

PREVIEW

Getting Ready to Write for Kindergarten

with Reading, Writing & Art Connections



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FIRST EDITION
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Empowering
Writers

Write. Read. Succeed.

Planning and Pacing Guide

The Skills-at-a-Glance document will serve as a guideline for planning your instruction throughout the year. Keep in mind that **The Getting Ready to Write** resource was never intended as a cover-to-cover guide. Rather, each lesson is to be used recursively throughout the year as opportunities arise within your curriculum. Once you have taught a lesson, think about how this lesson can be used again by substituting your curriculum content area. For this reason, we have included a blank template, **Make-it-Your Own**, for you to plan out how to integrate each genre using your own curriculum topics.

Each section of the guide includes **foundational lessons** for learning how to write within each genre. There is a sequential flow of lessons within each section as learning is scaffolded for students. In addition, as you look at planning for your year, keep in mind that all genres can support one another when you make relevant connections across the year. For example, when focusing on narrative writing, look for opportunities to include a connection to informational/expository or opinion writing to help make powerful reading-writing connections. *(Example: Read a story set in a rainforest: make a list of rainforest animals to learn about, decide on your favorite rainforest animal, find narrative and expository paired selections on the topic, write an elaborative detail segment about the setting - the rainforest, or write an animal riddle using word referents.)*

Familiarize yourself with the **Vocabulary Lessons** that are included for use with every genre unit. These are lessons that occur “**Anytime and Always**” throughout your curriculum. **Anytime** the lesson fits nicely with your content is an opportunity to use it. Each time you introduce a vocabulary lesson, it becomes an **always** lesson - **always** applying the vocabulary skill once it’s introduced.

The final tab in this resource is **Reading-Writing and Art Connections for Kindergarten**. The Table of Contents in the first three sections includes a paintbrush icon to signify a supplemental lesson from the Art Connections section. These creative lessons are designed as enriching extensions of the foundational lessons. The rich literature and creative art connections in this part of the resource assimilate language development, critical thinking, and foster both small and gross motor development. They are to be used at your discretion to supplement any of the lessons you teach. Be sure to include these in your **Make-it-Your Own** units.

Skills-at-a-Glance: Kindergarten Writing

Focus: Genre/Author's Purpose

******Required Foundational Lessons - these lessons are a prerequisite to all lessons that come after:**

Genre/Author's Purpose

Lesson 1: Genre/Author's Purpose
Lesson 2: Informational/Expository & Narrative Book Covers
Lesson 3: Create Your Own Book Cover
Lesson 4: Narrative Story Pattern
Lesson 5: The Simplified Narrative Diamond
Lesson 6: Beginning, Middle, End
Lesson 7: Summarizing Narrative Stories
Lesson 8: Informational/Expository Pillar
Lesson 9: Summarizing Informational/Expository Writing
Lesson 10: Simplified Opinion Pillar
Lesson 11: Summarizing Opinion Writing

Focus: Narrative

Narrative Writing - Organization

Lesson 1: Genre/Author's Purpose
Lesson 5: The Simplified Narrative Diamond
Lesson 6: Beginning, Middle, End
Lesson 7: Summarizing Narrative Stories

Narrative Writing - Pre-requisite to Elaborative Detail

Lesson 1: Identifying Story Critical Elements
Extension Activities
Lesson 2: Magic Camera
Lesson 3: Using the Five Senses
Lesson 4: Listen and Imagine
Lesson 5: Five Senses Bingo
Lesson 6: Describing the Five Senses

Narrative Writing - Elaborative Detail/Suspense

Lesson 7: Modeling Elaborative Detail
Lesson 8: Showing Rather than Telling
Lesson 9: Scenario Cards
Lesson 10: Feelings Posters
Lesson 11: Lift the Flap Emotions
Lesson 12: Word Referents
Lesson 13: Suspenseful Riddles

***Supplement these lessons with companion narrative lessons in the final section of the resource - Reading, Writing and Art Connections

Skills-at-a-Glance: Kindergarten Writing

Focus: Informational/Expository

Informational/Expository - Organization (From Genre and Author's Purpose Section)

Lesson 1: Genre/Author's Purpose

Lesson 8: Informational/Expository Pillar

Lesson 9: Summarizing Informational/Expository Writing

Informational/Expository - Foundational

Lesson 1: Sorting Details

Lesson 2: Information Detectives

Lesson 3: Informational Sentences

Lesson 4: Response to Informational/Expository Text

Lesson 5: Learning About Non-Fiction Text Features

Informational/Expository - Research

Lesson 6: What Informational Books Tell us

Lesson 7: Let's Find Out

Lesson 8: Using Digital Technology

Lesson 9: Create a Class PowerPoint

***Supplement these lessons with companion informational/expository or research lessons in the final section of the resource - Reading, Writing and Art Connections

Focus: Opinion

Opinion - Organization (From Genre and Author's Purpose Section)

Lesson 10: Simplified Opinion Pillar

Lesson 11: Summarizing Opinion Writing

Opinion - Foundational

Lesson 10: Exploring Opinions

Lesson 11: Opinion Cards

Lesson 12: Opinion Writing About a Topic

Lesson 13: Opinion Writing About a Book

***Supplement these lessons with companion opinion lessons in the final section of the resource - Reading, Writing and Art Connections

Vocabulary: Anytime and Always Lessons

Lesson 1: Top Banana

Lesson 2: Put Said to Bed

Lesson 3: No Go Game

Lesson 4: Adverb Game

Desired Learning Outcomes

There are many purposes for writing in kindergarten - most involve writing at the most basic level: expressing a thought or idea on the page. The purpose may be to label, record, or reflect. The activities in this book are designed for a different purpose - to begin to lay the groundwork for eventually writing a narrative story or informational/expository piece. Thus, the activities in this book are pre-writing activities that raise an awareness of the characteristics of narratives, the pattern, shape, sequence, and language of story as well as the pattern, shape, sequence and language of informational writing. The focus is on conceptualizing rather than actually writing a narrative. Of course, students who are developmentally ready may begin to apply the skills to their own writing.

The teacher will:

Read and discuss a wide range of stories and identify the genre (narrative/informational/expository/opinion) using story templates and directed questions.

Reinforce the concept of FIRST, NEXT, LAST (which is prerequisite to the literary terms beginning, middle, end) through the use of the simple sequencing activities provided.

Use classic stories and summarizing framework pointing out author's purpose, character, setting, and story problem or adventure in narrative.

Read nonfiction, informational books, pointing out the author's purpose, topic, and main idea.

Read opinion stories and texts, pointing out the author's purpose, the issue or topic, and main reasons or arguments.

Introduce beginning, middle, end in the context of the narrative, including the simplified narrative writing diamond.

Introduce the topic and main ideas in the context of Informational/Expository, including the Simplified Informational/Expository Pillar.

Introduce the topic and main reasons in the context of Opinion, including the Simplified Opinion Pillar.

Discuss the middle section of the story by identifying the problem or adventure, pointing out that the middle is the largest portion.

Identify the five senses by using the sensory games provided.

Read descriptive segments for the purpose of identifying sensory details in writing.

Model the use of sensory details in writing through the use of questioning and sentence variety.

Introduce language for what feeling look like.

Present suspense as simple riddles and use to illustrate suspense.

Present a collection of informational details (images) to sort and categorize into topics.

Present a diagram or object and label its parts.

Read informational text, focusing on related facts and details.

Introduce text features common in informational/expository writing.

Present a collection of nonfiction books and other sources on a topic to glean information.

The students will:

Recognize and distinguish between the characteristics of narrative stories and informational/expository text and make predictions about genre based on title and cover.

Understand the basic concept of FIRST, NEXT, LAST.

Identify the author's purpose, main character, setting, and story problem or adventure in the narrative.

Begin to grasp author's purpose, topic, and main ideas in a nonfiction/informational book.

Begin to grasp author's purpose, issue or topic, and main reasons in an opinion text.

Begin to summarize narrative stories in terms of beginning, middle, end. Identify the parts of a simplified narrative diamond.

Begin to summarize informational text in terms of topic and Main Ideas. Identify the parts of a Simplified Informational/Expository Pillar.

Begin to summarize opinion pieces in terms of topic and main reasons. Identify the parts of the Simplified Opinion Pillar.

Identify story problems and solutions or adventures and conclusions.

Distinguish among the five senses.

Recognize the ways in which authors use the five senses to describe story critical characters, settings, and objects.

Develop an awareness of the thought process of an author in creating descriptive segments and learning the language of story.

Recognize facial expressions and body language that express feelings and use language to describe feelings.

Recognize and identify suspenseful segments.

Sort and categorize informational images into topics.

Identify the parts of a diagram or object.

Relate information about a named topic.








Respond to informational text by identifying facts and details in the text presented.

Distinguish and identify a variety of text features in informational/ expository writing.

Glean information from a variety of books and sources.

Section 1: Genre/Summarizing

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Prerequisite Work Leading to Narrative Story Pattern



Objectives:

- Students will understand the concept of First, Next, Last.
- Students will understand the concept of Beginning, Middle, End.
- Students will participate in pantomime activities.
- Students will retell familiar stories in terms of First, Next, Last and Beginning, Middle, End.
- Students will follow simple directions in sequence.

Students need to have some basic concepts in place before moving on to story patterns. Probably most critical is the concept of “*FIRST, NEXT, LAST*.” This concept relates to the basic “Beginning, Middle, End” sequence in story. While some students come to kindergarten with a grasp of these concepts, others may not. Here are some simple sequencing activities that can help students with “*FIRST, NEXT, LAST*” and “*BEGINNING, MIDDLE, END*”:

Materials:

Index cards for the pantomime activities, SP 5-8

Procedure:

1. Say to students, “*Let’s pretend to brush our teeth. There are three things we need to do: (Demonstrate for them) Put the toothpaste on the brush, brush vigorously (Yes, use this vocabulary!), and spit out.*” (Over-do each action!) “*Try this with me:*” (Repeat the sequence, with children joining in.) “*Now, show me what we did FIRST.*” (wait) “*Okay, what did we do NEXT?*” (wait) “*And finally, what did we do LAST?*” (wait) Then, verbalize it for them: “*FIRST we put the toothpaste on the brush, NEXT we brushed vigorously, LAST we spit out.*” Have them verbalize it with you.
2. Be sure to point out how silly it would be to resequence the series of actions. After they are familiar with FIRST, NEXT, LAST, you can begin to use the similar, but more literary terminology, “*BEGINNING, MIDDLE, END.*”



(continued)



Prerequisite Work Leading to Narrative Story Pattern

3. When you are ready to use the “beginning, middle, end” terms say, *“At the BEGINNING of the school day Jenny came in and put her things in her cubby. In the MIDDLE of the day she carried her lunchbox to the cafeteria. Finally, at the END of the school day Jenny climbed onto the big yellow bus to go home.”*
4. Try retelling a familiar simple story. Again, have a student, or students, act it out:
“In the BEGINNING Red Riding Hood skipped through the deep, dark forest. In the MIDDLE she met a big, bad wolf who posed as her granny. Finally, in the END Red Riding Hood ran away from the wolf.”
5. Follow this by asking, *“What happened in the BEGINNING? What happened in the MIDDLE of the story? Finally, what happened in the END?”* (Notice the use of the signaling transitional word, finally, in each example.)
6. Also note that in the MIDDLE is where we find the story problem or adventure, and that in the END we see the problem solved or the adventure concluded.
7. Most kindergarten curriculums include basic sequencing activities that help students understand, recognize, and verbalize basic concepts such as first, next, last. Use these words, as well as the terms *beginning, middle, end* as often as possible, as these concepts are necessary before students can begin to successfully summarize or retell stories.
8. One great way to reinforce this, to develop good listening skills, and to assess students’ understanding of the first, next, last concept is to give simple, familiar directions emphasizing the words *first, next, last*. Tell the students that you will be giving them three simple directions, and to listen carefully. Tell them to wait until they hear all three before they move. (It is important that the three directions be related in a logical, sequential way.) Download and print the scenarios on SP 5-8, for this purpose.

