

Unit 2: Writer's Workshop: Looking Closely; Observing, Labeling and Listing Like a Scientist

Content Area: **Unified Arts**
Course(s): **Writing K**
Time Period: **October**
Length: **6 weeks October/November**
Status: **Published**

Standards

LA.L.K.1.A	Print many upper- and lowercase letters.
LA.L.K.1.D	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
LA.L.K.2.C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
LA.L.K.2.D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
LA.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
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.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LA.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
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.A.CS1	Understand and use technology systems.

Unit Summary

This unit channels students to transfer and apply their knowledge of letters and sounds to labeling items and listing observations. It is designed to teach children that writing is not only a tool for storytelling; it is also a tool for learning about science. In Topic 1 (Bend 1), students will "read the world," collect natural items and create booklets of representational drawings with labels and, possibly, sentences, to capture the details with precision, while referencing nonfiction books when appropriate. In Topic 2 (Bend 2), students will learn ways to revise. You will teach them that revision helps them elaborate and extend their thinking. Your class will take three or four days to revise several of their most prized pieces of work, moving between recording careful observations and including their own thinking. In Topic 3 (Bend 3), each student will study one science topic, chosen from several possibilities, and will create books about the chosen topic. Children will spend the week making observations, labeling their diagrams, writing captions, and creating informational books that demonstrate what they have noticed and learned. This bend culminates the strategies that students have already learned. Children will end the unit by publishing books they have written on the shared class science topics or on their own independent topics. In Topic 4 (Bend 4), students will revise their writing to make it the best it can be and fancy it up for the publishing celebration.

Student Learning Objectives

Students will be learn to...

- apply their knowledge of letters and sounds to labeling items and listing observations.
- use writing as a tool for learning about science.
- revise their work to elaborate on their thinking.
- take their knowledge learned through observation and create a book to share with others.

Essential Questions

- How do writers build and develop ideas to write about?
- How do we revise our writing?
- How do we use what we know about letters and sounds to help us write?

Enduring Understandings

Students will understand that...

- writers write about things in the world around them.
- writers understand letter sounds helps us write words, sentences, and stories.
- writers look back at their writing to decide how they can make their writing better.
- writers make observations and record them.
- writers present the most important info including what something looks like, feels like, sounds like, etc.
- writers use content specific vocabulary.
- writers use illustrations and diagrams to convey meaning.
- writers label pictures with initial and or final consonant sounds, using phonological awareness skills and phonics recognition skills.

Application

Students will be able to independently use their learning to...

- teach the world about a topic.
- think of something they love, tell it across fingers and draw and write.
- write words to label their drawings and or label the page.
- write multi-page booklets.
- stretch out the sounds in words to write them.
- edit and revise by adding more detail or checking the spelling of shape color and number words.
- choose a book to publish: revise, edit and share.

Skills

Students will be skilled at ...

- writing with stamina and independence.
- teaching about a topic.
- sketching an idea.
- editing and revising.
- understanding the purpose of the print (print carries a message).
- tracking print L-R,T-B.
- noticing and using spaces between words.