I look again, I notice my leaf also has a long, brown stem. I will want to make sure I include that in my drawing.* Teacher models how to add a label to the drawing.
	  ○ *Did you see how I carefully drew what I observed and added labels? Scientific writers do this so they can share what they have learned about the world with others.*

Active Engagement	• Allow students to look closely like scientists and make own observations about another object similar to object used in teaching point. Teacher may need to place object on document camera so all can view. • After time spent observing, students share with a partner an observation that could be added through sketching or labeling. Teacher sketches and adds a couple student suggestions to the sketch. • *Wow! You all made a lot of careful observations. Look at how much we added to the sketch that will help teach others*.
Link	• *Today scientific writers, you are going to select an object to observe carefully. Then you will sketch and label what you see so you can share what you have learned about the world with others.*

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Mid-Workshop Teaching Point	● *Scientific writers, remember scientists not only draw careful observations, but they can also add labels. Let me show you how Joe added…*
Independent Writing and Conferring	●
After-the-Workshop Share	● Writers meet with partners. ● Writers share with their partners the careful observations they made about their object. ● See Resource Materials Packet for other share options.

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Lesson Plan

Session	2
Concept II	Writers lead a scientific life.
Teaching Point	Writers capture what they see the way they find it.

Materials	
● Object from active engagement in day 1 ● Teachers leaf sketch and leaf from previous day	● How Scientists Observe and Learn- Anchor Chart (created in immersion) [Resource Materials Packet] ● Mentor Text- Labeling in the picture, words on the bottom [Resource Material Packet]

Tips	● If available, project the object being observed for closer viewing**.**

Connection	● *Writers, we have been learning a lot about how scientists learn by carefully drawing and labeling the observations they make. Their detailed drawings and labels help them teach others what they have observed and learned. Remember, scientists observe and learn about objects by looking, listening, touching and looking again.* Refer to the How Scientists Observe and Learn chart made in immersion. ● *Today I am going to teach you that when we are writing like a scientist we need to draw and label EXACTLY (everything) that we see. Scientific writers include the exact details they see.*
Teach	● I *took some time today to look again at the leaf I was studying yesterday. I noticed that it has a small hole on the bottom of it. I want to add this hole exactly the way I see it into my drawing and I need to make sure I draw it exactly as I see it. I am not going to make just a dot for the hole, I am going to draw the hole like this . . .* Teacher adds hole to drawing from previous day's lesson. ● *I am not only going to draw the hole, I will also label it to help teach others even more about the object.* Teacher adds label to the hole. ● *Writers, this is what scientists do. They, look, touch, listen, and look again so they can draw and label exactly what they see.*
Active Engagement	● Allow students time to look again at the object studied yesterday ● After observation time, have students share with a partner one more exact detail they noticed that could be added to the drawing. ● Add one or two of the exact details that students share to the drawing (add labels). ● *Look how much more we can teach others about the leaf by looking again carefully and then drawing and labeling exactly the way it looks or feels*.
Link	● *Today, scientific writers, you are going to look again at your object and draw and label exactly what you see.*
Mid-Workshop Teaching Point	● *I have noticed that many of you have found several exact details that you added and labeled in your drawings.* ● *Remember writers, scientists observe and learn by not only looking, but also by touching and listening. We can add those exact details and labels in our drawing; I noticed the leaf feels bumpy. I can draw bumps and add the label, 'bumpy' to my drawing.* ● After *you add details to what you already did, try it with a new object and add even more detail*.

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Independent Writing and Conferring	•
After-the-Workshop Share	• Find a student who added a label based on touching or listening to their object. • "*Look, Johnny added a detail just like xxx did in the book xxx.*" • See Resource Materials Packet for other share options.

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Lesson Plan

Session	3
Concept II	Writers lead a scientific life.
Teaching Point	Writers plan their writing across pages.

Materials	
● Class story 1 created in immersion phase ● Leaf or new object for class to observe	● Writing booklets [Resource Materials Packet] ● This new book will be used in session 7

Tips	● Paper choice will need to be based on student need. Please see resource material section for paper sample options.

Connection	● *Writers, after looking again at our objects, we have added exact details to our sketches and labels. All of these details and labels are going to help teach others about our objects.* ● *Remember when we wrote our class story about leaves? (Show Class Story 1 created in immersion) We did not teach everything we observed and learned all on one page. We stretched our observations across many pages.* ● *Today I want to teach you that scientific writers can write across many pages about their objects. They do this to help teach others even more.*
Teach	● *Writers can plan how to share their observations by touching each page and saying one thing they observed or learned about the object.* Teacher models by touching each page and saying what observations will go on each page. ● Example: Teachers touches first page and says, *"I noticed the leaf is smooth. I can draw my leaf and write, smooth. When I look again, I notice the leaf is brown. I can turn the page of my book, draw my leaf, and add the word brown."*
Active Engagement	● *There is even more we could say about this leaf. Turn to your partner and after looking again at the leaf tell him/her what else we could say about the leaf on the next few pages.* ● Partners turn and talk. ● After partner discussion, teacher chooses several students to share their suggestions for the next few pages. Teacher models.
Link	● *Scientific writers, we just planned our observations across the pages. Now you are going to take a booklet, look again at your object, and write your observations across the pages.*
Mid-Workshop Teaching Point	● *Writers, you have been working so hard on stretching your observations across the pages. Some of you have even finished a booklet. Remember, when you think you're done, you have only just begun. You can start a new piece about a different object or look again at your object to add even more exact details.*
Independent Writing and Conferring	●
After-the-Workshop Share	● *Writers, today we learned how to plan and stretch our observations across pages. Take out your longest book and count the pages that are finished. Raise your hand if you stretched your observations across two pages, three pages, four etc. . . .* ● See Resource Materials Packet for other share options.

