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| **Kindergarten**  **Unit Overview**  **How-To Books: Writing to Teach Others (Procedural Writing)** | |
| **Focus Teaching Points** | * Studying mentor texts to understand the genre * Generating ideas by thinking about all the things that we do every day * Planning by retelling steps across pages of a booklet * Writing in the voice of procedural text * Using specific vocabulary and labeled diagrams to explain procedures and actions * Working with partners to write more clearly * Writing books that are easy to read * Elaborating with warnings, suggestions and tips * Using comparisons to give clear directions * Writing with readers in mind * Using mentor texts to revise our own writing * Revising by reading our writing to partners, removing pages, changing the order of steps or adding parts to make our directions more clear |
| **Key CCSS Standards** | ***Speaking and Listening Standards (SL)***   * *1, 2, 3, 4, 5, 6*   ***Language Standards (L)***   * *1, 2, 4, 5, 6*   ***Writing Standards (W)***   * *2, 5, 6, 8* |
| **Bends in the Road** | * Writing how-to books, step by step * Using mentor texts for inspiration: revising old how-to books and writing new ones * Keeping readers in mind * Giving how-to books as gifts |
| **Recommended Professional Resource to Guide Instruction** | * *How-To Books: Writing to Teach Others* by Lucy Calkins, Laurie Pessah, and Elizabeth Moore from *Units of Study in Opinion, Information, and Narrative Writing, Kindergarten* |
| **Suggested Mentor Texts** | * Examples of procedural texts to immerse children in the genre, such as   + The “How to Carve a Pumpkin” page in *The Pumpkin Book* by Gail Gibbons   + *How to Make a Bird Feeder* by Liyala Tuckfield (Rigby Literacy)   + *How to Make Salsa* by Jamie Lucero   + *Make a Valentine* by Dale Gordon   + *How to Make a Hot Dog* by Joy Cowley * *My First Soccer Game* by Alyssa Capucilli is used throughout this unit as a mentor text |
| **Tips for the Unit** | * If you began the last unit with an on-demand piece of writing, then it will feel comfortable for you to begin this unit in the same way. This should not FEEL like a test, but rather an invitation to share their thinking. Then move on to start the unit. At the end of the unit, you will be so glad you gave your students this opportunity; you will see such growth! Find the assessment on the [assessment page](http://ppskinder.weebly.com/assessment.html) of this unit on the Literacy Coach website. * This unit capitalizes on what kindergartners do well: teach others about what they know how to do! Engagement will be high, so you have a wonderful opportunity to teach your students about clarity, elaboration, and revision through this unit. * In the back of this instructional resource, you will see examples of student writing, which is always helpful in understanding what we are asking students to do. In this unit, students use multi-page booklets, just as they did with previous writing, writing a different step of the process they are teaching on different pages. * To begin the unit, the authors make the following suggestion   *“Prior to the start of the unit, you may want to set up an experience outside the writing workshop in which children rely on a procedural text to get something done: to make a friendship bracelet, to make play dough. You could follow a procedural text to do that activity, helping children be able to draw on a vivid sense of the genre once they are invited to write their own how-to texts.”* (p. vii)   * The first bend of the unit offers students a menu of possibilities for writing to address an issue. You will not assign a particular type of persuasive writing. Rather, you will invite students to decide what kind of writing they want to use to try to make a change. * Throughout this unit, you will use shared writing (teacher pens the class’s message) and interactive writing (teacher and students co-construct a class message) to demonstrate the techniques that authors use to create a procedural text. * Volume is important in this unit, with students generating about 3 books (each about 4 – 5 pages) during *each* of the first three bends. * This unit engages students in authentic and purposeful writing in many ways: their writing partners are very important audiences for testing the clarity of their writing, mentor texts are used to guide the ways in which writers teach their readers, and writers consider real ways in which their writing can serve a purpose. See pages vii and viii for an overview of the bends before beginning the first lesson. * The entire section in the beginning of the unit, “Welcome to the Unit,” is helpful in supporting your understanding of the unit as a whole. * To see a sample lesson from this unit, see the following video from the Teachers College Reading and Writing Project vimeo series: <https://vimeo.com/89014990>. * See [heinemann.com](http://www.heinemann.com) for anchor charts and student work samples specifically tied to this unit, as well as student checklists and rubrics that are specific to information writing. |
| **Materials and Resources** | * Provide paper with a space for drawing to support planning and elaboration and lines for writing. The paper will create booklets in which students will explain steps for a procedure across the pages of a booklet. * See paper options in Session 1 of the unit and at the bottom of the tab labeled “Latest News and General Information” |
| **Assessment** | * [On-Demand Information Writing Assessment](http://ppskinder.weebly.com/assessment.html) with [rubrics and learning progressions](http://ppskinder.weebly.com/assessment.html) to support your viewing of the assessments * Conference notes * Ongoing writing produced in daily writing workshops |
| **Celebrations** | * The unit suggests a celebration in which students can “teach” their books. See pages 146 – 148 for suggestions on how to prepare your students and invite families in for the celebration. There are also some suggestions about creating videos of students reading their books and demonstrating their published piece. * Help students consider where to find their intended audience. Teach them to think strategically about where in the world their books should go (“How to Walk Your Dog” might go to the local pet store or “How to Make Pizza” might go to the local pizza restaurant). The celebration can end with students sending their books off to their “homes.” |