Feb. Writing: Grade K How-to Writing

Content Area: **English**
Course(s):
Time Period: **February**
Length: **4-5 Weeks**
Status: **Published**

Unit Overview

Students learn to write How-To texts using mentor texts to model the writing.

Text Type: Informational/Explanatory
Because so much of early reading and writing at home and in school involves learning howto processes, grade K students are already familiar with the structure and purpose of such writing. Therefore, it is an excellent genre for students to immerse themselves in and attempt to emulate. While all the books chosen for this How-To writing unit are instructional and informational by nature, they interpret the genre in creative ways that delight and stimulate students' imaginations. Several of the unit books are particularly well suited to emergent writers and readers who are just learning about words and structures because they have large, vibrant illustrations with only a few bold words to provide a visual bridge to writing concepts.

Enduring Understandings

Writers write How-To text to explain to someone else how to do something they know how to do well.

Essential Questions

What are the features of a How-To piece of writing?

How can we write How-To text that tells how to do something we know how to do?

Instructional Strategies & Learning Activities

Immersion: Interactive Read-Aloud Lessons

Day 1:
What Is How-To Writing?
uses all of the mentor texts from the unit, particularly How to Be by Lisa Brown.

Rationale: Students will be excited about a new type of writing—how-to texts. By listening to and discussing How to Be by Lisa Brown, students will collaboratively create an initial list of features of how-to writing.
Common Core State Standards: W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Day 2:
Be an Expert at How-To Writing
uses I Can Draw People by Ray Gibson.
Rationale: Students will study the instructional nature of how-to books using I Can Draw People by Ray Gibson. This lesson will emphasize how writers recall information from personal experiences to assist with the selection of ideas to write about.
Common Core State Standards: W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Day 3:
How-To Writers Share What They Care About
uses If You Decide to Go to the Moon by Faith McNulty.
Rationale: Students will connect writers' topic choices to their purposes using If You Decide to Go to the Moon. They will consider creating how-to writings about subjects they love.
Common Core State Standards: W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.6, L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Day 4:
Using Pictures in How-To Writing
uses Growing Vegetable Soup by Lois Ehlert.
Rationale: Students will consider the importance of drawings to support meaning and clarify readers' understanding of steps and instructions in procedural writing. Growing Vegetable Soup by Lois Ehlert will serve as a text type model for students to study.
Common Core State Standards: W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Day 5:
How to Write a How-To Writing
uses The Pizza That We Made by Joan Holub.
Rationale: Students will examine the features and components of a common form of how-to writing—the recipe.
Use the recipes in The Pizza That We Made by Joan Holub to get students ready for their own how-to writing projects.
Common Core State Standards: W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6,
L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Mini-Lessons

Generating Ideas I: You're the Expert
uses Building a House by Byron Barton.
Rationale: How-to writings are written to teach readers how to do some activity or understand some process about
which the writer is an expert. To generate ideas for writing, students will explore the topics and activities on which
they are experts and what topics they could supply some information about.
Common Core State Standards: W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6,
L.K.1, L.K.2, L.K.4, L.K.6

Generating Ideas II: Share What You Care About
uses The Pizza That We Made by Joan Holub.
Rationale: How-to writers share with and instruct readers on the topics they care about. Students will consider topics or subjects they care about and could supply some information about when planning their how-to writing.
Common Core State Standards: W.K.1, W.K.2, W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4,
SL.K.6, L.K.1, L.K.2, L.K.6

Generating Ideas III: Talk Readers Through Your How-To
uses Walk On! A Guide for Babies by Marla Frazee.
Rationale: Procedural writers speak directly to readers to instruct and advise them on the processes about which
they write. Students will think about the specific audience to whom they wish to direct their own how-to pieces.
Common Core State Standards: W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6,
L.K.1, L.K.2, L.K.5, L.K.6

Generating Ideas IV: Do What Other How-To Writers Do
uses Road Builders by B. G. Hennessy and I Can Draw People by Ray Gibson.
Rationale: How-to writers get ideas by gathering information through observing others, asking experts, practicing
procedures themselves, and sketching or drawing. Students will consider how writers get inspired and will use one
or more of these methods to generate ideas.
Common Core State Standards: W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6,
L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Generating Ideas V: Celebrate the Seasons
uses All You Need for a Snowman by Alice Schertle and Growing Vegetable Soup by Lois Ehlert.
Rationale: Authors of how-to writings generate ideas by thinking of the different activities they like to do throughout

the year. To generate ideas for writing, students will explore the seasonal activities they enjoy and know how to do.
Common Core State Standards: W.K.1, W.K.2, W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4,
SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.5, L.K.6

Selecting: Love It or Leave It
uses I Can Draw People by Ray Gibson.
Rationale: How-to writers choose topics about which they are passionate and eager to teach to others. Students will review the ideas they have collected in their Writing Folders and select one to develop into a more substantial
how-to writing to publish and share.
Common Core State Standards: W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.6, L.K.1, L.K.2,
L.K.6

Drafting I: Begin With a Materials List
uses The Pizza That We Made by Joan Holub and If You Decide to Go to the Moon by Faith McNulty.
Rationale: How-to writers begin their pieces with helpful lists of materials needed to complete the process or activity. Students will consider the role and value of such lists and create one to aid readers with their how-to writings.
Common Core State Standards: W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6,
L.K.1, L.K.2, L.K.4, L.K.6

Drafting IIA: Order & Number (Using Pictures)
uses How to Be by Lisa Brown and students' drafts.
Rationale: Procedural writers use pictures to illustrate each part or step of the how-to process they write about. Students will create drawings that illustrate the sequence of steps in their how-to processes. With prompting and
support, students will also describe the relationship between the illustration and the text the illustration depicts.
Common Core State Standards: W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6,
L.K.1, L.K.2, L.K.5, L.K.6