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Writing Unit of Study
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Lesson Plan

Session	4
Concept II	Writers lead a scientific life.
Teaching Point	Writers decide on titles for their books (Main idea)

Materials	
● Trees by Miriam Frost or other simple list books ● Noticings About Label and List- Anchor Chart	● Bins of label and list books ● Writing Booklets w/blank cover

Tips	● Other mentor text examples can be used for this lesson.

Connection	● *Writers, we have been studying lots of different Label and List books.* Teacher shows students various mentor text. *We even created this chart Noticings about Label and List. We noticed Label and List books have...* Teacher reads chart. ● *Today I want to show you how writers of Label and List books make sure that the title of their book tells the readers what they will learn about in their book.*
Teach	● *Yesterday, we learned that our books can be written across many pages. While I was rereading the book Trees, I learned that my book also needs a title. Miriam Frost's book is all about what trees can give us. She gave her book the title Trees so the reader would know what her book was all about.* ● *Today I thought I could plan to teach lots and lots about the branches of trees. I could teach,* Teacher hold up thumb and says, *A branch can be long.* Teacher holds up next finger and says, *A branch can be brown.* Teacher continues telling one idea for each finger. ● *Now I will need a title for my book. Hmmm, I know, the book is all about what branches look like so I will call my book Branches. Teacher demonstrates putting a title on the front of her book.* ● *I also noticed that Miriam Frost wrote her name on the front because she is the author. I will need to put my name on the front since I am the author.* Teacher demonstrates writing, By: … ● *I also noticed the name of the person who made the pictures, or the illustrator, is on the front. I will write my name here since I also drew the pictures.* Teacher demonstrates. ● *Writers, by studying Miriam Frost's book, Trees, I learned that books have titles that match the information inside and they have the name of the person who wrote the book, the author, and the name of the person that draws the pictures, the illustrator written right on the cover*.
Active Engagement	● Place a few piles of books out for students to look through ● *Let's take a look at other books to see if these authors also made sure their titles match the information inside their books. With your partner, take a look at some books to see if you notice how the title matches what is in the book and notice the how the name of the author and/or an illustrator is written.* ● *Did you notice how the authors of these books made sure the titles tell the reader what they will learn about in the books?*

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Lesson Plan – Session 4, Continued

Link	● *Writers, when you go off to write, you can write books just like XXXXX and XXXXX and XXXXX. In your books, you can write titles, you can label pictures...* Teacher reads off other ideas from Noticings about Label and List anchor chart.
Mid-Workshop Teaching Point	● *Writers, remember that we want everyone to be able to learn from our books so writers say their words slowly and write all the sounds they can hear.* ● Teacher rereads, 'How Writers Say and Write Words' anchor chart.
Independent Writing and Conferring	
After-the-Workshop Share	See Resource Materials Packet for other share options.

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Writing Unit of Study
Kindergarten- Label and List in a Content Area, Unit 3
Lesson Plan

Session	5
Concept II	Writers lead a scientific life.
Teaching Point	Writers stretch their words writing down all the sounds they hear.

Materials	
• New Object • Writing booklets	• How Writers Say and Write Words- Anchor Chart (created in Unit 2, Session 8)

Tips	• Students are still writing and observing objects. • Mid-Workshop teach may be used to reinforce conventions. • This lesson should not be the first time students are using a variety of strategies to hear and record sounds. Students should have been previously exposed to the strategies during shared and interactive writing. Interactive writing and shared writing should continue throughout the year as needed. • This lesson should not be the first time students are using white boards. Teacher should have a management system in place for the student use of white boards.

Connection	• *Yesterday, writers, we learned how to decide on a title for our story. Titles are important because they help the reader know what the book is about.* • *Writers also need to help readers understand the information we want to share. Today I am going to teach you that if we want others to be able to read all of our scientific writing, we need to do our personal best when writing words.*
Teach	• *Writers spell words the best they can by putting down as many sounds as they can hear. Writers do this by stretching out words slowly and writing down all the sounds they hear.* • *When I was looking at this rock, I noticed that it was big. I want to add that observation to my page. Let's use our How Writers Say and Write Words chart to help us write the word big.* Model how to stretch out big by following steps on chart.
Active Engagement	• *Writers, when I was looking again at my object for some exact details, I noticed that the rock feels bumpy. We are going to use our white boards to practice writing the word, "bumpy."* • Follow steps on How Writers Say and Write Words" anchor chart as students stretch and write the word," bumpy." • Add the word "bumpy" to class story.
Link	• *Today and every day, when you say and write words, you need to write down as many sounds as you can so others can read your writing.*
Mid-Workshop Teaching Point	• *Writers, you may have to say a word as many as five times, but the more sounds you can write down, the easier it will be for someone to read. Watch me as I say the word, green.* Teacher models saying the word, "green" five times slowly, listening for all of the sounds.
Independent Writing and Conferring	•

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After-the-Workshop Share	● Students gather on the carpet. ● *Writers, I have noticed you have been working so hard on trying to put as many sounds as you hear in your words. Writers also reread what they have written by putting their finger under the word as they read it. Joe has been working hard to write the word pointy. I am going to show you how to put your finger under the word and reread the word to check for all of the sounds. As we reread the word, we notice Joe forgot the "t" in the word pointy. We can add the letter "t" by saying the word again slowly and writing it above our first try.* ● See Resource Materials Packet for other share options.