Index Card Activity: First, Next, Last



Download and print full-size cards via Student Pages link. (SP 5-8)

Toothbrush

First, we put the toothpaste on the toothbrush.

Next, we brush vigorously.

Last, we spit it out.

Car

First, we put on our seat belt.

Next, we turn the key.

Last, we drive away.

Flower

First, we plant the seed.

Next, we water it.

Last, we pick the flower.

Cookies and Milk

First, we grab a cookie.

Next, we dunk it in the milk.

Last, we eat it!

Telephone

First, we pick up the phone.

Next, we punch in the numbers.

Last, we say "Hello."

Gym Class

First, we walk to the gym.

Next, we play games.

Last, we get a drink of water and come back to our classroom.

Peanut Butter and Jelly

First, take two slices of bread.

Next, smear on the peanut butter and jelly.

Last, put it together and eat it!

Snow

First, put on your snow pants, coat, gloves, and hat.

Next, put on your snow boots.

Last, head outside to play in the snow.

Game Day

First, get all of your gear on.

Next, join your team on the field.

Last, play your hardest.

Red Riding Hood

First, Red Riding Hood skipped through the forest.

Next, she met the big bad wolf.

Last, she ran away from the wolf.

Cinderella

First, Cinderella was the servant.

Next, she went to the ball and met the prince.

Last, she lost her glass slipper and the footmen found her.

The Three Pigs

First, the pig built a house of straw and the wolf blew it down.

Next, the pig built a house of sticks and the wolf blew it down.

Last, the pig built a house of bricks and the wolf ran away.



Beginning, Middle, End

Practice with the Narrative Summarizing Framework (2 Day Lesson)

Objective:

- Students identify the beginning, middle, and end sections of a narrative story and then use the same process to plan a narrative story of their own.

Materials:

A narrative picture book to read aloud and summarize, and Beginning, Middle, End template, p. 36 (SP 12)

Key Vocabulary:

narrative – to entertain, beginning, middle, end, summary, summarize

Prerequisite Work:

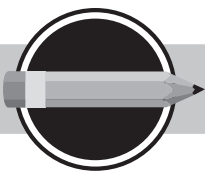
Students should have a good grasp of the basic concept of *first, next, last*, and the literary Counterpart – *beginning, middle, end*, p. 33

Procedure:

- Select a narrative picture book to read aloud to the class. Hold up the book and discuss the title and the cover. Ask the class if they think it will be a narrative story (to entertain the reader) or an informational/expository text. Have a conversation about the hints they see (narrative books generally have cover art that is imaginative, focusing on a character and a problem or an adventure, informational/expository texts usually have cover art that is realistic or photographic and the title is usually the topic.)
- Explain that you'd like them to think about the beginning, middle, and ending of the story as you read the story aloud to them. Then read the story.
- Discuss the beginning, middle, and end using the simple summarizing framework:
In the beginning _____.
In the middle of the story _____.
Finally, in the end _____.
- Chart this and fill in the framework. Point out to students that the middle of the story is the largest part and what the story is really all about.
- Display and discuss the Beginning, Middle, End template. MODEL how it can be used to summarize the story, drawing a picture to illustrate the beginning, middle, and end. Point to each picture and ask the children to tell you about each section. As they do, write in the simple summary on the lines provided.

OPTIONS (for Day 2):

- You may have the children follow the same process for the book you read aloud, thus summarizing the text in pictures, and for students who are ready, in writing.
- You can use this form to summarize *any* narrative story you read.
- Have student use this as a preplanner for creating a story plan of their own. (Keep in mind that the objective here is to plan a story, not necessarily to have them go ahead and write the story, Although, students who are ready certainly can.)



Beginning, Middle, End Template

Download and print template via Student Pages link. (SP 12)

Beginning of the Story

In the beginning

Middle of the Story

In the middle of the story

End of the Story

Finally, in the end

Suggested Texts to Illustrate

Informational/Expository Texts

Classic Informational/Expository Books:

The Boat Book

Gail Gibbons, Holiday House, 1983

Summary: This book gives information about boats.

Author's Purpose: To inform

How Many Teeth

Paul Showers, HarperCollins, 1991

Summary: This book gives information about teeth.

Author's Purpose: To inform

Current Informational/Expository Books:

Bugs are Insects

Anne Rockwell, HarperCollins, 2001

Summary: This book gives information about bugs.

Author's Purpose: To inform

Giraffes

Valerie Boden, Creative Paperbacks, 2009

Summary: This book gives information about giraffes.

Author's Purpose: To inform

Whose Tail is This?

Kris Hirschmann, Gardner Pub, 2014

Summary: This book gives information about animal tails.

Author's Purpose: To inform

Time for Kids: Frogs

Katherine Hoffmann Satterfield, Harper Collins, 2006

Summary: This book gives information about frogs.

Author's Purpose: To inform

Weird Sea Creatures

Laura Marsh, National Geographic, 2012

Summary: This book gives information about sea creatures.

Author's Purpose: To inform

My First Book of Baby Animals

National Wildlife Federation, Imagine, 2014

Summary: This book gives information about baby animals.

Author's Purpose: To inform

Note: Students who are developmentally ready may support their summary statement with details from the text. The following sentence starters can help them express this:

The author taught us _____. I learned how _____.

I found it interesting that _____. The author describes _____.

The text introduces _____. I discovered that _____.

The author reveals _____. I understand that _____.

The text shows _____. I was surprised to learn that _____.

Expand each summary to include several facts about the topic.

Opinion Writing and the Opinion Pillar

What is Opinion Writing?

An author writes an opinion essay, article, or letter to share a personal opinion. This is the author's purpose. Opinion writing is organized much like informational/expository writing. The Simplified Opinion Pillar for grades K and 1 and the Opinion Pillar for grades 2 and up are the graphic organizers used by Empowering Writers. This pillar framework easily organizes opinion writing.

- It is set up so the eye moves from top to bottom, left to right, in the same way that the resulting written composition will be assembled.
- The introduction and conclusion are the bookends for the main reasons and details in grades 2 and up or the reasons for grades K and 1.
- The basic difference between informational/expository and opinion writing is that opinion writing has main reasons with supporting details for the author's opinion while informational/expository writing has main ideas and supporting details.

The Opinion Pillar

First, examine the regular **opinion pillar**, used in grade 2 and beyond, p. 52 so that you can see the progression that your students will make as they move beyond grades K and 1.

- You will see the large top rectangle which is for the introduction. Here the writer must grab the reader's attention with an interesting lead and then follow with the **opinion statement** naming the author's opinion about a topic.
- The body of the piece comes next with the **main reasons for the opinion and supporting details**. Each detail must address that specific main reason.
- Finally, there is a **conclusion** in which the author reminds the reader of his/her opinion and reasons emphasizing the most important reason for his/her opinion.

Now look at the **Simplified Opinion Pillar**, p. 53 (SP 17) for Grades K and 1.

- You will notice that once again there is an **introduction**, where the writer will tell his/her opinion along with the topic.
- Next, rather than expecting students to understand the concept of main reasons and details, we want them to be able to tell **reasons** for their opinion that match the opinion and those become the details in the smaller boxes. Even though there are only two boxes, that does not mean that students are limited to two reasons.
- Finally, there is rectangle for the **conclusion**, to remind students of the importance of restating their opinion which shows a "sense of closure."

Opinion Writing and the Opinion Pillar

Here is an example:

I simply **adore** building a snowman on a winter day. **(topic/opinion)** The **best** part is rolling the 3 different sized balls and trying to get them on top of each other. Then, I get to add a striped scarf, ski hat, and an orange carrot for the nose. **(reasons)** Building a snowman is the **perfect** way to spend a snow day. **(conclusion)**

You can see the emphasis on the language of opinion such as *I, adore, best, perfect, love*.

We use the pillar as a guide to organization. It is used in conjunction with a simple, succinct and practical PREWRITING PLANNER that clearly represents the TOPIC with OPINION and each main reason - in other words, an outline of the piece. This framework should be used after every piece that is read with the students and to plan a piece of their own opinion writing; making the reading/writing connection. For the favorite snow activity piece above, the author's prewriting plan would look like this:

Prewriting Plan:

Topic: Favorite snow activity

Author's Opinion: building a snowman

Reason 1: rolling the balls of snow

Reason 2: dressing the snowman

Author's Purpose: to share a personal opinion



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The vocabulary building activities on the following pages are intended for use throughout the school year. They are useful for building strong word choice, incorporating good sentence variety, and vivid vocabulary. In addition students will learn there are alternatives to the “broken record” sentence structure that they revert to almost automatically.

Although there is a value in repetitive language for students learning to read, as they begin to write it is important to build not only their oral but their written vocabulary. Integrating the following activities into your everyday lessons will enrich student understanding and usage of powerful language. For example,

“Jack is a fast runner.”

This is how your students describe a classmate. This simple idea can be better expressed:

“This classroom star excels at running.”

You have enriched the vocabulary and given your students an alternate way to express their thoughts. Incorporating this type of powerful language throughout the school year offers students at all levels a chance to hear, see, and eventually write using interesting vocabulary.

Before:

- **Katie has a nice big smile.**
- **Katie is very kind.**
- **Katie is a good reader.**
- **Katie has sparkly brown eyes.**
- **Katie is a fast runner.**
- **Katie has pretty braided hair.**

After:

- **Who can resist Katie’s nice big smile?**
- **Kindness is something my loyal friend is good at!**
- ***This classroom star excels at reading!***
- **You can’t miss her sparkly brown eyes.**
- **It’s hard to believe how fast *this kindergarten champion* can run.**
- **Her pretty braided hair is another thing to admire.**



Put Said to Bed

Objectives:

- 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:

Index cards with PUT SAID TO BED words, SP 21-25

Procedure:

- Download and print Put Said to Bed index cards, SP 21-25.
- Say a silly word for students, for example, “Itsybitsyditsydoo.”
- 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.*
- Give students a chance to pull a card from the pile and say the silly word in that way as well. Again, restate it using the “tag phrase.”
- 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. (See bibliography for publishing information.)
- 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.



