

Kindergarten - Unit 3 Writing - Our Own Stories with Friends

Unit #:	MPSCT-027485	Duration:	7.0 Week(s)	Date(s):	01-03-2017 - 02-24-2017
Team:	Denise Earles (Author), Stacey Collins, Michelle Horn, Lizzie Sharp				
	Grades: K Courses: Grade K English Language Arts Subjects: English Language Arts Approaches: Creative Thinking, Collaboration/Communication				
Unit Focus					
<p>You'll invite students back into the joy of storytelling as you read and write stories about friendship and help kindergarten writers expand the stories they tell out loud and on paper with richer drawings and encourage writers to take risks to apply their growing literacy skills through print.</p> <p>Moving from pattern book writing back to storytelling gives writers the opportunity to apply growing literacy skills and work with agency as they add voice and narrative craft to their own stories. You'll guide your writers by creating model work that looks like theirs and show them how you can use strategies to grow your storytelling through, pictures, words and labels. Your stage III instruction will be tailored to the needs of your students as you continue to encourage them to tell and write stories while you create demonstration and shared writing pieces to help writers use strategies for planning, drafting and revising stories.</p> <p>Bend 1: Become a storyteller then get it down on paper Bend 2: Using what we know about letters and sounds to spell words. Bend 3: Writers revise their stories and stretch out moments</p>					

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS		TRANSFER
<p>ESTABLISHED GOALS</p> <p>Common Core Standards <i>English Language Arts : K</i> <i>919026 Writing</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERATURE.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • CCSS.ELA-LITERATURE.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • CCSS.ELA-LITERATURE.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <p><i>919041 Language</i> CCSS.ELA-LITERACY.L.K.2 <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.L.K.2.A Capitalize the first word in a sentence and the pronoun I • CCSS.ELA-LITERACY.L.K.2.B Recognize and name end punctuation. • CCSS.ELA-LITERACY.L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes). <p>Student Growth and Development 21st Century Capacities Matrix <i>Creative Thinking</i></p> <ul style="list-style-type: none"> • Design: Students will be able to engage in an appropriate process to refine their product. • <i>Collaboration/Communication</i> • Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. 		<p>T1 Generate and capture ideas to pursue in future writing (Product Creation)</p> <p>T2 Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages. (design)</p>
		MEANING
		UNDERSTANDINGS
U1 Writers use words and pictures together to share a message.	Q1 What do writers do?	ESSENTIAL QUESTIONS
U2 Writers try out many ideas and strategies and work hard to make their writing better.	Q2 What do I want to write about? What's important about it?	
U3 Writers choose topics that are important to them and add their own voice to the writing.	Q3 Theme: How can I make my readers see my story? What words and pictures can I try to share more meaning?	
		ACQUISITION OF KNOWLEDGE AND SKILL
		KNOWLEDGE
K1 how to use conventions to help the reader understand their writing.	S1 Touching and telling a story over three pages.	SKILLS
K2 how to retell a story to a partner.	S2 Adding details to words and pictures.	
K3 letter and sound relationships.	S3 Using the word wall to spell high frequency words.	
K4 Vocabulary: Touch and Tell, beginning, middle, end, action, movement, eyebrows, mouth, hands, legs, gestures, friend, together, apart, between, question mark, exclamation point, period, bold word, ending sound, middle sound, vowel	S4 Adding details to words and pictures.	
	S5 Using thought and speech bubbles to show how characters think and feel.	
	S6 Using word boundaries	
	S7 Using beginning and ending sounds in words.	
	S8 printing many lowercase letters.	

STAGE 2: ASSESSMENT EVIDENCE

PERFORMANCE TASK(S)

Coding	Code	Evaluative Criteria	Description
	PT1		Assessment Evidence: Flash Draft - Small Moment
	PT2		Assessment Evidence: Process Writing: Small Moment 1 (Use kindergarten Narrative Writing Rubric and Checklists from Writing Pathways)
	PT3		Assessment Evidence: Process Writing: Small Moment 2 (Use kindergarten Narrative Writing Rubric and Checklists from Writing Pathways)
	PT4		Assessment Evidence: Drafts
	PT5		Assessment Evidence: Conference notes
	PT6		Assessment Evidence: PBA: Write a small moment that shows a time when you saw someone being a good friend. Or when you were being a good friend. (Use kindergarten narrative rubrics and checklists)