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Writing Unit of Study
Kindergarten- Label and List in a Content Area, Unit 3
Lesson Plan

Session	6
Concept II	Writers lead a scientific life.
Teaching Point	Writers/scientists sort their objects to help them organize their writing.

Materials	
• Basket of collected similar objects (leaves, twigs, pine cones . . .) • Student collections to carpet	• Writing booklets • Mentor Text-description/object [Resource Materials Packet]

Tips	• May need to review, teach, practice how to work together . • Keep reading label & list books during reading time. • Students should have additional objects to select for their study. • Give students time in Science to sort, categorize and re-sort objects.

Connection	• *Writers, so far we have spent most of our time observing and writing about just one object at a time. We know from working like scientists that they collect lots and lots of things to observe.* • *Today I want to teach you that scientific writers can sort their objects and their observations to help them organize their writing.*
Teach	• *Scientists just don't collect lots and lots of things and write about them in any old way. Instead, scientists try to sort their objects into piles that go together. Then they draw and write about why these piles go together.* • *Instead of writing observations about just one leaf, we can sort the leaves and write about how the piles of leaves go together. For example, we can sort all of the leaves by their size or their color.* • *Now each page in a book could be about the observations we made about the different leaves we sorted.* • *Watch me as I sort the leaves by size... now my book can sound like this... Big leaf. Small leaf. Tiny leaf. Huge leaf. Or we could sort by color like this, Brown leaf. Green leaf. Red leaf.* Reference a mentor text written in a similar way.
Active Engagement	• *Now you can try this with your collections.* • Have students try sorting their collections. • Have students turn to a partner and discuss ways they could sort their collections. • *Many of you noticed that we could sort by color or size.* • *Turn and tell your partner how the pages of your book might sound.* Example: Black rock. Gray rock. Red rock.

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Link	● *Today, scientific writers, you are going to sort your objects to help organize your writing. Once you have sorted your objects, you will need to record your observations across the pages to teach others how your pile goes together.*
Mid-Workshop Teaching Point	● Choose a student that sorted his/her objects into an obvious pile. ● *Writers, look how Sally sorted her objects by size. Now she can write about the pile to teach others how the objects in the pile go together. Her book could go like this, Big acorn, little acorn…*
Independent Writing and Conferring	●
After-the-Workshop Share	● Students share their books with a partner. ● See Resource Materials Packet for other share options.

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Writing Unit of Study
Kindergarten- Label and List in a Content Area, Unit 3
Lesson Plan

Session	7
Concept II	Writers lead a scientific life.
Teaching Point	Writers/scientists use books to learn more about the topic.

Materials	
• Books about the collected objects • Blank booklet • Class story created in session 3	• Mentor Text- Tell Me Tree by Gail Gibbons or Autumn Leaves by Ken Robbins or other books that give information about leaves or other objects under study

Tips	• May need to do small groups if lack of content area books. • Small groups may be needed if studying other objects. • May want to use media center time to obtain content area books.

Connection	• *Writers, we have been writing many, many books about the objects we have been observing and learning about. Sometimes scientists want to learn even more about the objects they are observing. The great thing is that there is a lot of information available in many different places. One of the places scientists find even more information is in the pages of a book.* • *Today I am going to teach you how to observe and learn more about your objects by using a book.*

Teach	• *Today we are going to look again at Gail Gibbon's book Tell Me Tree to see what new information we can learn about leaves. I noticed from looking closely at the pictures that different trees have different shapes of leaves. I could use this new information to:*
	  ○ *Start a new book called Trees and Leaves.* Teacher holds up a blank booklet and quickly models by touching each page saying how the book might go.
	  ○ *or add this new information to the pictures and words of the books I have already Written.* Teacher models using class story how to add the tree to page with leaf.

Active Engagement	• Display page 12 from Autumn Leaves by Ken Robbins • Have students share with a partner what new information they noticed. If needed, draw students' attention to the fact that all of the leaves are from the same tree but are different colors and sizes. • Based on suggestions from students, teacher could say, *If we were going to start a new book using the information we just learned, we could call it Leaves are Different Colors or we could go back and add this new information to the pictures and words of one of the books we have already written.*
Link	• *Scientific writers, today you can go off and try to use books to look for new information that you can use to start a new book or new information to add to the pictures and words of a book you have already written.*
Mid-Workshop Teaching Point	• *Writers, remember it is important to stop and reread what you have written to make sure your readers will be able to read the new information you want to teach them. Please stop and reread what you have written today to make sure a reader will be able to read your writing. Be sure to include all the sounds you hear in each word.*

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Independent Writing and Conferring	●
After-the-Workshop Share	● *Tomorrow writers, we are going to revisit our mentor texts to help us make sure we are writing lots and lots of information about our objects.* ● See Resource Materials Packet for other share options.

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Writing Unit of Study
Kindergarten- Label and List in a Content Area, Unit 3
Lesson Plan

Session	8
Concept III	Writers make books just like the ones they read.
Teaching Point	Writers make plans to teach all about their topic.

Materials	
• Trees by Mary Ellen Gregoire or other simple list books. • Noticings About Label and List –Anchor Chart	• Writing Booklets

Tips	• Another option instead of booklets is to have loose sheets of paper. After students have made a plan across their fingers they can count out the sheets of paper they would need. • May want to bring in other collections of objects to study to keep interesting.