Index Card Activity: Put Said to Bed



Download and print full-size cards via Student Pages link. (SP 21-25)

PUT SAID
TO BED
CARDS

cried

gasped

grumbled

hollered

moaned

mumbled

muttered

sang

screeched

shouted

whined








whispered

yelled

yelped

Section 2: Narrative Writing

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Describing Using the Five Senses (2 Day Lesson)



Objective:

- Students recognize that authors use sensory information in order to write vivid description.

Materials:

A narrative picture book of your choice, Listen and Imagine/5 Senses Cards SP 41-42, chart paper, 5 Senses Template (SP 50), pencils

Key Vocabulary:

character, setting, five senses, description, elaboration

Prerequisite:

This lesson should be done after students have had experience identifying the five senses and the related perceptions and sensations.

Procedure:

- In advance of the lesson select a narrative picture book with a main character having an experience or adventure in an interesting setting. (Think about what you might see, hear, feel, taste, and smell in this setting, making sure all of the senses are included.)
- Review the five senses, having children point to eyes, ears, nose, mouth, hands, and see if they can name something they recently saw, heard, tasted, felt, smelled.
- As always, hold up the book and discuss the cover illustration and title, encouraging them to make predictions about genre and purpose. What/who do they think the story will be about? (We'll use Coco Steps Out as an example.)
- Explain that they will be "sense detectives" as they listen to the story. Have them pretend to be the main character, imagining what that character might see, hear, taste, feel, and smell throughout the story. You may distribute a set of "Listen and Imagine" cards (SP 41-42) depicting each of the 5 senses to each student. As you read and they hear sensory information, have them hold up the appropriate sensory card.
- When finished reading, make five charts, one for each of the five senses, labeling them with a picture of an eye, ear, nose, mouth, hand. Thinking of the story, have children brainstorm things the character may have seen, heard, tasted, smelled, touched, while you create a bulleted list on each respective chart.
- The next day, have children retell the story and revisit the five charts, reviewing all the sensory information. Explain that they're going to be writing a sentence about the character for each of the five senses. MODEL how to do this, borrowing from the chart.

Ex. *Coco spied the snow on the ground.*

The curious bear touched the frozen ice.

She heard the ice crack as she stepped onto it.

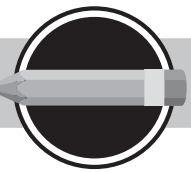
(continued)







- | | | |
|-----|--|----------------------------------|
| Ex. | ___saw___. | He/she spied_____. |
| | ___stared at___. | She/he watched_____. |
| | The___sniffed___. | He/she smelled_____. |
| | She inhaled and noticed_____. | The___heard___. |
| | Listening closely he/she detected _____. | _____smelled_____. |
| | ___could almost taste___. | _____imagined the taste of_____. |
| | ___felt___. | He/she touched _____. |
| | _____ran his/her hand along the _____ and it felt _____. | |


Close the lesson by pointing out how much easier it is to imagine the story world through the use of the five senses.





Name: LOMAISO

 see coco saw the
snow.

 touch coco touched
the ice / the

hear  coco heard the
ice crack.

smell  coco smelled the
leaves.

 taste coco tasted the
water.

Coco Steps Out

Coco saw the snow.
Coco touched the cold ice.
Coco heard the crack.
Coco smelled the leaves.
Coco tasted the water.



Modeling Elaborative Detail

Objectives:

- Students will recognize that description is specific rather than general. (Show don't Tell)
- Students will take part in the modeling process by asking detail generating questions and answering those questions in words or phrases.
- Students will observe the teacher modeling in paragraph form a number of elaborative segments.
- Students will begin to internalize the detail generating questions, become comfortable with the language of elaboration, and, when ready, begin to elaborate in their own writing.

Materials:

Chart paper, markers

Procedure:

1. Select a critical element to describe from the following pages. In order to give concrete experience to students, have pictures available for reference to the story critical element you will be describing. For example; calendar art, picture books, or artistic renderings. See the list of CREATIVE CONNECTIONS following each activity.
2. Explain that the class will be helping you to describe an important character, setting, or object. Tell them to close their eyes and imagine. Quietly read the appropriate questions (listed on the following pages) in order to inspire some specific description and imaginative thinking.
3. The next step is to chart the questions, asking the class "What do you want to know about the character, setting, or object?" (Sample questions are on the following pages.)
4. Modeling: When you have finished charting the questions it is time to chart the responses that your students provide. These are usually one or two word phrases. Students almost always know more than they can articulate. In other words, their experience and feelings extend beyond their ability to express these clearly. Children's simple words, the inflection used, facial expressions, and body language all provide clues about their intended meaning. The teacher's role involves careful listening and observation in order to intuit what is implied and to provide vivid vocabulary to best express these intentions. This process of scripting for students, of assigning powerful language based on their intentions, is an empowering means of building vocabulary. It also promotes awareness of basic print conventions and reinforces sound/symbol connections. (See Scripted Lessons, pp. 89-90)
5. Finally, using the student generated responses, write a fluid, vivid description of the character, setting, or object, using good sentence variety. (Sentence starters are available on the following pages. These are provided for reference purposes as a means of assisting the author – student or teacher – by encouraging good sentence variety.)

Story Critical Character: Princess

Sample Scripted Elaborative Detail Lesson

Read The Rough Faced Girl by Rafe Martin (see bibliography for publishing information) as a jumping off point for this lesson. The story includes beautifully detailed pictures of Native American princesses who become the story critical characters around which this lesson is based. Of course, you may use a different book and adjust the questioning accordingly.

*“Boys and girls close your eyes and imagine a beautiful princess.
Hold your ideas in your head.”*

*What is she wearing? Think about her dress, shoes, crown,
and jewelry. (pause)*

What color is her hair? Is it short, curly, straight, shiny, braided? (pause)

What color eyes does she have? (pause)

What kind of expression is on her face? Is she smiling, pouting, shy? (pause)

What is she holding in her hands? (pause)

(Notice there are no yes/no questions!)

Open your eyes. What do you want to know about the beautiful princess?

Chart the questions, prompting them when necessary.

Next, begin to answer the questions, translating simple, one word responses into more specific responses. You may need to probe further for more detail. Adjust your questioning accordingly. Remember that the **quality of the questions you ask will determine the quality of the responses** you get. Specific questions yield specific responses.

For example: **What is she wearing?**

Student responds: “A big long Indian dress. It’s white. With green stones and stuff. Made of skin with some feathers.”

You write: • A long, flowing gown of white buckskin with turquoise beads and feathers. • A blue gown made of turquoise that shimmers in the sun. • A crown, a sparkling diamond crown, perched on her head. • Necklace wrapped around her neck dripping with crystal gems and golden beads

What kind/color hair? • Blonde (*Teacher asks-“Is it short? Or long?”*) • shimmering blonde hair hanging down her back • black hair (*“Show me what style the hair had”*) Student points to a girl with braids and says “It was up on her head” • tightly braided and wound upon her head • red • auburn hair the color of flames.





Modeling Elaborative Detail

Story Critical Character: Princess

Sample Scripted Elaborative Detail Lesson (cont.)

What kind/color eyes? • Blue sparkling eyes that seemed mischievous • brown (“Show me how she was looking at you.” Student smiles and the eyes get wide.) • kind, brown eyes the color of chocolate • green like they are staring at me • piercing eyes that reminded me of emeralds

Elicit as many responses as possible for each question and then move on to the next one.

From this list you can write an elaborative segment:

I stared at the beautiful princess! Her long, black hair was tightly braided and coiled around her head. She gazed back at me with chocolate brown eyes. I could tell she was proud by the look on her face. The royal lady was wearing a tunic made of buckskin with beads and feathers decorating the edges. On her feet were soft brown moccasins. Perched on her head was a single peacock feather and she wore many strands of colored beads around her neck. I noticed she was holding a bow and arrow.

Praise your students for their marvelous work!!

Creative Connection:

Have students create their own beautiful princess/prince and describe orally or, if possible, in writing. Keep in mind that the developmental maturity of the student will determine if she/he is ready to write. But, whether they write their responses or simply verbalize them, the core learning involves an awareness of the thinking processes necessary for generating elaborative detail: **the thought processes of an author!**

Note: Keep in mind that you can substitute other characters, settings, and objects of your choice to better relate to your curriculum.



Kindergarten Scripted Sample

I stared at the handsome prince. He wore a red fuzzy cape with black dots and sparkles. The royal man had bright blue eyes and he smiled. On his head was a crown made of gold and lots of jewels.



Kindergarten Scripted Sample

I stared at the beautiful princess. Her long purple gown was covered in sparkles. On her head she wore a crown of jewels. This royal lady smiled. She had long red hair and blue eyes.

Suspenseful Riddle Activity



Objectives:

- Students will listen to suspenseful riddles and predict the revelation.
- With guidance, students will identify the word referent(s) and elaborative detail.

Materials:

Riddles/Cards

Procedure:

1. Explain that a riddle describes something without naming it—just like suspense!
2. Optional: Project the riddles on pp. 108-112, or download and print the index card format via Student Pages link, SP 54-57.
3. Read the children a riddle and have them guess the answer.
4. Let them know that the technique you used to build up to the revelation is called suspense.
5. Point out the power of suspense by following each riddle with a straightforward statement of the revelation. *“The author could have just said, It was a _____. Would that have been as entertaining?”*

Try this riddle with your class:

*I wondered what was in the box. I peeked inside the lid. That was when I saw it! It was **small and round**. The **bright white** color made it easy to see. I reached inside and ran my hand across the surface of the **solid circle**. It was mostly smooth with some curved rough ridges around it. The **hard object** was just the right size to fit perfectly in my hand. I could just imagine throwing it across the plate during the big game. It was a...*

Point out to the students that the author could have just said, *“I peeked inside the lid and there was a baseball.”* Of course, that would not be nearly as interesting for the reader. Now go back and reread the piece again and discuss each sentence, asking how the author describes the object and what words he/she uses to refer to it.



Suspenseful Riddle Activity

Index Card Activity: Suspenseful Riddles to Share

Download and print index card format via Student Pages link. (SP 54-57)

Boom, boom went the sound in the distance. It was loud enough to make the ground rumble. I looked around. There were dark clouds that seemed to be rolling in and taking over the blue sky. Then a bright light flashed across the sky followed by another boom. I felt a drop on my head and then another one. Oh no! It's a ...
(thunderstorm)

The silence that had settled into the dark house was suddenly disturbed. Listening closely I could hear a small scurrying sound followed by the crinkling sound of plastic. As I moved toward the noise I heard what sounded like squeaking. I flipped on the night light and peered into the kitchen. In the middle of the floor was a large piece of cheese that had been carefully unwrapped. A gray flash darted across the room. It was a ... (mouse)

Section 3: Informational/Expository, Research & Opinion

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Learning About Nonfiction Text Features



Students are often unaware of the text features that enhance informational/expository writing and guide the reader to information. Knowledge of the text features will assist your students to locate information as well as to discover facts that might otherwise be skipped during the reading of a nonfiction book. Students will benefit from an **awareness** of each of these features to help them make sense of the text. An understanding of text features is a key comprehension and writing skill as students move through the grades.

