Unit 4: Writing Workshop: How-to Books

Content Area: **English Language Arts**
Course(s): **Writing K**
Time Period: **February**
Length: **15 Days**
Status: **Published**

Unit Summary

This unit is designed to teach students how to teach something to an audience by drawing and writing a sequence of steps. Students will learn that one purpose of writing is to teach others. To begin a unit on HowTo books, the teacher will tell children that writers not only use their writing to tell the rich stories of their lives, or to label their environment or to celebrate others, but also to teach others. Writers can teach all about a topic, in which case the writing is informational, or they can teach people how-to-do something, in which case the writing is procedural. This unit focuses on the latter. In writing these books, students describe a sequence of steps they hope the learner will take. This kind of procedural writing requires explicitness, clarity, sequence and that writers anticipate what their readers will need to know. In addition to reading aloud wonderful models, you may also want to make something with children and then together write a shared/interactive writing How-To piece. The teacher can even look for occasions across the year to create class models. For instance, if the class creates playdough or popcorn together, this experience could be used as content for a shared How-To piece. In October, the class might carve a pumpkin and create a "How To Carve a Pumpkin" shared text. After the first fire drill, the teacher might want to create a how-to chart. The work you do during shared and interactive writing should be displayed to serve as a model for your How-To writers.

Standards

LA.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LA.W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
LA.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
LA.SL.K.1.B	Continue a conversation through multiple exchanges.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.A.CS1	Understand and use technology systems.

Student Learning Objectives

Students will learn to...

- understand sequential order.
- identify procedures.
- provide enough detail to support each step- Can another person complete the task?
- identify a final outcome.
- use oral language to guide what they write.
- use letter sound knowledge to stretch and write words: spell the best you can and move on.
- write sight words using word wall or word ring models.
- attempt to read their writing aloud or share with a partner.

Essential Questions

- Why do writers write?
- How do writers write to teach others?

Enduring Understandings

Students will understand that...

- writers use pictures and or print to teach people how to do something.
- a how to book teaches facts rather than share feelings or telling a story.

Application

Students will be able to independently use their learning to…

- develop and revise their writing in many ways.
- follow routines and procedures in a workshop setting.
- craft moves from a mentor text for example by noticing new ways to structure text.
- teach readers about something they know well.
- understand that writing can come in steps.
- utilize writing partners to support each others' efforts during the writing process.

Skills

Students will be skilled at…

- use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, told in sequence.

- write a how-to book.
- write with independence.
- write with stamina.
- stretch their sounds when composing.
- reread their writing.
- use revision and editing techniques.