Connection	• *Writers, yesterday we learned how to use books to learn even more about the objects we are observing.* • *Today I want to teach you that writers make plans to teach all about their topic! One way to plan is to use our fingers to help us remember the facts or information we want to put in our books. Let me show you how.*
Teach	• Teacher shows students mentor text, Trees. • *Writers, I was reading this book called Trees, by Mary Ellen Gregoire, and I noticed that this book has eight pages. Each page has a different fact about trees and what they give us. I was thinking, if Mary Ellen Gregoire can write a book with eight pages, then we can do the same thing. First I need to think, What do I know a lot about? Hmmm, I know a lot about rocks. Watch me as I tell about rocks using my fingers.* The teacher holds up her thumb and says, *Rocks are hard.* The teacher holds up her next finger and says, *Rocks are dirty.* Teacher continues with remaining fingers adding a new idea for each finger. • *Did you see how I used my fingers to tell everything I know about rocks, just like Mary Ellen Gregoire did in her book? Now I am going to grab my booklet and write down everything I know about rocks to make it look like the ones we have been reading. That's what writers do. Writers make plans to teach lots and lots.*
Active Engagement	• *Writers, I know we can teach even more in our book. Let's try this together. Take a minute to think about everything we have learned about leaves.* • *Turn and tell your partner everything you know about leaves.* • *Let's see if we can use our fingers to tell everything we know about leaves.* Teacher models. • *Wow, we thought about lots of things we could teach others about leaves, we are just like Mary Ellen Gregoire.*
Link	• *Writers, when you go off to write you can 1) Think about everything you know about your object, 2) Use your fingers to plan your story, and 3) Begin writing across many pages just like Mary Ellen Gregoire.*
Mid-Workshop Teaching Point	• *Writers, please let me stop you. You have been writing now for a little while; take a minute to count the number of pages you have written so far.* • *Wow, that's a lot of pages! That's what writers do – they write lots and lots.*

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Independent Writing and Conferring	●
After-the-Workshop Share	● *Today we wrote across many pages, just like Mary Ellen Gregoire.* ● Teacher shows and reads Noticings about Label and List anchor chart to students. ● See Resource Materials Packet for other share options.

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Writing Unit of Study
Kindergarten- Label and List in a Content Area, Unit 3
Lesson Plan

Session	9
Concept III	Writers make books just like the ones they read.
Teaching Point	Writers use patterns to write information about a topic.

Materials	
● Mentor Text Farm Animals, by Michele Dufresne or other simple list/pattern books ● Mentor Text Cars, by Ruth Mattison other simple list/pattern books	● Writing paper or booklets

Tips	● Since students will be writing lots of little books. You can encourage them to revise previously written books by adding whatever has been most recently taught into their earlier books. ● This book will be visited again in session 16.

Connection	● *We have been noticing many things that writers of Label and List books include in their books.* ● *Today I want to show you how we can borrow ideas from our mentor authors. One of those ideas is to use a pattern in our book. A pattern is saying similar things on each page.*
Teach	● *Writers, let's read the book Cars. I noticed that the author, Ruth Mattison, wrote 'Here is a red car' to get herself started. She ended up writing in a pattern, saying similar things on every page.* The teacher rereads several pages, emphasizing the pattern, *Here is a...* Teacher reads Farm Animals by Michele Dufresne and emphasizes pattern, *Look at the...* ● *Did you see how the authors got themselves started by writing, Here is a… or, Look at the… to get themselves started and then ended up writing in a pattern saying similar things on every page?* ● *Today I thought I could write a book all about leaves. To get myself started, I could write, I see a red leaf.* Teacher models recording sentence in her booklet. *My next page might say, I see a yellow leaf.* Teacher once again records the sentence in her booklet.
Active Engagement	● *If we were going to write the next page in my book, turn to your partner and talk about how it how might it go?* ● *That's right, it might say, I see a green leaf, I see a brown leaf...* Teacher records on next page. ● *What if we wanted to get our book started like Michele Dufresne? We could start our book, Look at the green leaf. Turn to your partner and talk about how the rest of the pages might go.* ● *Writers, we can borrow ideas from mentor books and use patterns to get ourselves started.*
Link	● *Writers, today when you go off, you might end up writing in a pattern, saying similar things on every page.*
Mid-Workshop Teaching Point	● Teacher points out different patterns she is finding from the students' work.
Independent Writing and Conferring	●
After-the-Workshop Share	● Teacher preselects several students who attempted to write a pattern. ● See Resource Materials Packet for other share options.

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Writing Unit of Study
Kindergarten- Label and List in a Content Area, Unit 3
Lesson Plan

Session	10
Concept III	Writers make books just like the ones they read.
Teaching Point	Writers/scientists use scientific words to teach others.

Materials	
• Class story 1 created previously in immersion • Document camera	• Scientific Vocabulary Charts (created in Immersion) • Mentor text with scientific vocabulary

Tips	• Since students will be writing lots of little books. You can encourage them to revise previously written books adding whatever has been most recently taught into their earlier books. • May need to pull small groups to create other scientific vocabulary charts.

Connection	• *Writers, I was thinking on my way in to school today how proud I am for all the books you have been writing, just like the ones we have been reading. We are all scientists who look closely at objects.* • *Today, I want to teach you that as science writers when we look closely at objects, we will want to be more scientific or exact using the same words that other scientists use.*
Teach	• *Writers, watch me as I use charts, books, and other words around the classroom to make my words more precise or exact. I want to use words that scientists that study trees would use.* Teacher takes out class story and opens to the first page. • Teacher reads the first page and says, *Hmm, do I know another word to describe this leaf? Oh, I know these are called points; I will add the word, points to my book.* Teacher looks closely at drawing again and thinks, *Hmmm, I can see these little lines on the leaf.* Teacher points to the Scientific Vocabulary chart and says, *Oh, I see the word, veins, I will add the word veins to my book.* • *Writers, did you notice how I read my page and asked myself, Do I know a fancier word to describe the leaf? That is what scientists do, they use words that are scientific or more exact.*
Active Engagement	• Teacher turns to page two of the class story and says, *Students, let's reread page two of our book and think if there is another word we could add to describe this leaf? Turn and talk to your partner about other possible scientific words we could use to describe the way this leaf looks.* • Teacher elicits responses and points out where students find words. Examples may include: long, short, skinny, smooth.
Link	• *Writers, today when you go off, remember you are all scientists who look closely at xxx and xxx. You can use the charts, books, and words around the room to make your words more precise or exact.*
Mid-Workshop Teaching Point	• Model stretching a scientific word.
Independent Writing and Conferring	•

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After-the-Workshop Share	● If access to a document camera is available, invite students to share the scientific words they included on the document camera. ● If access to a document camera is not available, have students share out loud the scientific words they used . ● See Resource Materials Packet for other share options.