Common Nonfiction Text Features

Title	Usually names the topic
Table of contents	A list of main ideas, chapters, or sections at the front of the book
Index	Page numbers for locating specific information about the topic
Glossary	List of words from the text related to the topic, and their definitions
Bold words	These highlighted words indicate important vocabulary about the topic. The author generally gives the definition within the text.
Pictures and captions	Pictures to enhance the text along with a short description of the picture
Labeled diagrams	Important information about the topic in a diagram, with labels to name parts, sections, or details
Headings	Names the main ideas or sections related to the topic. May correspond to the Table of Contents
Charts, graphs, tables	Shows data about the topic
Maps	A representation of an area (land or sea) that is discussed in the text
Inset photos	Gives a close-up view of something about the topic showing specific detail



Learning About Nonfiction Text Features

Objectives:

- Students will become aware of the text features of informational/expository writing and their purpose
- Students will add a caption to an illustration.

Key vocabulary:

Table of contents, glossary, captions, diagram/labels, index, photographs, illustrations

Materials:

- Nonfiction book about a class theme or topic. National Geographic for Kids Books, Time for Kids books, DK READERS, and Usborne Beginners often have a Table of Contents, photographs with captions, inset photos, text boxes, and Word Banks or glossaries, and labeled diagrams.
- Dinosaur illustrations, SP 73-75
- Template for writing a caption for an illustration, SP 76

Procedure:

1. Choose a nonfiction book for a theme you are studying in class in which the author has used a variety of text features
2. Read the text pointing out each of the nonfiction text features and explaining why the author used the feature.
3. Go back to the text to assess learning by asking students what the Table of Contents is for, why the author added a text box, what the words under a picture are for, etc. depending on what the author used in the chosen book.
4. Now tell students that they get to be the author by adding a **caption** to an illustration to make it easier for a reader to understand the picture. Explain to students that they are going to be working on a book about dinosaurs and must add captions to the illustrations in the book. Choose one photograph to model the procedure with the whole group. (You can also create a page with pictures related to a classroom theme or topic.)
5. Give each child one of the dinosaur pictures to color, SP 73-75. Have students cut out their picture and glue it to the “Write Your Own Caption” template, SP 76.
6. Explain to students that they will complete the sentence starter to explain what the picture is about reminding them that the **caption** should help the reader understand something about the dinosaur. Students may dictate, scribe write, use invented spelling, conventional spelling, write a phrase, express complete thoughts, or write multiple sentences depending on the developmental level of the child.

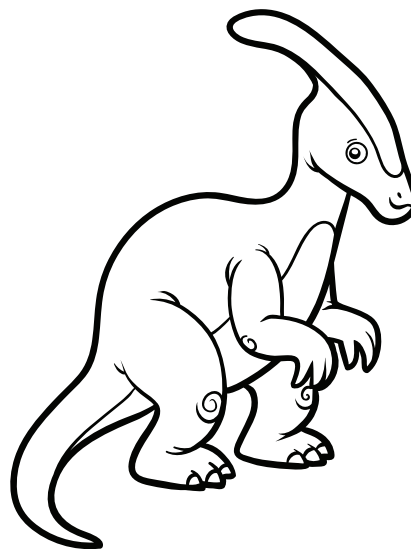
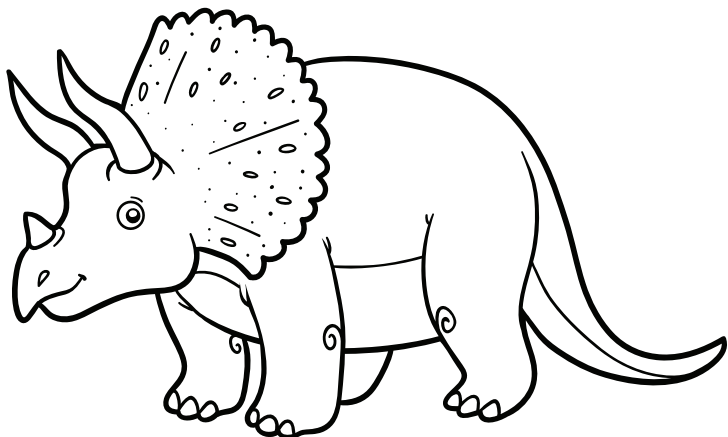
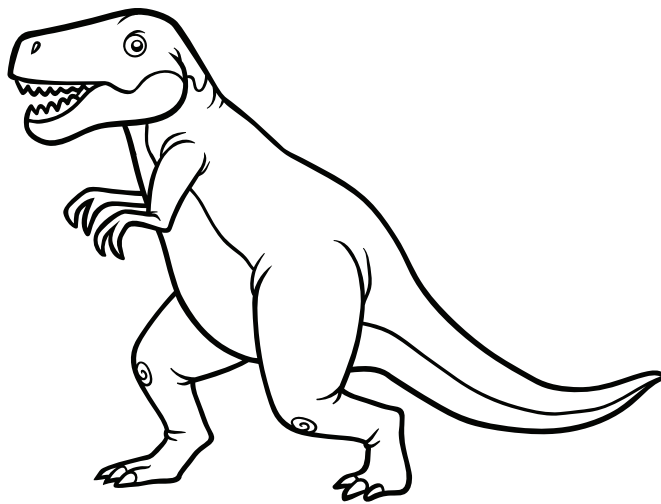
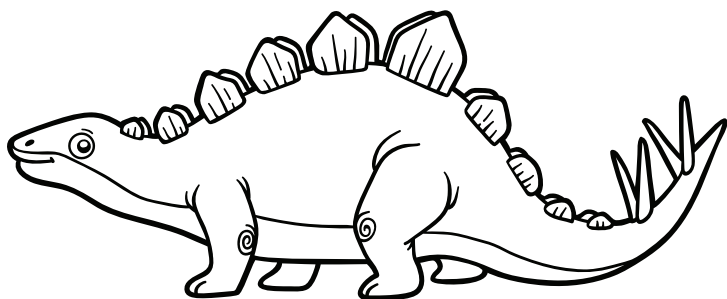
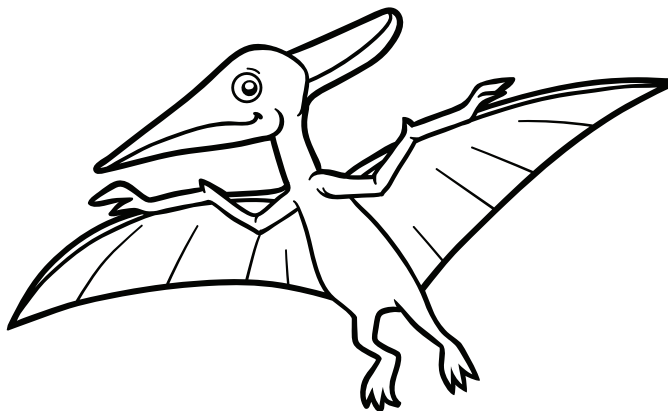
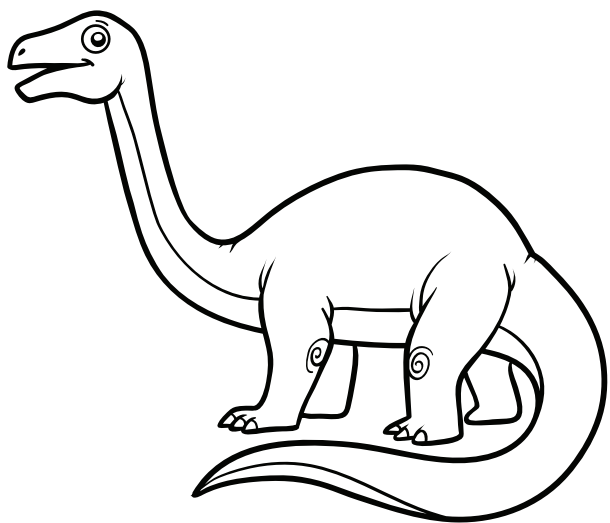
Examples:

- Dinosaur with huge sharp teeth.
 - Dinosaur with short front legs and long back legs.
 - Large horns sticking out from the dinosaur’s head.
 - The back of the dinosaur is covered in spikes.
7. Be sure to point out text features each time that you read informational text.

Learning About Nonfiction Text Features



Download full-size templates via the Student Pages link. (SP 73-75)





A large, empty circle with a thin black outline, centered on a white background. This circle likely represents the 'circle of influence' mentioned in the text.



Exploring Opinions

Objective:

- Students learn ways to verbalize opinions about things they like or dislike, approve or disapprove of.

Materials:

Chart paper or whiteboard, markers, set of thumbs up/thumbs down opinion cards, Issue cards

Key Vocabulary:

opinion, thumbs up, thumbs down, issue, position, in favor of, against, category

Procedure:

- Gather the children and tell them they'll be helping you make a list of "favorites." Explain that you'll be listing their favorite things by category. Then, list the following, reading as you write:

Food	Animals	Toys	Books
------	---------	------	-------
- Ask the children to raise their hands and name their favorite food. Call on individuals, have them state their favorite food, and ask if anyone else shares that choice as a favorite. (Optional math connection – make a tally after each favorite selection and compare.) Move on to the other categories, or, save them for another day.
- Explain that we have ways of expressing our opinions using words and gestures. Introduce the terms "*thumbs up*" and "*thumbs down*" as a way of showing approval or disapproval. Chart a list of foods and ask the children to give the *thumbs up* or *thumbs down* sign to indicate their opinion. Then, distribute the corresponding opinion cards and have children hold up the card that best expresses their opinion.
- Introduce the term *issue*. Explain that an issue is a question they must consider. For example:

Should we go outside for recess or have indoor play?

Discuss the fact that each of them probably has an opinion about that issue. Their opinion might also be called their *position*. MODEL how to express an opinion in these terms.

Ex. Say to them: "When I think about this *issue* of indoor or outdoor recess, I have a definite *opinion* about what I want to do. My *position* is to go outside for recess."
- Write the issue on the chart paper or white board. Then, have them consider this issue. Ask them to think about what their *position* is. Direct them to their thumbs up and down opinion cards. Ask them the following: *On the issue of whether to have indoor or outdoor recess, what's your position?* How many are in favor of outdoor recess? If you're in favor of outdoor recess, show me your *thumbs up* card. Then, repeat the process for indoor recess.



6. Close the lesson by tallying their *opinions or positions* on this *issue* (emphasizing the vocabulary) and allowing them to move right into recess time – inside or out, depending on majority rule.

Extension Activities:

- You may use this procedure throughout the school day whenever an opportunity to express an opinion presents itself, reinforcing the vocabulary and critical thinking.
- For students who are able, MODEL how to write an opinion or position statement.