Drafting IIB: Order & Number (Using Words)
uses The Pizza That We Made by Joan Holub, If You Decide to Go to the Moon by Faith McNulty, and students'
drafts.
Rationale: How-to writers use transition words to indicate the order and sequence of steps they want readers to follow. Students will create numbered steps and written descriptions to accompany and explain the pictures they
created in the previous lesson.
Common Core State Standards: W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6,
L.K.1, L.K.2, L.K.4, L.K.6

Revising I: Labels & Captions

uses Growing Vegetable Soup by Lois Ehlert, I Can Draw People by Ray Gibson, and students' drafts.
Rationale: How-to writers use labels, captions, and other environmental print to enhance readers' understanding
and to create visual interest. Students will identify how labels and captions are used in the unit literature and will
then create an illustration for their own how-to piece that uses labels and captions.
Common Core State Standards: W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6,
L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Revising II: Review Your Verbs
uses Building a House by Byron Barton, How to Be by Lisa Brown, and students' drafts.
Rationale: How-to writers use active verbs to instruct readers clearly and promote active participation. Students
will identify strong verbs and use more active verbs in their own writing.
Common Core State Standards: W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.6, L.K.1, L.K.2,
L.K.4, L.K.5, L.K.6

Editing I: Sentence Enders Say a Lot
uses All You Need for a Snowman by Alice Schertle and students' drafts.
Rationale: Writers use end punctuation to indicate where thoughts begin and end, to inform readers how to read a
line, and to show where to place emphasis. Students will examine end punctuation in the literature they read, consider the conventions regarding its use, and then edit their own end punctuation choices.
Common Core State Standards: W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.6, L.K.1, L.K.2,
L.K.4, L.K.6

Editing II: Check Numbers & Transitions
uses How to Lose All Your Friends by Nancy Carlson, If You Decide to Go to the Moon by Faith McNulty, and
students' drafts.
Rationale: How-to writers use numbers and transition words to help readers follow the step-by-step processes they write about. Students will consider how unit writers use numbers and transition words and then check the spelling and format of such ordinals in their own writing.
Common Core State Standards: W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.6, L.K.1, L.K.2,
L.K.6

Publishing: Dedicate Your How-To
uses All You Need for a Snowman by Alice Schertle, The Pizza That We Made by Joan Holub, and students' final
pieces.
Rationale: How-to writers often dedicate their books to someone who taught them or joined them in the activities
they love to do and share. Students will dedicate their writings to those who have been instrumental in their enjoyment of their how-to topic.

Common Core State Standards: W.K.1, W.K.2, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3,
SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Integration of career readiness, life literacies and key skills

	Different types of jobs require different knowledge and skills.
	Brainstorming can create new, innovative ideas.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
	Income is received from work in different ways including regular payments, tips, commissions, and benefits.
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
	Individuals should practice safe behaviors when using the Internet.
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
	Digital tools and media resources provide access to vast stores of information that can be searched.
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.

Technology and Design Integration

Utilize programs on the IPad.

Watch and interact with letter sound videos.

Observe and engage with SchoolTube videos.

Use of books on tape and listening center.

Use of Shutterfly Share Site.

Creation and publication of class created books.

Smartboard lessons and technology

	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.CS.2	Explain the functions of common software and hardware components of computing systems.
	Describing a problem is the first step toward finding a solution when computing systems do not work as expected.
8.1.2.CS.3	Describe basic hardware and software problems using accurate terminology.
	Innovation and the improvement of existing technology involves creative thinking.

Interdisciplinary Connections

Connections to science, social studies, mathematics may be made with individual student's topics of How-To writing. Students will write an individual how to writing piece to teach others how to learn or do something.

K-2-ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
	Develop a simple model based on evidence to represent a proposed object or tool.
	Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions, such as climate change, to other people.
	Structure and Function
	The shape and stability of structures of natural and designed objects are related to their function(s).
	Asking Questions and Defining Problems
	Asking questions, making observations, and gathering information are helpful in thinking about problems.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.

- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Support, scaffolding and stretches for gifted will occur for each student as they work through thier topic choices, drafts and final published "How-To" writings.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP accommodations, extra support in writing from the teacher or classroom aide will offer individualized instruction and support as necessary to complete the How-To writing piece.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Teacher Rubric

Performance Check-List

Self-Assessment

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Periodic conferences with the teacher, anecdotal records, discussion.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Final How-To Writing evaluation

Self reflection - use a self-reflection questionnaire.

Rationale: How-to writers, like authors, engage in self-reflection and evaluation to learn and grow as writers. Students will conduct a self-assessment to reflect on how their understanding of the how-to genre has grown over the course of the unit.

Instructional Materials

Schoolwide, Inc. WRITING FUNDAMENTALS : HOW-TO WRITING GRADE K Teacher Manual.

Mentor Texts
All You Need for a Snowman
by Alice Schertle
Building a House
by Byron Barton
Growing Vegetable Soup
by Lois Ehlert
How to Be
by Lisa Brown
How to Lose All Your Friends
by Nancy Carlson
I Can Draw People
by Ray Gibson
If You Decide to Go to the Moon
by Faith McNulty
The Pizza That We Made
by Joan Holub
Road Builders
by B. G. Hennessy
Walk On! A Guide for Babies of All Ages
by Marla Frazee

Mentor texts, as listed above.

Writers notebooks

Standards

CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers

	and add details to strengthen writing as needed.
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
CCSS.ELA-Literacy.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.K.1.a	Print many upper- and lowercase letters.
CCSS.ELA-Literacy.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CCSS.ELA-Literacy.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.