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Writing Unit of Study
Kindergarten- Label and List in a Content Area, Unit 3
Lesson Plan

Session	11
Concept III	Writers make books just like the ones they read.
Teaching Point	Writers/scientists ask questions

Materials	
• Class story 1 • How Scientists Observe and Learn- Anchor Chart [Resource Material Packet]	• Writing Booklets [See Resource Materials Packet] • Mentor Text- Leaves by Charlotte Guillain

Tips	• Since students will be writing lots of little books. You can encourage them to revise previously written books adding whatever has been most recently taught into their earlier books. • Questions do not have to be answered.

Connection	• *Writers, we know that scientists observe and learn by drawing and writing exactly what they see in front of them.* • *Today I want to teach you something else scientists do to help themselves think more about their object. Scientists ask lots of questions that start with question words such as 'Why' or 'What.'*
Teach	• *For example, scientists might ask, Why do leave change colors? or why do leaves fall from trees?, or 'What happens to leaves during winter?' As we write our book, we can ask questions that start with 'Why' or 'What.'* • *In the book Leaves, the author asks questions like, What are plants?'* (pg. 4, & pg. 20) • *We have been working on our class leaf book.* Teacher shows class story. • *As we have been observing and learning about leaves, I have had some questions of my own.* Teacher turns to page one and says, *I was wondering, Why do some leaves become so crumbly?* • *"I can write this question on this page or I can add a page."* Teacher demonstrates. • Teacher turns the page, reads the page and asks, "'*What makes leaves turn orange?' I can write that question on this page or add a page."* Teacher demonstrates.
Active Engagement	• Teacher turns the page on the class story and rereads what is written. • *Turn and talk to your partner about some questions that you might have about leaves that we could add.* • Teacher takes a few responses and records one such as, "Why are leaves smooth?"
Link	• *Writers, remember today as you go off, scientists think, 'Why' or 'What' as they are writing their books. As you begin to write, you can go back and reread some of your books and ask questions that start with 'Why' or 'What' and add these to your pages or add a new page. Or as you start a new book, you could be asking these questions and writing them in your book.*
Mid-Workshop Teaching Point	• *Writers, we can stretch our thinking even further. We can make a guess or a prediction about the answer to our questions by thinking 'maybe' or 'probably' or 'could it be?' We can go back into our story make a prediction. For example, when we wrote, 'Why are the leaves smooth,' we could guess and say that maybe they are smooth from the rain. We can add this to our writing. We can use what we know about science to develop a good hypothesis (or prediction) about the answer to our questions to include.*

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Independent Writing and Conferring	•
After-the-Workshop Share	• Take out the How Scientists Observe and Learn anchor chart and say, *We know scientists look, touch, listen, and look again. Today we have learned scientists ask questions to push themselves to think. Let's add 'Ask questions' to our chart.* • See Resource Materials Packet for other share options.

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Writing Unit of Study
Kindergarten- Label and List in a Content Area, Unit 3
Lesson Plan

Session	12
Concept IV	Writers write more through the elaboration of the pictures and words.
Teaching Point	Writers need to look closely at their objects to add to the pictures and words.

Materials	
• Magnifying glasses • Class set of acorns, pine cones or objects under study for individuals or partnerships to examine with magnifying glass. • Student Writing Folders • Teacher prepared story on new object • Colored pencils	• Writing booklet • How Scientists Observe and Learn – Anchor Chart [Resource Materials Packet] • Mentor text- Acorn to Oak Tree-by Camilla de la Bedoyere [Resource Material Packet] or a text that has an insert that looks like a magnifying glass

Tips	• May want to bring out new objects for observing and writing. • If you do not have magnifying glasses, you could make "zoom lenses" using a 3x5 card with a one inch hole/square cut out in the center to focus on smaller details. • Students should have had opportunities during immersion to explore using magnifying glasses. If this was not done during immersion, it is recommended to give students time prior to the lesson to explore using magnifying glasses. • Since students will be writing lots of little books. You can encourage them to revise previously written books adding whatever has been most recently taught into their earlier books.

Connection	• *Writers, we have been observing leaves closely, just like a real scientist, and we've noticed things like the shapes of leaves, parts of leaves, and even how the leaves sound when we touch them. We know the Scientists observe and learn by...* Refer to How Scientists Observe and Learn' anchor chart. *"One way they observe and learn is to look again and again. In the book Acorn to Oak, the author looks closely and zooms in on the object she writes about.* • *Today I want to show you that as writers and scientists, we can always look again closely to notice new details to add to our pictures and words.*
Teach	• *As scientists and writers, we have been using our eyes to look, our hands to touch, and our ears to listen so we can observe and learn about trees and leaves. Another way scientists look closely to observe and learn more is by using tools to help them look again. One tool a scientist uses is a magnifying glass. A magnifying glass helps us zoom in on the tiny details we have missed when we looked the first time. These tiny details can help us add to our pictures and words.* • *I wrote a book about acorns and I thought I was done. But I know that as a scientist and writer, I can go back and check to see if I could add more to my work. I was thinking I could use my magnifying glass to look again and again to zoom in on the tiny details I may have missed the first time.* • Put students in circle in order to observe teacher. Teacher pulls out writing booklet, acorn (or object under study), colored pencils, and magnifying glass • *When I look at my acorn now, I notice that the top part of the acorn has lines that go up and down and back and forth. I am going to go back to my drawing and add these lines that I noticed. I can also add the words, 'I see lines on the top*!'