Ex. Write, sounding out as you go: *I am in favor of indoor recess.*

You may also extend this by providing a *reason*:

Ex. *I am in favor of indoor recess because it is raining.*

- Provide students who are ready to write with some helpful sentence starters, such as:
 - I prefer _____ because _____.
 - I am in favor of _____ because _____.
 - I really want to _____ because _____.
- Students might illustrate their opinion statements.

<u>Recess</u>	
<u>outdoor</u>	<u>indoor</u>
<div style="text-align: center; margin-bottom: 10px;"> </div> <ul style="list-style-type: none"> • love to run • play basketball • go on the swings • fresh air is healthy • playground equipment 	<div style="text-align: center; margin-bottom: 10px;"> </div> <ul style="list-style-type: none"> • too cold out • love to play with Legos • read a book • like board games

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Kindergarten is such an important year in the educational lives of children. In so many ways it lays the groundwork for how to learn and, if done well, can nurture children's innate curiosity, resulting in a life-long love of learning.

The most successful learning interactions for kindergarten students will engage children's interest, involve a multi sensory approach, and stimulate them socially, emotionally, and intellectually. Activities that are hands-on, creative, and tied to literature help children assimilate language development, critical thinking, and foster both small and gross motor development. It also stresses the importance of oral language as the precursor to written language.

The lessons and activities in this section are designed as enriching extensions of the foundational material found in the **Getting Ready to Write** section of this resource. Using high quality picture books as a jumping off point (both fiction and nonfiction), these **art-related writing activities** will inspire imagination, help students make connections between related concepts, and establish **a strong reading-writing connection**. You'll notice that a wide variety of "springboard" books are listed. The lessons can be easily applied to a variety of texts, making the lessons accessible to everyone. A visit to your school media center or public library will provide you with all of the books you need, and on which these highly stimulating and fun lessons are based.

How to Use this Section

Notice that each lesson plan begins with a lesson number, title, and **the prerequisite coordinating lesson in the Getting Ready to Write section listed by page number and name**. After completing the prerequisite foundational learning you can move on to the related **Reading, Writing, Art Connection** lesson and dive in! Each lesson plan includes a clear objective, materials, and step-by-step procedures. These lessons are designed to review, reinforce, and extend the concepts presented in Getting Ready to Write section, in fun and engaging ways. (Please note that when referencing Getting Ready to Write we'll abbreviate it GRTW.)

It is possible to teach the complex 21st century skills our students need without sacrificing the creative, fun factor.



Narrative Summarizing Frameworks/Organization

Objective:

Students will summarize character/problem/solution and personal experience narratives. Students will begin to recognize the SIMPLIFIED WRITING DIAMOND as a representation of the shape narrative stories take, with emphasis on the middle being the largest portion. Students will recognize how authors use alternative words for “go” and “went” to add additional descriptive information.

Materials:

- Character-Problem-Solution/Personal Experience Narrative Summarizing Framework, GRTW SP 13
- Simplified Narrative Writing Diamond, GRTW SP 9
- Caterpillar Pattern pieces SP 10 **Note to teacher – create several patterns for the students to trace using heavy card stock or poster board*
- Food items eaten by the caterpillar SP 11
- A variety of colors of construction paper
- Small pieces of white construction paper
- Chenille stems or pipe cleaners for the caterpillar’s antennae (one for each child)
- Sentence Strips, accordion folded into eight sections
- Glue, tape, scissors
- Book Suggestions:
 - * **The Very Hungry Caterpillar** by Eric Carle, (Philomel Books, 1994)
 - * **Caterpillars to Butterflies** by Deborah Heiligman, (HarperCollins, 1996) Informational/Expository
 - * **Caterpillar to Butterfly** by Laura Marsh, (National Geographic, 2012) Informational/Expository
 - * **Caterpillars, Bugs and Butterflies** by Mel Boring, (Cooper Square Publishing, 1999) Informational/Expository

Prerequisite: GRTW pp. 37-39 Summarizing Narrative Stories

Theme: Summarizing a Narrative/
Stretching Out the Middle - **The Very Hungry Caterpillar**

Time Frame: 2-3 Day Lessons

Procedure:

- 1.) Begin the lesson by reviewing the **Beginning, Middle, End summarizing framework** used with narrative stories. Compare this framework to the **Character, Problem, Solution/Personal Experience Framework** (GRTW SP 13). Point out that this framework is very similar to the Beginning, Middle, End Framework used in previous lessons and now they will move to the Character, Problem, Solution/Personal Experience Framework.
- 2.) Read the book, **The Very Hungry Caterpillar**. When finished, ask: “Boys and girls, who was the main character in this story?” **the caterpillar** “Yes, the caterpillar. Did he have a problem?” **yes, he was hungry** “What happened to the caterpillar because he was hungry?” **he ate too much food** “Yes he ate too much food. What happened when he ate so much?” **he got a stomachache** “So how did he solve this problem of a stomachache?” **he ate through a leaf and then he felt better** “Was that the end of the story?” **no, he built a cocoon around himself and later hatched into a beautiful butterfly**

Narrative Summarizing Frameworks/Organization



Use the information gathered from the students to fill in the narrative summarizing framework. Display the **Summarizing Framework template** (GRTW SP 13) (use the poster if available or digital technology)

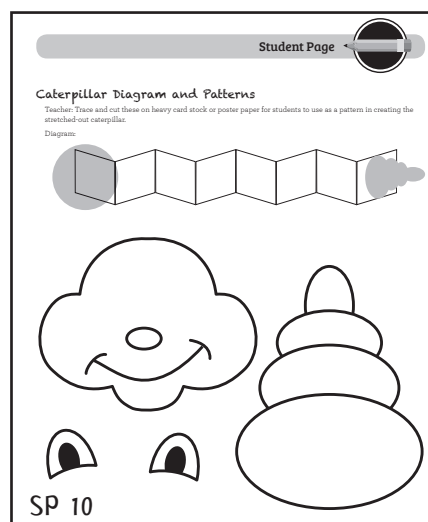
This story is about a hungry caterpillar.

The problem/experience/adventure was that the caterpillar ate too much food and suffered a stomach ache.

The problem was solved/experience concluded when the caterpillar ate through a leaf and felt better.

ON ANOTHER DAY:

- 3.) Display the **SIMPLIFIED WRITING DIAMOND** (GRTW SP 9). Point out that the middle of the story (the place where the main character struggles with a problem or has an adventure or significant experience) is the **LARGEST**, most important part of the story. Explain that in the middle of the story, authors stretch out the event. Ask: “In the middle of **The Very Hungry Caterpillar**, what was the problem?” **He ate too much food.** Open the book and point out the middle of the book where the caterpillar is eating the food. Show how the author spends more time in this portion with the caterpillar eating so much food. Reference this technique as “stretching out the middle.”
- 4.) To demonstrate this idea, have the students create a “stretched out” caterpillar depicting each of the food items the caterpillar ate on separate days, comparing the “stretched out” caterpillar to the “stretched out” middle of the book. Distribute **caterpillar pattern pieces, SP 10** to small groups of students (head, tail and eyes). Give each child an accordion folded sentence strip, one chenille stem, one colored sheet of construction paper and one small sheet of white construction paper.



***Note - some students will be able to fold the strip on their own by folding it in half and in half and again in half one last time to reveal eight different sections. Then they will refold the fold lines back and forth to create the accordion fold. See sample diagram on the pattern handout, SP 10.**

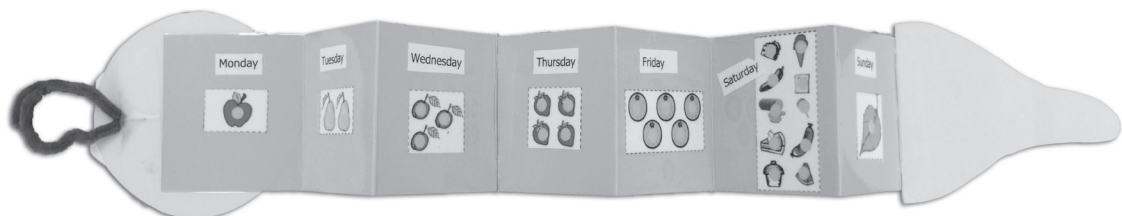
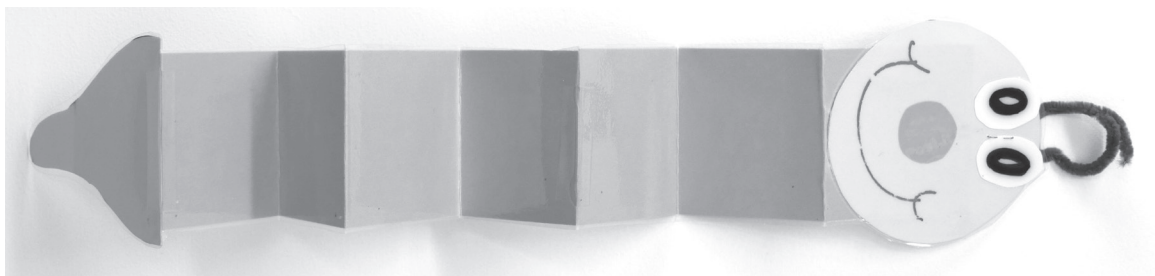
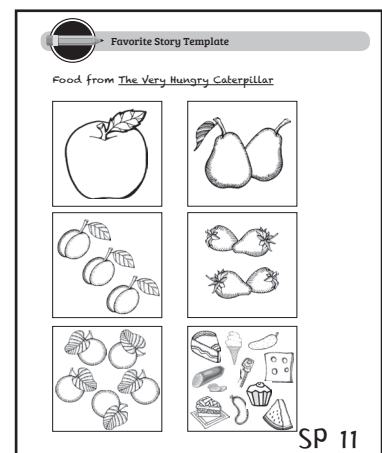
Narrative Summarizing Frameworks/Organization

- Students will trace and cut out one head and one tail pattern on colored construction paper. These two colored pieces will be glued to the front and back of the accordion folded strip, the head glued directly on the front square and the tail glued directly on the back square. See diagram on SP 10.
- The next step involves tracing and cutting out two small eyes from white construction paper and gluing them onto the top portion of the caterpillar's head.
- Fold the chenille stem in half and curl the edges to resemble the caterpillar's antennae. Tape (you might want to staple as well) the folded stem to the very top of the head. Use a black marker to fill in the pupils of the eyes.
- The finished caterpillar should have a head, six accordion folded blank sections and a tail. See finished sample below.
- Now it is time to show how the author stretched out the middle of the story. Give each child a copy of the food items the caterpillar ate SP 11, or the sentence starters to complete. Depending on the developmental stage of your students, have them, cut out and glue the food items (in order) onto the six sections or let them write the items in each six sections beginning with "On Monday he ate _____. On Tuesday he ate _____." And so on.

Sentence Starters:

- On Monday he ate _____.
- On Tuesday he ate _____.
- On Wednesday he ate _____.
- On Thursday he ate _____.
- On Friday he ate _____.
- On Saturday he ate _____.