OTHER EVIDENCE

Coding	Code	Evaluative Criteria	Description

STAGE 3: LEARNING PLAN

PRE-ASSESSMENTS

Coding	Code	Description of Learning Activity	Extension / Modification
T/U/Q/K/S Q1 Q2	LE1	<p>Activity: Foundations/Interactive Writing Begin a shared writing or interactive writing piece about a small moment that happened in the classroom. Writers Workshop What do stories sound like? When writers tell stories, they stretch out the important parts. They skip the boring parts.</p> <p>Resources</p> <ul style="list-style-type: none"> • RES12 - Jamie Lee Curtis Stories - • RES14 - What Writers Do Chart - - https://www.pinterest.com/pin/50947039508047854/ (link) 	
T/U/Q/K/S Q1 Q2	LE2	<p>Activity: Foundations/Interactive Writing Continue shared writing piece, adding to the piece so it expands over many pages Writers Workshop Who are the people I like to tell stories about? Every writer has characters for their stories. Often they are the star of their own stories. Sometimes, there are brothers, sisters, parents, friends or even pets that appear in stories. Teacher models: One time with ____ First, then, next finally Students turn and talk and then write stories in their draw and write books.</p> <p>Resources</p> <ul style="list-style-type: none"> • RES3 - Getting Ideas Chart - - https://www.pinterest.com/pin/124763852149520666/ (link) 	
T/U/Q/K/S Q1 Q2	LE3	<p>Activity: Foundations/Interactive Writing Emphasize the setting of the story, adding labels and picture to show where the story happens. Writers Workshop Where do my stories happen? Every writer has settings for their stories. Often stories happen at home, in the kitchen, the backyard or even right here at school. Teacher models: One time at ____ First, then, next finally Students turn and talk and then write stories in their draw and write books.</p>	

<p>T/U/Q/K/S Q1 Q2</p>	<p>LE4</p>	<p>Activity: Foundations/Interactive Writing Begin writing a new model piece, first touching and telling, then writing it. Writers Workshop Writers tell their stories using their hands for each part. Teacher models using her hand to touch and tell a story, then write it. Students try this out then go off to write. Resources</p> <ul style="list-style-type: none"> • RES10 - Use 3 page stapled draft books. - • RES15 - Steps to Write Small Moments Chart - - https://www.pinterest.com/pin/234820568044866496/ (link) • RES17 - Small Moment Chart - - https://www.pinterest.com/pin/183803228514427691/ (link) • RES19 - Small moment chart 2 - - https://www.pinterest.com/pin/299278337709835025/ (link) 	
<p>T/U/Q/K/S Q1 Q2</p>	<p>LE5</p>	<p>Activity: Writers Workshop Writers touch then tell their stories over 3 pages. Teacher models touching and telling a story over three pages and then sketching the story. First, then, finally Students touch and tell over three pages and then go off to sketch. Resources</p> <ul style="list-style-type: none"> • RES7 - Amanda Hartmann Conference - - http://vimeo.com/tcrwp/narrative-writing/video/55954402 (link) • RES13 - First, Then, Next Chart - - https://www.pinterest.com/pin/224335625159189339/ (link) 	
<p>T/U/Q/K/S Q1 Q3</p>	<p>LE6</p>	<p>Activity: Foundations/Interactive Writing Add sensory details to a shared writing draft. Writers Workshop Writers add sound words and details to bring their setting and characters to life. They ask: What did I see? What did I hear? What did I feel? Resources</p> <ul style="list-style-type: none"> • RES5 - Writers Add...chart - - https://www.pinterest.com/pin/196539971210082340/ (link) 	

T/U/Q/K/S Q1 Q3	LE7	<p>Activity: Foundations/Interactive Writing phoneme grapheme mapping using cvc words. Writers Workshop Writers use what they know about words to add beginning and ending sounds to their words Model using the sound symbol chart to find letter sounds that match the word Guided practice: students use a sticky note to map out a word from their own stories before going off to write, revise and edit their stories. Note: As you work through editing and revising lessons, make sure students know that they can start new pieces, revise and edit existing pieces and that they should use their new skills whenever they write.</p> <p>Resources</p> <ul style="list-style-type: none"> • RES8 - I'm Done Anchor Chart - - https://www.pinterest.com/pin/57702438945427607/ (link)
T/U/Q/K/S Q1	LE8	<p>Activity: Writers Workshop Writers use their sound-symbol charts to help them write words. Continue the work of phoneme grapheme mapping, adding middle sounds if students are ready.</p> <p>Resources</p> <ul style="list-style-type: none"> • RES4 - Say, Stretch Write Chart - - https://www.pinterest.com/pin/45528646207224842/ (link)
T/U/Q/K/S Q1 Q3	LE9	<p>Activity: Writers Workshop Writers can add labels to their pictures and text to their stories.</p>
T/U/Q/K/S Q1 Q3	LE10	<p>Activity: Writers Workshop Writers can add speech and thought bubbles to their writing.</p>
T/U/Q/K/S Q1	LE11	<p>Activity: Writers Workshop Writers can add speech and thought bubbles to their writing.</p>
T/U/Q/K/S Q1 Q3	LE12	<p>Activity: Foundations/Interactive Writing Create small moments to write from shared class experience or related to hot topics in your classroom. For example, if everyone's writing about birthday parties, model focusing on small moments, not bed to bed retellings.</p>