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Writing Unit of Study
Kindergarten- Label and List in a Content Area, Unit 3
Lesson Plan – Session 12, Continued

Teach – Continued	● Teacher adds details to pictures and/or labels and words. ● *This is what scientists do. They look again and again to notice new details to add to their pictures and words.*
Active Engagement	● *Writers, let's try using these magnifying glasses together to look closely at some acorns. I am going to give you a chance to look again and again to notice some details*. ● Teacher passes out magnifying glasses and objects under study. Students may work individually or with partner. ● *Writers, did you see how when we look again and again we can notice new details that help us add to our pictures and words? This is what scientists do. They look again and again sure they add these new details to their work.*
Link	● *Today, when you go off to work, you are going to take out books and objects that you have worked on and you can do what scientists and writers do. You will use a magnifying glass to look again and again at your objects to see if you can add some new details to your pictures and words.*
Mid-Workshop Teaching Point	● *Writers, as you look again and again at your objects, one thing you may decide to do is to start a new page, zooming in on the new details.*
Independent Writing and Conferring	●
After-the-Workshop Share	● Show sample from teacher book. ● Students come together with a partner to share the new details they added to their books after they looked at their objects again and again. ● See Resource Materials Packet for other share options.

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Writing Unit of Study
Kindergarten- Label and List in a Content Area, Unit 3
Lesson Plan

Session	13
Concept IV	Writers write more through the elaboration of the pictures and words.
Teaching Point	Writers/scientists look closely to notice what is the same and different about objects.

Materials	
● Magnifying glasses ● Several acorns or objects under study ● Writing paper	● Stapler ● Teacher book from session 12 ● Document camera (if available)

Tips	● Please see example at the end of this lesson. Teachers could create same/different templates to use this with this lesson. ● It is important that the concept of same and different has been discussed prior to and outside of workshop. ● Since students will be writing lots of little books. You can encourage them to revise previously written books adding whatever has been most recently taught into their earlier books. ● Teacher could use a pocket chart with the words 'Same/Different' to help organize student thinking.

Connection	● *Yesterday we did what scientists do, we looked again and again at our acorns and wrote about the new details we noticed with our magnifying glasses.* ● *Today I want to teach you that when writers and scientists look closely at objects, they may notice and write about what they see that is the same and what is different.*
Teach	● *Yesterday, when we were all looking at the acorns, many of us noticed some similarities. We noticed that one of the acorns had the same shape as another one that we were studying. While observing the objects, we used words just like a scientist. We said, 'Both of these acorns are round.'* ● *Since we know that this acorn is the same shape as this other acorn, I can add this noticing to my book. I can write, 'These acorns are round'* or 'round acorns'. ● Teacher shows how to grab a piece of paper and add new page to book. ● "*Scientists and writers also notice when objects are different, or not the same. When we looked again at the acorns, we noticed the colors are different. Once again we can use scientific words such as, 'I notice this one is the same...' or, 'I notice this one is different...'* ● *And I could add this information to my writing too. I can grab another piece of paper and add this information.* ● *So, as scientists and writers, we can look again and again to notice and write about what is the same and differen*t.
Active Engagement	● *Let's try this together. I am going to put two other objects up on the document camera and we are going to look again closely to notice what is the same or different.* ● Students work with partnerships noticing similarities and differences with teacher coaching into the language, *I notice...this one has...* or *I notice this one is the same as...* ● Teacher takes a few responses and models how that might look if written down.

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Link	● *So scientists/writers, when you go off you can look again and again at all your objects to decide if there are some things that are the same or different. You can use the words that scientists use like, 'I notice…,' or 'This is the same as…' And you could add these new details into your books by grabbing another sheet of paper and adding what is the same and what is different.* ● Teacher may want to hand out magnifying glasses.
Mid-Workshop Teaching Point	● *Writers, you know what I heard just now? I heard Kyla say, 'I notice my pinecone is bigger than this pinecone.' And then she wrote, 'This pinecone is big . This pinecone is small.'*
Independent Writing and Conferring	●
After-the-Workshop Share	● *Writers, you have been working like scientists, looking again and again at what is the same and different. Give me a thumb up if you noticed a tiny detail that was the same. Give me a thumb up if you noticed a tiny detail that was different.* ● *Let's bring our collections and books back to the carpet and share some of our noticings with our partners.* ● *If I wanted to tell my partner what was the same and different about my objects, I could say, 'I noticed my acorns were the same color,' and, 'I noticed my acorns were different sizes*.' ● See Resource Materials Packet for other share options.

Example of possible student page writing for same/different:

Same	**Different**
Round acorns.	**Brown acorn. Black acorn.**

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Writing Unit of Study
Kindergarten- Label and List in a Content Area, Unit 3
Lesson Plan

Session	14
Concept IV	Writers write more through the elaboration of the pictures and words.
Teaching Point	Writers compare what they are writing about to something they already know.