Optional: Share an Informational/Expository side by side book during this unit. See the suggested titles in the materials list.



Objective:

Students will begin to recognize how authors write their opinions and summarize a simple opinion piece, noting the reasons why the author holds the opinion. They listen to opinions and summarize what they heard.

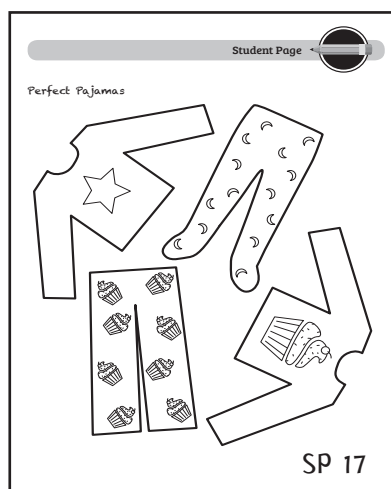
Materials:

- Perfect Pajamas, SP 17
- Opinion Summarizing Framework, SP 18
- Book suggestions:
 - * **Pajama Day!** by Robert Munsch, (Scholastic, 2013)
 - * **Pajama Day** by Lynn Plourde, (Puffin, 2007)
 - * **Pajama Time** by Sandra Boynton, (Workman Publishing Co., 2000)
 - * **Fancy Nancy: Pajama Day** by Jane O'Connor, (HarperCollins, 2009)
 - * **The Practically Perfect Pajamas** by Erik Brooks, (Winslow Press, 2000)
 - * **Polly's Pink Pajamas** by Vivian French, (Candlewick, 2010)
 - * **Pigs in Pajamas** by Maggie Smith, (Knopf Books for Young Readers, 2012)

Prerequisite: GRTW pp. 140-144
Exploring Opinions
 GRTW pp. 57-58
Summarizing
Opinion Pieces
Time Frame: 1 or 2 - Day Lesson

Procedure:

- 1.) Read a book about pajamas such as **Pajama Day!** by Robert Munsch or **The Practically Perfect Pajamas** by Erik Brooks.
- 2.) After reading a book about pajamas, ask the students to tell about their favorite pajamas and why they are so special.
- 3.) Ask the students to imagine that they were buying brand new pajamas. Distribute a copy of **Perfect Pajamas** SP 17 to each student. Read them an advertisement about each of the pajamas on the page. See if they can figure out which pair of perfect pajamas the advertisement is describing.





Expressing Opinions

Read the following advertisement:

If you want the perfect pair of pajamas, you must buy these footed pajamas adorned with shiny yellow moons and a sparkly star. The soft flannel fabric is cozy and warm for sleeping. Both of your feet will be covered so your toes are as warm as your tummy. Try snuggling up to watch television or read a book wearing these cosmic PJ's. They will definitely become your favorite!

- 4.) Ask the children to point to the pajamas in the advertisement. See if they can recall the reasons they would be a favorite pair.
- 5.) Copy or project the **Summarizing Framework, SP 18** and have the students prompt you in filling in the summary about the first pair of pajamas.

MODELED Sample:

This piece expresses an opinion about footed pajamas.

The author likes these pajamas because they are covered in moons and stars.

Another reason is because they are made of soft flannel.

Student Page	
Summarizing Framework - Opinion	This piece expresses an opinion about _____
	The author likes these pajamas because _____
	Another reason is because _____

SP 18

ON ANOTHER DAY:

- 6.) Repeat the procedure from the point of view of another advertiser. Read the following: *Are you looking for your favorite pair of pajamas? You should not go to sleep tonight without slipping on our "sweet treat" PJ's. The two-pieced set is covered in delicious cupcakes lathered in frosting and topped with all sorts of deliciousness, from sprinkles to cherries. The silky top and matching pants are perfect for cuddling with your favorite nighttime book or furry friend. Buy this set and you will sleep tight dreaming of your favorite dessert.*
- 7.) Again, ask the children to point to the pair of pajamas in this advertisement. See if they can recall the reasons why these PJ's are perfect. Then summarize the paragraph about the second pair of pajamas.

MODELED Sample:

This piece expresses an opinion about two-pieced pajamas.

The author likes these pajamas because they are made of silky fabric.

Another reason is because they are covered in delicious cupcakes.

Optional:

Have the children draw their favorite pair of pajamas and write a reason why they are the perfect PJ's. Provide sentence starters and scribe for students that need help.

Sentence starters:

My favorite pair of pajamas are my _____ because _____.

I love my _____ pajamas because _____.

I always sleep in my _____ pajamas because _____.



Opinions about an Author/Book

Objective:

Students will draw or craft an illustration depicting their favorite character or part of a narrative book, and express an opinion about it, explaining (through writing or dictation) the reasons why they like it.

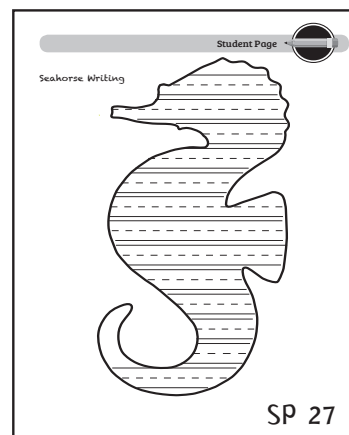
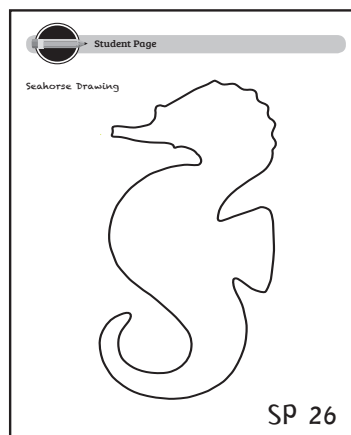
Materials:

- Seahorse Drawing Template, SP 26
- Seahorse Writing Template, SP 27
- 1" squares of various colors of tissue paper (cut by the teacher or ordered pre-packaged already cut in small squares)
- Book suggestions:
 - * **Mister Seahorse** by Eric Carle, (Philomel Books, 2011)
 - * **Weird Sea Creatures** by Laura Marsh, (National Geographic, 2012) Informational/Expository
 - * **The Mixed Up Chameleon** by Eric Carle, (HarperCollins, 1988)
 - * **The Very Lonely Firefly** by Eric Carle, (Philomel Books, 1999)
 - * **Do You Want to Be My Friend?** by Eric Carle, (HarperFestival, 1995)

Procedure:

- 1.) Read an Eric Carle book such as **Mister Seahorse** (choose from the above list or any number of books by this great author) to the students. After sharing the book, ask which part of the book was their favorite. Chart their responses on the board. For example, the students might respond with: *My favorite part is when Mrs. Seahorse lays her eggs into the belly pouch of Mr. Seahorse.* The teacher would chart this. Another student might respond: *I like the see-through pages the best.* The teacher would then ask, Which of these was your favorite, the reeds, the coral reef, the seaweed, or the rock? The same student might say, *I liked the trumpet fish in the reeds best.* Continue charting until you have a number of responses listed.
- 2.) Distribute copies of the **Seahorse Drawing template SP 26**. Give each child a sampling of small tissue-paper squares. Have students randomly glue different colors of tissue paper over the entire seahorse pattern. Once the tissue paper dries, have them cut out the colorful seahorse.

***Note: Cutting out the seahorse before gluing on the tissue paper results in tissue paper stuck to everything in their surrounding area. Cutting out after gluing the tissue paper and letting it dry helps minimize the mess.**



3.) MODEL sample sentences using the charted opinions of the children.

MODELED Samples:

My favorite part of Mr. Seahorse was when Mrs. Seahorse laid her eggs into the belly pouch of Mr. Seahorse.

The best part of the book was when the trumpet fish hid in the reeds.

4.) Next, distribute the **Seahorse Writing template SP 27**. Have the students write their favorite part of the book on the lined pattern. Provide sentence starters to enhance vocabulary/sentence variety. Some students may copy the sentence starter and need help filling in the blank. Others may need help writing the entire sentence. Still others may write all on their own.

Sentence Starters:

The part I liked best was _____.

My favorite part was _____.

The part I enjoyed most was _____.

Without a doubt, the most exciting part was _____.

More ideas with Eric Carle books:

Read a different Eric Carle book each day of the week. At the end of the week, have the students vote on their favorite. For example: (Write this on the board, using the titles of the books read. Tally the votes for each book.)

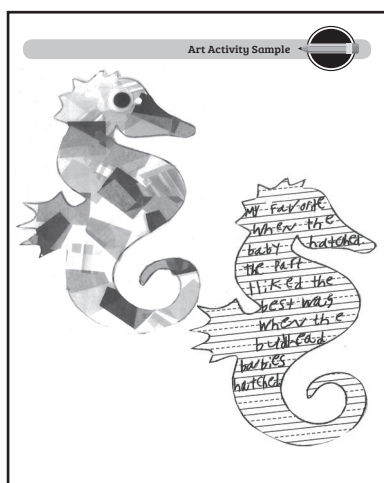
Mr. Seahorse	Head to Toe	The Mixed Up Chameleon	Brown Bear, Brown Bear

Write opinion sentences about your favorite book and illustrate. Use the Writing Template SP 68.

Note: See lesson 5 and 44 for additional Eric Carle books and lessons.

NOTE: You can craft the same lesson using a collection of books by different authors:

Ex. Lucille Colandro Books or Laura Numeroff Books





Information Detectives - Giraffes

Objective:

Students draw a **diagram** of some aspect of a topic (person, place or thing) and label the important parts.

Materials:

- Labeling - Giraffes SP 40
- Informational/Expository book suggestions:
 - * **Amazing Animals: Giraffes** by Valerie Boden, (Creative Paperbacks, 2011)
 - * **Giraffes (African Animals)** by Catherine Ipcizade, (Capstone Press, 2010)
 - * **Seedlings: Giraffes** by Kate Riggs, (Creative Paperbacks, 2013)
 - * **Giraffes (Wild Ones)** by Jill Anderson, (Cooper Square Publishing, 2005)

Prerequisite: GRTW pp. 121-122
Information
Detectives

Theme: Giraffes

Time Frame: 1-Day Lesson

Procedure:

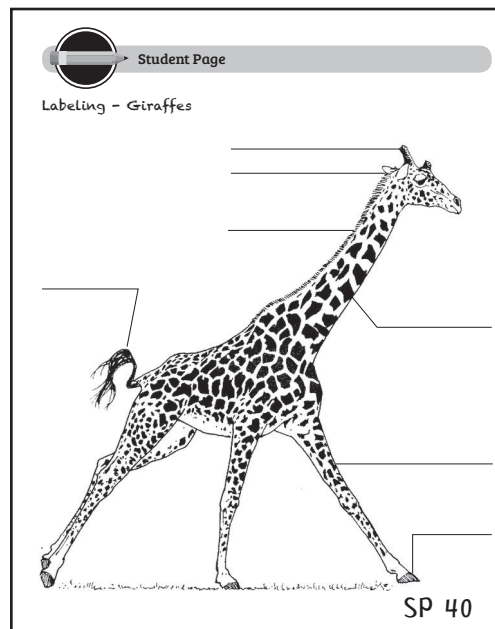
- 1.) Hold up the book an informational/expository book about giraffes and discuss the cover (use a book from the suggested list or choose a favorite from your school/classroom library).
- 2.) Point out the title of the book, **Giraffes**, and explain that the *title* usually indicates the *topic* of the book (what the reader will learn about). Continue by clarifying the differences between this type of informational book called an *informational/expository text* and a story with characters and a problem or adventure called a *narrative*. Point out the cover of the book, with realistic pictures or photos as opposed to a narrative such as **Giraffes Can't Dance** with an imaginative cover. Lastly, explain that *informational/expository* books are written to *inform* the reader about the topic.
- 3.) Ask the class what they already know about giraffes and have an informational discussion. As you read the book, have the students listen for information they didn't know - be information detectives. Read slowly, pointing out print conventions, captions, photographs, and diagrams.
- 4.) When finished, fill out the summarizing framework, which highlights the topic they learned about.

