Introduction to the Lesson Plan Organizer for Grade K Getting Ready to Write

The Lesson Plan Organizer is an **on-the-go printed version** of the lessons, and simplifies implementing the instruction in conjunction with the Hub. The lessons have been abbreviated in this printed version, like "cliff notes" for use within the classroom.

Each lesson plan follows the Empowering Writers *METHODOLOGY and includes:

- Clear **objectives**
- **Materials** needed for the lesson
- Reminders for the **Hub Key Digital Components** that support the lesson
- Concise **procedures**
- **Key vocabulary** where necessary
- **Application** opportunities across learning

*** METHODOLOGY**

1. INTRODUCE and define a specific skill through the use of published texts.
2. MODEL the skill for students, "thinking out loud" the thoughts and questions of an author.
3. GUIDED PRACTICE opportunities for students to practice the skill previously modeled.
4. APPLICATION of the skills across learning where students apply skills independently.

How to use your Lesson Plan Organizer:

- Sign into your **Hub resource.**
- Review the lesson plan for the complete procedure. *The Lesson Plan Organizer will prompt you to see the lesson plan for examples and modeled samples.*
- Familiarize yourself with the **Teacher Background** material, either video or printed.
- Using your Lesson Plan Organizer, jot down notes for implementation (sticky notes or write directly on the planner).
- With your Lesson Plan Organizer in your hand, you can freely move around the room, teach the lesson and utilize the Hub as needed for the digital assets.

Art Connections Lessons - The Art Connections lessons are located in the last section of your Getting Ready to Write resource. They are useful for review and reinforcement of the foundational lessons in the first sections of Getting Ready to Write. To easily find the coordinating Art Connections lesson, they have been embedded directly into the lesson plans in the Review and Reinforcement section at the bottom of the Hub lesson. The lesson plan organizer does not indicate the Art Connections lessons, however, your Table of Contents in the Hub has these outlined as does the Planning and Pacing document located in the Introduction Section of your resource.

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Getting Ready to Write for Kindergarten
Lesson Planning Musts

Always:

Graphic Organizers: Simplified Informational Pillar, Simplified Opinion Pillar, and Simplified Narrative Diamond either displayed or handy for students to refer to when writing AND reading.

Objective: Always be clear on the objective of the lesson. When in doubt about the direction of the lesson, review the objective. It provides the focus.

Teacher Background/Answer Keys: Have teacher background and answer pages handy to refer to the lesson.

For lesson planning purposes it will be assumed that you have and understand the lesson assets that may be supporting the delivery of the lesson.

Teacher Background: A short review of the skill being taught that will inform your instruction. This needs to be reviewed prior to teaching the lesson.

Modeled Lesson: An opportunity to see the skill in action, think of it as a "dress rehearsal" for the instruction.

Skill Power!: A PowerPoint presentation for the introduction of a new skill.

Art Connections: Multi-sensory lessons for review or reinforcement of the foundational lessons. These lessons include art-related writing activities using high quality text as a jumping off point.

Interactive Student Slides: Digital slides that you can customize to assign to students. Perfect for review, reinforcement or as a way to gauge student understanding.

SECTION 1:

GENRE/

SUMMARIZING

Section 1: Genre/Summarizing

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Genre and Author's Purpose

Key Components: *Teacher Background*

Objective: *What do you want students to know or do as a result of this lesson?*	Students will recognize and distinguish between the characteristics of narrative and informational texts and make predictions about genre based on book cover and title.
Materials: *Include all literature and materials needed for teacher and student*	CHART of Genres - use Teacher Background Page for guidance Books to read aloud
Procedure	
INTRODUCE AND DEFINE	1. Introduce each type of text by simply defining and explaining the author's purpose, the focus, and the ways in which each differ using the CHART. 2. Choose a story to read aloud. Before reading the story, ask students to predict what type of text it might be based on the title and the cover. Use the title and cover art to help students predict.
MODEL/GUIDED PRACTICE	3. When reading a character/problem/solution narrative, ask students to say out loud, *"That's a problem,"* when they hear a problem in the story. Ask them to name the main character and the setting. 4. Read through the entire selection with the class. 5. At the end ask students if the prediction was correct, and cite evidence from the book to reinforce the concept. (Cite the problem, the descriptive words, or state the topic.)
APPLICATION *Anytime and Always*	**How I will use this across learning.** Every time you read, analyze the book cover and predict the genre as part of the pre-reading process. This will build students' awareness of genre and story pattern.