Materials	
• Mentor text Dinosaur Days by Pam Holden or other similar books that compare and contrast • How Scientists Observe and Learn-Anchor Chart [Resource Materials Packet]	• Sentence strips/pocket chart-See tips below • Object for class to compare/contrast • Document camera (if available)

Tips	• Teacher may choose to use sentence strips to demonstrate compare/contrast session (example:" *A __ (object) is __ (attribute) like a __(comparison) or This__(object) is __(attribute) like a __(comparison).)* • Since students will be writing lots of little books. You can encourage them to revise previously written books adding whatever has been most recently taught into their earlier books. • The mentor text Dinosaur Days, or other selected mentor text, should have been studied prior to this lesson. Today's lesson should only be a review of the discussion that already took place in reading or immersion.

Connection	• *Science writers, we have been working hard at observing and learning by looking again and again so we can add more details to our pictures and words. We know we can say things like, 'I notice...' or, 'This acorn is the same as...' or, 'This acorn is different than...'* • *Today I want to teach you a way science writers describe what they notice by comparing their objects to something people would be familiar with and already know.*
Teach	• *Remember when we read the book* Dinosaur Days *and noticed that the author Pam Holden wanted the reader to really understand what the parts of the dinosaur looked like. She compared parts of the dinosaur to animals that she knew the reader would already know. For example, Pam Holden wrote, 'This dinosaur had a long neck. It was like a giraffe.' She knew that most people would know what a giraffe was and looks like. This helps the reader picture how the dinosaur's neck looked.* • *We can do the same thing for our readers by comparing our objects to something people would be familiar with and already know.* • *First I can look again and again at my acorn. I notice my acorn is brown. I also noticed that it has an oval shape.* • *Next I can compare it to something people might know. Hmmm... I know my acorn is brown like a football. Or I could say it is oval like a grape. That is something people would be familiar with and already know.* • *I can use this chart to help me with my thinking.* Could put sentence starters from 'Tips' section into a pocket chart. • Teacher models, "This *acorn is brown like a football*."

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Teach - Continued	● *When science writers want to describe what they notice, they can compare their object to something people would be familiar with and already know. To do this, they follow these steps.* ○ *First, look again and again* ○ *Next, compare it to something people would be familiar with and already know* ○ *Last, record observations*
Active Engagement	● *Science writers, I am going to have you try and compare an object with something people are familiar with so you can help people really picture your object. Remember the steps.* ○ *First look again and again* ○ *Next compare it to something people would be familiar with and already know* ○ *Last record observations* ● Teacher holds up an object or puts on document camera . ● *Now turn to your partner and ask him/her, 'What do you think this object could be compared to that will really help people picture this object?'* ● Teacher records some observations, scaffolding thinking around, 'This xxx is xxx like a xxx.' Or, 'A xxx is xxx like a xxx.'
Link	● *Science writers, today when you go back to look again and again, you can compare your object to something people are familiar with and know so they can really picture what you are writing about.*
Mid-Workshop Teaching Point	● *Writers, I can really picture what you are writing about. Listen to what Jerome wrote, 'The leaf is as green as the grass.' Doesn't that help us really understand the color of Jerome's leaf? He added it to his page but if he didn't have enough room he could grab another piece of paper.* ● Share several other examples of student comparisons.
Independent Writing and Conferring	●
After-the-Workshop Share	• *Writers, today when I stopped you and shared Jerome's comparison, 'My leaf is as green as the grass,' I noticed that Destiny quickly went back to her writing and tried a comparison like Jerome. Destiny didn't wait for me to help her. She tried this all by herself. She was the boss of her own writing. Tomorrow, I am going to teach you how you can be like Destiny and be the boss of your own writing.*

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Writing Unit of Study
Kindergarten- Label and List in a Content Area, Unit 3
Lesson Plan

Session	15
Concept V	Writers finish up their books and get ready to go public.
Teaching Point	Writers are in charge of their own writing.

Materials	
• Post-It notes • Teacher writing folder	• Student writing folders • Chart paper • Markers

Tips	• Students are just using sticky notes as place holders not to write on.

Connection	• *Writers, we have spent so much time working and writing like scientists. It is now time to get our writing ready to share with the world.* • *Today I am going to teach you that writers take time to look back over all they have written and decide what is good and what writing pieces are worth revising and sharing with the world. Writers do not wait for others to tell them what changes to make; they take charge of their own writing.*
Teach	• *First, writers have to look through all their work and decide which pieces are worth revising to share with the world.* • Teacher demonstrates sorting through and thinking aloud as s/he sorts. Example: "This book is worth sharing because I worked hard on the pictures," or "This book is worth sharing or writing more on because I really stretched my words," or "It could teach others about…," • *Once writers pick their best pieces that are worth revising, they want to get their work ready to share with the world. They do not have to wait for others to begin making the changes. Writers look again at what they have written and ask, 'What else can I add to the pictures and words to turn this good work into terrific work?'* • *They can then reread their own writing and use Post-it notes to mark places in their writing where they think they can add more to the pictures and words to make it even better.* • Teacher demonstrates putting a sticky note on a page. *I could really add more labels on this page, or This post-it note will help me remember where I need to go back and add more labels.*
Active Engagement	• Put students in circle at the carpet. • Pass out writing folders and post-it notes. Have students select the two pieces they want to revise and get ready to share with the world. • *Use a Post-it to mark the places you think you can make your writing even better.*
Link	• *Scientific writers, it is now time for you to take charge of your own writing. You need to go back and reread your writing and think, 'How can I turn this good writing into terrific writing?'*
Mid-Workshop Teaching Point	• *Writers, remember when you take charge of your own writing you also need to make sure that you write the changes that will make your piece even better.*
Independent Writing and Conferring	•

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After-the-Workshop Share	● Make a list or anchor chart of changes students made to their writing. Ex: Title, Stretched my words, etc. ● See Resource Materials Packet for other share options.