This piece gives information about giraffes.

The author's purpose is to inform.

- 5.) Explain that one way a reader learns about a topic is through special pictures or diagrams. A **diagram** is a clear, simple drawing that uses words to **label** the important parts. Draw a quick giraffe diagram and MODEL how you would label the parts. Point out each of the parts and have the students read the *label*.

- 6.) Distribute a copy of **Labeling – Giraffes SP 40** and have students follow the same labeling process **MODELED** by the teacher. Be sure to display the giraffe diagram you created for students to use as a reference. Circulate and help students when necessary.



Additional Applications/Opportunities:

- 1.) Read a narrative story about giraffes. Point out character, setting, problem, solution, beginning, middle, end.
- 2.) Informative Sentences – GRTW pp. 123-124: Write informative sentences about giraffes. Display several sentence starters to help with vocabulary and sentence variety. (See sample informative sentence starters GRTW p. 125)
- 3.) Elaborative Detail – GRTW pp. 88-89: Write a descriptive sentence or paragraph about a giraffe. **MODEL** a descriptive paragraph with the students and display the sample along with sentence starters to enhance the student samples.

Make It Your Own –Use your creative ideas to design your own writing lessons with a giraffe theme and share them!

***Note: See Lessons 1 and 48 for additional lessons on giraffes.**



Response to Text – Chicken and the Egg

Objective:

Students will use a combination of drawing, dictating and writing to respond to information and share what they learned from Informational/Expository text.

Materials:

- Writing Template (lines only) SP 69 or journal paper
- Response to Text cards, GRTW SP 69-72
- Chicken Labeling Template, SP 48
- Egg Labeling Template, SP 49
- Bulletin Board Paper
- Paint
- Velcro
- Informational/Expository books/website suggestions:
 - * **Where Do Chicks Come From:** by Amy Sklansky, (HarperCollins, 2005)
 - * **From Egg to Chicken (Lifecycles)** by PhD Legg Gerald, (Children's Press, 1998)
 - * **Chick and Chickens** by Gail Gibbons, (Holiday House, 2005)
 - * **From Egg to Chicken (How Living Things Grow)** by Anita Genari, (Heinemann, 2006)
 - * **Pklifescience.com**
 - * **YouTube video of hatching chicken**

Prerequisite: GRTW pp. 125-128
Response to
Informational/
Expository Texts

Theme: Chicks/Chickens

Time Frame: 1 Day Lesson

Procedure:

- 1.) Read an informational/expository book about chicks/chickens (use a book from the suggested list or choose a favorite from your classroom/school library).
- 2.) Using the response to text cards (GRTW SP 69-72), ask: "What was the topic of this book?" **chicks** "What did the author teach you?" Chart their responses
- 3.) Next ask: "What else did you learn from this book?" Chart more responses. If necessary, go back and review portions of the book to remind the students of facts they may have forgotten.
- 4.) On the board write:

This piece gives information about chicks.

Author's Purpose: to inform

Fill in the blanks using information about the book read (sample shown above).

- 5.) MODEL a few sentences using the sentences starters below (or from the back of the response to text cards). For younger students, introduce only 1-2 sentence starters per lesson.

MODELED Sample:

The topic of this piece was chicks. I learned that baby chicks hatch from an egg. I found it interesting that the chick pecks in a circle around the egg.

The topic of this piece was chickens. I found it interesting that chicks hatch in twenty one days.

I was surprised to learn that a mother hen lays on the eggs the entire time to keep them warm. The author taught us that the hen turns the eggs to keep them warm on all sides.

Sentence Starters:

The topic of this piece was _____.

The author taught us _____.

I learned that _____.

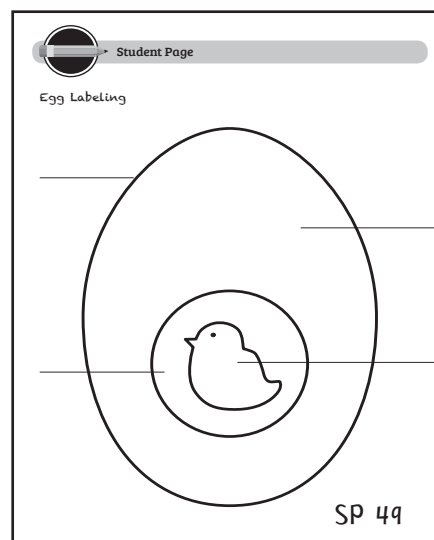
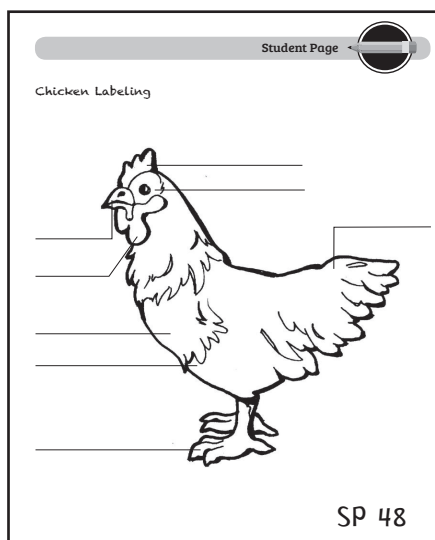
I found it interesting that _____.

I was surprised to learn _____.

- 6.) Once the MODELING is complete, have the students use the information and create sentences about what they learned. Display the sentence starters to share!

Additional Applications/Opportunities:

- 1.) Labeling (GRTW pp. 121-122): Distribute a copy of the **Chicken Labeling template SP 48** or **Egg Labeling template SP 49** and have students label the parts of a chicken/egg.
- 2.) Create a large interactive labeling activity. Using a large piece of bulletin board paper, draw an extra-large sketch of a chicken and let the students paint the illustration. Then print each of the labeling words using the largest font possible. Place Velcro on the back of each print label and the other side of the Velcro beside the chicken in key positions. Draw a line from the Velcro piece to the parts to be labeled. Have students adhere the correct print labels to the corresponding chicken part.
- 3.) Read a narrative story about chicks/chickens/eggs. Point out *character, setting, problem, solution, beginning, middle, end*. (**Eggbert, the Slightly Cracked Egg** by Tom Ross, Puffin Books is a good example)





Research – Finding Out About Our Flag

Objective:

Students begin to engage in simple research by considering a research question and exploring ways to find answers.

Materials:

- Our Flag Research, SP 50
- Red, White and Blue Construction Paper
- Informaitonal/Expository book suggestions:
 - * **F is for Flag** by Wendy Cheyette Lewison, (Gosset and Dunlap, 2002)
 - * **Red, White and Blue** by John Herman, (Penguin Young Readers 1998)
 - * **The Flag We Love** by Pam Munoz Ryan, (Charlesbridge, 2000)
 - * **The Star Spangled Banner** by Peter Spier, (Dragonfly Books, 1992)
 - * **Easy Reader Biographies: Betsy Ross: The Story of our Flag** by Pamela Chanko, (Scholastic Teaching Resources, 2007)
 - * **www.youtube.com** (Independence Day and the History of the American Flag (Cool School))
- ***Note: This lesson can be easily adapted to Canada's Maple Leaf Flag or another country's flag!**

Procedure:

- 1.) Show students their country's flag. Ask students: "What do you notice/know about the flag?" **Stripes, stars, red, white and blue color, one flies in front of the school, etc.** Then ask: "What other information would you like to learn about our flag?" **Why is it red, white and blue? How old is the flag? Who made the first flag?** Chart their responses.
- 2.) Project a duplicate copy of **Our Flag Research SP 50**. Read the questions on the page to students. Ask: *Do you notice any questions on the page that you had already wondered about?* **yes** *Where can we find answers to these questions?* **books, websites** To find out more about flags read a book to find answers to any of these questions.

Student Page
Our Flag Research
Who made the first U.S. flag? -----

Why does the flag have 13 stripes? -----

Why does the flag have 50 stars? -----

*Bonus Question: -----

SP 50



- 3.) Hold up a book about the American flag. Point out the title of the book, **F is for Flag** (or another flag book), and explain that this book will give us information about a flag. *Does anyone remember what we call informational books?* **Informational/Expository**
- 4.) Share the book with the students, making appropriate connections between factual information found in the book and the guiding questions on **Our Flag Research**. When information leads to answers, note the information on the lined sections. If the shared reading does not lead to answers, then look online to find more facts about our flag.
- 5.) MODEL informative sentences based on the facts from the books. Provide sentence starters.

MODELED Sample:

I learned that our first flag was sewn by Betsy Ross. She sewed the flag for George Washington. The first flag had only thirteen stars and thirteen stripes. Now the flag has 50 stars. The colors on the flag have special meaning.

Sentence Starters:

- I learned that our flag _____.
- It surprised me that _____.
- The colors on the flag _____.
- The flag's _____ means _____.

ON ANOTHER DAY:

- 6.) Pair the students into groups of two. Have each pair write a fact they learned about the American flag. Encourage students to use a sentence starter. Using red and white paper strips, have the pair copy their sentence onto a red or white strip. Put these sentences strips together to create the red and white stripes of the flag. Add the blue rectangle to the top left of the flag. Let students cut out stars and adhere 50 stars to the blue rectangle, thus putting together a U.S. flag. (Use a poster board to determine the size of the flag.)
- 7.) Display the flag with the title, Our American Flag!

