|  |
| --- |
| **Unit Overview****Writing Pattern Books to Read, Write, and Teach** |
| **Focus Teaching Points** | * Writing books like those we read
* Identifying characteristics of pattern books
* Noticing the message of a pattern book
* Noticing the role of the picture on each page of a pattern book
* Generating ideas for pattern books by thinking about what we know a lot about or matters to us
* Drawing pictures that convey the meaning of the book and help with the tricky word on the page
* Using resources to spell words in pattern books
* Writing many different types of pattern books
* Writing pattern books with an opinion
* Adding our own pattern books to the classroom library
 |
| **Key CCSS Standards** | ***Speaking and Listening Standards (SL)**** *1, 2, 3, 4, 5, 6*

***Language Standards (L)**** *1, 2, 3, 4, 5, 6*

***Writing Standards (W)**** *1, 2, 5, 6*
 |
| **Bends in the Road** | * Writing pattern books
* Writing fancier pattern books
* Writing pattern books with an opinion
 |
| **Recommended Professional Resource to Guide Instruction** | * “Writing Pattern Books to Read, Write, and Teach” from *A Curricular Plan for the Reading Workshop, Grade K* (e-doc)
 |
| **Suggested Mentor Texts** | * Mentor texts from the reading workshop with strong patterns (levels A,B,C), such as the collection you use for Session 1 of *Bigger Books, Bigger Reading Muscles*
 |
| **Tips for the Unit** | * This unit relies heavily on three other components of your balanced literacy program: reading workshop, shared reading, and interactive writing. In the reading workshop, you have already been teaching (or will be teaching simultaneously) the unit on using patterns in texts to support the reading of texts, so children will have had ample opportunity to study pattern books. During your shared reading time, students will have been reading texts with a strong pattern, and during your interactive writing, you will have been writing class books, relying on a pattern. If you have not already been doing this during interactive writing, begin right away. This will support your teaching tremendously.
* During your interactive writing time, write a page of a pattern book a day. Create books that are about 6 pages long, trying different types of pattern books just ahead of where you would like students to be. At first, use a simple pattern using a word(s) that you would like to become sight words (we like . . . they go . . . we are . . .). Then try changing the pattern on the last page or try using a different type of pattern (such as a seesaw pattern).
* Students should select their own patterns to use; you do not want to have the whole class write with a particular pattern. Rather, you are supporting independence by teaching *characteristics* of pattern books. Invite your students to notice: sight words, repeating sentence structure, the ways pattern books communicate meaning, how the title holds all of the pages together, how pictures add new meaning to pages, how a change in the pattern can also indicate a slight change in the story’s message.
* Volume is important in this unit. Encourage your students to write many books (consisting of many pages) each week, perhaps having a mini-celebration at the end of each week. See pages 50 – 51 for more on what this looks like, depending on the reader that each author is.
* See pages 52-53 for tips on supporting students in generating ideas for pattern books.
* See the [teaching resources tab of this unit on the literacy coach website (http://ppskinder.weebly.com/teaching-resources8.html)](http://ppskinder.weebly.com/teaching-resources8.html)for a sample two-week lesson trajectory for the beginning of this unit (IW refers to Interactive Writing).
* See pages 54 – 57 for ideas for minilessons in weeks 3 and 4 of the sample trajectory found on the [teaching resources tab of this unit.](http://ppskinder.weebly.com/teaching-resources8.html)
 |
| **Materials and Resources** | * Paper with space for a picture and a line or two (or three) below for writing.
* Provide paper choices that match the writing that your writers have done leading up to this unit. You can decide if you want full page booklets or half page booklets that look more like the leveled books they might be reading.
* Booklets should be 6 – 8 pages long to mirror the early leveled books they are reading.
 |
| **Assessment** | * Conference notes
* Ongoing writing produced in daily writing workshops
 |
| **Celebrations** | * Invite students to share their writing with peers outside of the classroom.
* Invite students to give brief reviews of their books so that students can select these newly published books to add to their book bags for reading!
 |