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Writing Unit of Study
Kindergarten- Label and List in a Content Area, Unit 3
Lesson Plan

Session	16
Concept V	Writers complete their books and get ready to go public.
Teaching Point	Writers reread and make their writing readable for an audience.

Materials	
• Class pattern book all about leaves from Session 9 • Editing Checklist-one per student [Resource Materials Packet]	• Student writing folders- have them bring to carpet

Tips	• This session has students reread and use an editing checklist; checking for capital 'I' may not fit for this unit depending on the sentence structure students generated in their writing.

Connection	• *Writers, yesterday you became the "boss" of your own writing. You are in the home stretch to publishing your label and list books. As authors, we want to make sure that our pieces are the absolute best they can be.* • *Today I want to teach you that it is important to reread our writing to make sure our books are easy for our audience to read. Our audience will be the person or people who will be reading our books"*
Teach	• *One reason we can reread our writing is to see if our book is easy to read. Writers need to reread their books to make sure they have used a capital 'I' when 'I' is a word all by itself and writers also check to see if they have spelled their word wall words correctly.* • Teacher uses Editing Checklist (See resource packet). • Teacher touches first box on editing checklist. *This editing checklist will help me make sure I have done everything I can to make my book easy to read. I will read my book the first time to make sure I have used a capital 'I' when 'I' is a word by itself. Then I will check that off on my list.* • Teacher touches second box on editing checklist. *I will reread my book a second time to make sure I have spelled word wall words correctly. I will need to look at the word wall and see if I can find some of my words. I can also make sure I have spaces between my words. Then I will check that off my list. Last I can check to see if I use a scientific word.* • *By checking to make sure that I have made 'I' a capital, used spaces, spelled high frequency words correctly, and used scientific words, I am making it easy for my to audience to read my writing.*
Active Engagement	• Teacher distributes editing checklist to each student. • *Writers turn to your partner. Touch the first box on the editing checklist and tell your partner what you are looking for when you reread your book the first time. Then touch the second box and tell your partner what you will be looking for the second time you reread your book. Now touch the last box, and tell your partner what you will be looking for.*
Link	• *Writers, today will be your last chance to make sure that your book is easy to read. Use the checklist and reread your book three times to check for each item on the list. This way you will make sure you have done everything you can to make your book easy to read.*
Mid-Workshop Teaching Point	• *I have noticed that many of you have finished editing your work for the word 'I' and making sure you have spelled the word wall words correctly. Another way writers edit their writing is to reread their piece and make sure they have two finger spaces between the words.*

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Independent Writing and Conferring	●
After-the-Workshop Share	● Partner Share- Students share the editing work they did ● See Resource Materials Packet for other share options

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Writing Unit of Study
Kindergarten- Label and List in a Content Area, Unit 3
Lesson Plan

Session	17
Concept V	Writers finish up their books and get ready to go public.
Teaching Point	Writers improve their writing to go public.

Materials	
• Basic Parts of a Book- Anchor Chart [Resource Materials Packet] (Created in Immersion) • Student writing folders- have on carpet	• Class pattern book all about leaves • Construction paper or additional paper for covers

Tips	

Connection	• *We have been working hard on getting our books ready to share with the world. We have added more to the pictures and words. We also made sure our books were easy to read by capitalizing 'I' when it was a word all by itself and checking to make sure we spelled word wall words correctly.* • *Today I want to teach you that writers not only "fix-up" their writing, but they also improve it or fancy it up to make it look better.*
Teach	• *One way writers improve their work is by making it look like a real book.* Refer to "Basic Parts of a Book" chart. *We have noticed that all books have a cover, title, author/illustrator, colored pictures, and back cover.* • *We can improve our writing by adding these parts to our own books. If we wanted to improve our class pattern book about leaves we could add a cover by getting a blank piece of paper and adding a title and illustration.*
Active Engagement	• *Writers choose one of the two pieces from your folder that you want to improve to share with the world. Turn and tell your partner what you plan to do to improve your piece.*
Link	• *Writers it is now time to improve your work to share with the world.*
Mid-Workshop Teaching Point	• *Writers another way you can improve your work and make it look like a real book is by adding the colors that match your observations.*
Independent Writing and Conferring	•
After-the-Workshop Share	• *Writers, you have worked so hard to improve your pieces and get them ready to share with the world. Tomorrow we will get the chance to share our improved pieces with others!*

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Writing Unit of Study
Kindergarten- Label and List in a Content Area, Unit 3
Lesson Plan

Session	18
Concept II	Writers finish up their books and get ready to go public.
Teaching Point	Writers celebrate their amazing work.

Materials	
•	•

Tips	• Possible ways to celebrate: Read to another class, principal, etc. display in a showcase with actual objects observed, have juice and cookies, put writing pieces into the classroom or school library, create a science bulletin board to showcase student's scientific writing

Connection	• *Writers lets gather. It is time for our celebration. Please come to the carpet with your writing in hand. You have learned to observe and write like scientists and make books that teach others about your observations. You have learned to look closely and compare objects. And, you have learned to pick your favorite piece and improve it. You all did a great job. Give yourself a round of applause*.
Teach	• *I'm going to show how we are going to celebrate our hard work in writer's workshop*. Teacher may choose different options for celebrating. See tips above.
Active Engagement	• Students share and celebrate their hard work.
Independent Writing and Conferring	•
After-the-Workshop Share	• *Writers you have worked very hard and you deserve this special day. We are going to continue having writing celebrations that are just as great as this one. Congratulations!*

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