		<p>Writers Workshop Writers add words and pictures to tell who is in the story and where it happens.</p> <p>Resources</p> <ul style="list-style-type: none"> • RES9 - Every Story Shows Anchor Chart - - https://www.pinterest.com/pin/85075880433624226/ (link) 	
T/U/Q/K/S Q1 Q2 Q3	LE13	<p>Activity: Foundations/Interactive Writing Use a loved mentor story to create goals related to conventions, craft and illustrating.</p> <p>Writers Workshop Writers use mentor stories to set goals.</p> <p>Resources</p> <ul style="list-style-type: none"> • RES6 - Clear Like Mo Chart - - https://www.pinterest.com/pin/531776668472897076/ (link) 	
T/U/Q/K/S Q1 Q3	LE14	<p>Activity: Writers Workshop Writers zoom in on one small moment. Small Moments start, stay and end in the same place.</p> <p>Resources</p> <ul style="list-style-type: none"> • RES2 - Small Moment Chart - - https://www.pinterest.com/pin/209065607675054913/ (link) • RES16 - Small moments start, stay end chart - - https://www.pinterest.com/pin/211317407490164363/ (link) • RES18 - Small Moments Chart 4 - - https://www.pinterest.com/pin/199002877255155092/ (link) 	
T/U/Q/K/S Q1 Q3	LE15	<p>Activity: Writers Workshop Writers ask, Can I add more? Make characters move. Make characters talk. Make characters think/feel.</p> <p>Resources</p> <ul style="list-style-type: none"> • RES11 - Self-Reflection Chart - - https://www.pinterest.com/pin/219620919301605845/ (link) 	
	LE16	<p>Activity: Writers Workshop</p>	

		Writers work with partners to add more. Resources	
		<ul style="list-style-type: none"> RES1 - Jobs of a writing partner -- https://www.pinterest.com/pin/531776668473929478/ (link) 	
T/U/Q/K/S Q1 Q2 Q3	LE17	Activity: Writers Workshop Writers use checklists and mentor authors to set goals and revise.	
T/U/Q/K/S Q1 Q2 Q3	LE18	Activity: Foundations/Interactive Writing Create small group, differentiated strategy groups to help writers revise and edit. Writers Workshop Writers fix up their work to get it ready for publishing.	
T/U/Q/K/S Q1	LE19	Activity: Writers Workshop Adding an about the author page.	
T/U/Q/K/S Q1	LE20	Activity: Writers Workshop Adding a dedication page	

ADDITIONAL INFORMATION		
RESOURCES		
No.	Description	Files / Links
RES1	Jobs of a writing partner -	https://www.pinterest.com/pin/531776668473929478/ (link)
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RES8	I'm Done Anchor Chart -	https://www.pinterest.com/pin/57702438945427607/ (link)
RES9	Every Story Shows Anchor Chart -	https://www.pinterest.com/pin/85075880433624226/ (link)
RES10	Use 3 page stapled draft books. -	
RES11	Self-Reflection Chart -	https://www.pinterest.com/pin/219620919301605845/ (link)
RES12	Jamie Lee Curtis Stories -	
RES13	First, Then, Next Chart -	https://www.pinterest.com/pin/224335625159189339/ (link)
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RES18	Small Moments Chart 4 -	https://www.pinterest.com/pin/199002877255155092/ (link)

RES19	Small moment chart 2 - https://www.pinterest.com/pin/299278337709835025/ (link)
COMMENTS / NOTES	
Bend 2 - Using what we know about letters and sounds to spell words Gail Dahling-Hench 2015-11-04 02:08:09.428	Process Writing: Small Moment Piece Publish Gail Dahling-Hench 2015-11-04 02:10:13.826
Bend 3: Writers revise their stories and stretch out moments Gail Dahling-Hench 2015-11-04 02:11:10.403	Publish and Celebrate - Consider how you will share published writing with families and the school community. Gail Dahling-Hench 2015-11-04 02:15:54.427