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VOCABULARY BUILDING

Put Said to Bed

Key Components: *Teacher Background*

Objective: *What do you want students to know or do as a result of this lesson?*	Students will understand that an author uses many different words to mean "SAID" and that these words change the meaning in ways that demonstrate the main character's feelings.
Materials: *Include all literature and materials needed for teacher and student*	Put Said to Bed Index Cards, GRTW SP 21-25
Procedure	
INTRODUCE AND DEFINE	1. Discuss why an author uses "Put Said to Bed" words.
MODEL	2. Say a silly word for students, for example, "Itsybitsyditsydoo." 3. Then, say it using the inflection from one of the index cards: for example if the card says shouted, then shout the silly word. Add the "tag phrase," "Itsybitsyditsydoo," shouted Clara. With each modeled example discuss how this reveals something about how the character may be feeling.
GUIDED PRACTICE	4. Give students a chance to pull a card from the pile and say the silly word in that way as well using the "tag phrase." 5. To further reinforce this concept read a number of stories and have students identify the "Put said to bed" words in the story. A wonderful book for this purpose is Crickwing by Jannell Cannon.
APPLICATION *Anytime and Always*	**How I will use this across learning.** Extension: Use "Put Said to Bed" word cards as an exercise in recognizing initial letter sounds. Sort them by sound, arrange the cards on a table and have students attempt to select the "tag word" you say.

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SECTION 2:

NARRATIVE

WRITING

Section 2: Narrative Writing

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Identifying Story Critical Elements

Key Components: *Teacher Background* *Modeled Lesson* *Interactive Slides*

Objective: *What do you want students to know or do as a result of this lesson?*	Students will identify story critical characters, settings, and objects in narrative stories.
Materials: *Include all literature and materials needed for teacher and student*	Read-aloud story Chart paper and markers Story Critical Character/Setting/Object Template, GRTW SP 38 Flip Book Template, GRTW SP 39 Interactive Slides: Carrot Soup
Procedure	
INTRODUCE AND DEFINE	1. Explain that stories often have important elements that the author will describe. It might be a character (who), a setting (where), or an object (what). Key Vocabulary: character, setting, object
MODEL	2. Read a story and identify a story critical character, setting, or object. For example, in Tomie DePaola's Strega Nona the story critical *characters* would be Strega Nona and Big Anthony. The story critical *setting* is the village. The story critical *object* is the magic pasta pot. 3. Identify these elements in familiar stories. If students can pick out the story critical elements they will learn to focus elaborative detail on relevant, story critical characters, settings, and objects in their own stories.
GUIDED PRACTICE	4. Use student input to complete GRTW SP 38.
APPLICATION *Anytime and Always*	**How I will use this across learning.** Optional Extension Activities are available for additional practice.

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SECTION 3:

INFORMATIONAL/ RESEARCH/ OPINION WRITING

Section 3: Informational, Research & Opinion Writing

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What Informational Books Tell Us

Key Components: *N/A*

Objective: *What do you want students to know or do as a result of this lesson?*	Students will explore a collection of nonfiction books to glean information on a given topic.
Materials: *Include all literature and materials needed for teacher and student*	A collection of age-appropriate nonfiction books on a science or social studies topic Chart paper and markers Large drawing paper, crayons, pencils
Procedure	
INTRODUCE AND DEFINE	1. Explain books help us to learn about different topics and as we learn, we might want to remember the information so we take notes. Discuss the title and cover photo using several books on the same topic. Discuss how each author presented the information. Did they use any text features? 2. Ask the class what they already know about the topic and read asking students to point out the text features. Key Vocabulary: research, discover, nonfiction, informational, topic
MODEL	3. Chart a bulleted list of facts gleaned from the text and engage students in a conversation about the ways people use books to conduct *research* - in other words, how they use nonfiction, informative texts to find information about a *topic*.
GUIDED PRACTICE	4. When ready, have students create their own "notes" (bulleted list) of facts they learned about a chosen topic. You might fold large pieces of construction paper into four quadrants and have them draw a picture to represent each of four facts. They can label each picture with a word to remind them of what they've learned. For students who are developmentally ready, they can extend this by drawing their pictures on four separate pages and writing an entire informative sentence about each - creating a mini-book.
APPLICATION *Anytime and Always*	**How I will use this across learning.** Use this procedure with a variety of topics over the course of the year and encourage students to draw/write when ready.