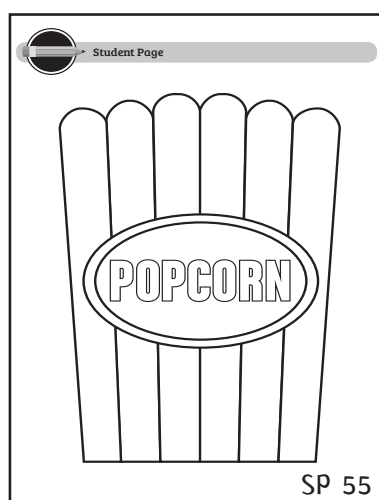
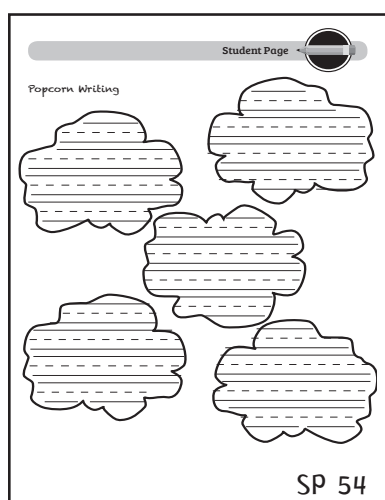
Additional Applications/Opportunities:

- Word Referents: (GRTW pp. 104-106): Add popular word referents for the flag, such as “Old Glory,” “The Red, White and Blue,” “Star-Spangled Banner,” and “Stars and Stripes.”

Using the Five Senses – POP!

Art Extension:

- 1.) Distribute copies of the **Popcorn Kernel Writing Template SP 54** (5 for most students, but some may only write one or two). The children will write one sensory sentence about their popcorn experience on each kernel. They can color the kernels (or leave them white) and cut out them out.
- 2.) Once the sensory sentences are complete and the kernels are cut out, distribute the **Popcorn Box template SP 55**, two for each student. Let students color and cut out two box patterns.



- 3.) Staple or glue the edges of two popcorn box patterns together, leaving the top section open to insert the popcorn writing samples representing a “box of popcorn.”

Sentence Starters:

See

I couldn't help but notice _____.

My eyes widened when I saw _____.

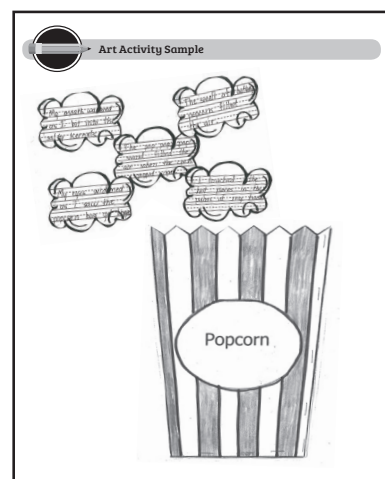
I stared at _____.

Hear

I listened closely _____.

I cupped my ear to hear _____.

The loud sound of _____.





Smell

The smell of _____ filled the air.

I sniffed the air and smelled _____.

_____ smell wafted across my nose.

Touch

The kernels felt _____.

As I held the popped seeds in my hand, they felt _____.

They felt _____ to the touch.

Taste

The _____ tasted _____.

The _____ taste made me smile.

My mouth _____ as I tasted the buttery popcorn.

More Ideas Using the Five Senses:

- 1.) **Going to bed:** What do you see, hear, taste, touch, and smell when you are getting ready for bed?

see – bed, favorite book, toothbrush, etc.

hear – mom reading, electric toothbrush, water running, television, etc.

smell – clean sheets, lotion, bath soap, etc.

taste – toothpaste, bedtime snack, medicine, vitamin, etc.

touch – soft sheets, warm bath water, mom/dad's kiss goodnight, toothbrush bristles, etc.

- 2.) **Birthday Party**

- 3.) **Holiday Gathering**

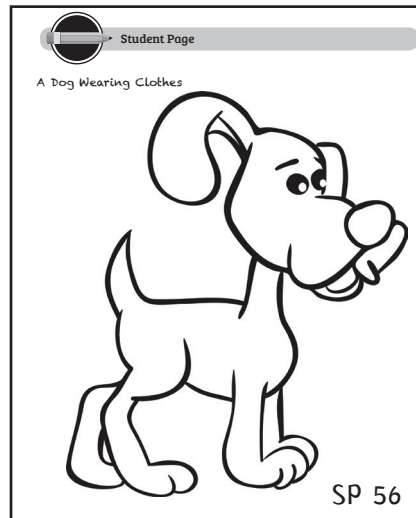
- 4.) **Camping**

- 5.) **Theme Park**

- 6.) **Possibilities are endless...**

I stared at the dog dressed in his best attire. The silly puppy gazed at me with his enormous bug-eyes. I couldn't help but notice his long snout and droopy tongue hanging out. Surprisingly, he wore bright yellow shoes. The cute canine had spiky ears and a matching tail.

- 4.) Distribute a copy of **A Dog Wearing Clothes template SP 56** for each child. Have the students dress their dog in a variety of clothing and/or accessory items. This project can be as simple as drawing and coloring the clothes on the dog template or extending the project to a crafting activity. Add cut-out pieces, ribbons, jewels, buttons, sequins, feathers, fabric or any number of crafting materials to enhance the canine creations.



- 5.) Finally, when the creations are complete, have the students describe their clothed mutt in an elaborative paragraph. Display sentence starters or use the Tabletop Sentence Starters available at (empoweringwriters.com). Scribe the elaborative descriptions for students who are not writing yet. Some students may be able to copy the sentence starters, but need help in filling in the details.

Sentence Starters:

- I noticed the fur was _____.
- I couldn't help but notice the critter's _____.
- I was surprised to see the royal mutt wearing _____.
- The cute canine wore _____.
- Sitting atop his/her head was _____.
- The adorable pooch donned a _____.
- Covering his/her paws were _____.
- The hairy hound sported _____.

Additional Applications/Opportunities:

- Fill in a summarizing framework following the read aloud.
- Word Referents (GRTW p. 105): Create word referents for "dog."
- Read an informational/expository book about dogs and compare the author's purpose.

***Note: For more dog activities see Lesson 42.**



Suspenseful Riddles

Objective:

Students will recognize redundant vocabulary. They will participate in creating a chart of word referents with teacher direction. Students will participate in teacher-directed modeling of a suspenseful segment. Students will write a riddle describing their subject.

Materials:

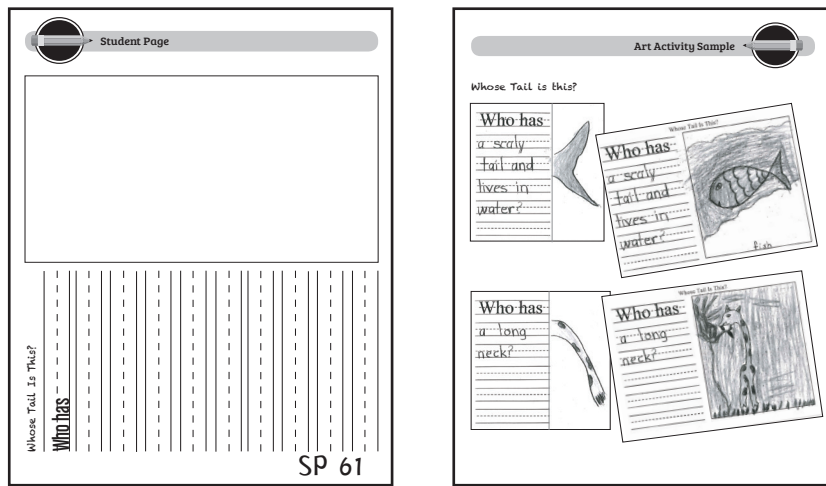
- Whose Tail is This? Template, SP 61
- Book suggestions:
 - * **Whose Tail is This?** by Kris Hirschmann, (Flying Frog, 2013)
 - * **Whose Tail is This?: A Look at Tails, Swishing, Wiggling and Rattling** by Peg Hall, (Picture Window Books, 2002)
 - * **What Do You Do with a Tail Like This?** by Steve Jenkins, (HMH Books for Young Readers, 2008)
 - * **Whose Nose is This?** by Peg Hall, (Picture Window Books, 2002)
 - * **Whose Skin (Mouth) is This?** both books by Lisa M. Kee, (Picture Window Books, 2002)
 - * **Whose Eyes (Ears, Legs, Feet) Are These** all by Peg Hall, (Picture Window Books, 2002)
 - * **Whose Spots Are These?** by Sarah C. Wohlrabe, (Picture Window Books, 2004)
 - * **Whose Tail (Nose) Is This?** both by Wayne Lynch, (Whitecap Books, 2010)
 - * **Whose Tongue Is This?** by Wayne Lynch, (Whitecap Books, 2011)
 - * **Whose Teeth (Feet) Are These?** all by Wayne Lynch, (Whitecap Books, 2010)
 - * **Whose Eyes Are These?** by Wayne Lynch, (Whitecap Books, 2009)

Prerequisite: GRTW p. 104
On Suspense
Theme: Whose Tail Is This? (Suspenseful Riddles)
Time Frame: 1-2 Day Lesson

Procedure:

- 1.) Read a book about animal tails such as **Whose Tail Is This?** by Kris Hirschmann, **Whose Tail Is This?** by Peg Hall or a book from your school/classroom library. As you share the book, cover up the animal except for the tail before reading each page and see if students can guess which animal the tail belongs to.
- 2.) Gather a collection of animal photos, depicting distinctive tails (children's magazines, free online photos, informational/expository books about animals, and science textbooks all have great animal photos). Before presenting the photo of an animal to the children, draw a simple illustration of the tail (tail only in the drawing) on the board. Write one or two sentences describing the animal and his tail alongside the drawing. For example, write: *This animal's tail is very hairy. Sometimes its owner can brush the tail or even braid it. This distinctive mammal swishes his tail from side to side, often slapping its rider. Whose tail is this?* Using the descriptive sentences on the board and the drawing of the tail, let the children guess the animal in your photo. **a horse** Once they have chosen the correct animal, reveal the photo of the animal. Point out to students that you kept them in suspense. Emphasize that this technique is used by authors to keep readers interested in a book. Share several more examples!

- 3.) Project a copy of **Whose Tail Is This? Template, SP 61**. Explain that they are going to be asked to draw a sketch of the animal's tail on the folded section, a description of the animal on the writing lines, and a picture of the animal on the inside frame. In other words, they are going to create a suspenseful riddle. Call attention to the words, Who has... and tell them this will be their beginning sentence starter. Remind the children that in a suspenseful riddle, you don't want to reveal the answer, thus they will not mention the name of their animal in the written portion.



- 4.) Next, MODEL a descriptive segment about an animal and his tail similar to the shared examples from earlier. Have a child choose a photo from your collection and sketch the tail on the board. Together, using detail-generating questions to expand their thought process, MODEL sentences about the animal and his tail. Provide sentence starters to extend vocabulary and create variety in their writing.

Detail-Generating Questions:

- How big is the animal?
- What kind of tail does the animal have?
- What kind of eyes, ears, teeth, paws, claws does the animal have?
- What color is the animal?
- Where does the animal live?
- How does the animal move?

MODELED Sample: based on a skunk (simple) and elephant (more elaborative)

Who has a white stripe down his back and smells really bad?

Who has a long trunk and lives in the zoo? This mammal has large feet and gray wrinkled skin. Would you believe they spray water on themselves with their trunk?