

Writing Week 3- Weekly Overview

Unit: First 20 Days- Concepts of Writing

State Standards:

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.

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).

Weekly Focus:

SW begin exploring the different physical tools students can use to write.

Vocabulary of the Week:

Writing tools

Writing environment

Monday

Lesson Objective: What physical tools do writers use to express their ideas?

Language Objective: *SWBAT* recognizes different materials we can use to communicate creatively.

Introduction: Remind students that last week we began learning how to express ourselves through our labeling and art in writing. Today we will have some fun experimenting with the different tools writers can use to do so!

Mini-lesson: Make a list on board with students of different things we can write and draw with: pencils, crayons, markers, colored pencils, etc!

I Do: Review rules with students on how different materials are used. Explain to students how authors use their materials gently and kindly so they can keep practicing with them! Put student material buckets out on student tables.

We Do: Put student writing notebook page under the elmo and remind students how to finish the drawing and practice labeling the wave together.

You Do: Send students to their seats and allow them to work on a notebook. Set stamina timer as appropriate.

Closing: Allow students to come back to the carpet and share what some of their favorite materials to use are. Remind students that these are tools not toys and we cannot always use them all, but when we can we can express ourselves in lots of different ways!

Assessment:

Formal- Students notebook pages

Informal- Listening to student conversations

Differentiation:

Visual support to help students establish ideas

Movement breaks (brain break cards, GoNoodle, Simon Days, breathing) to transition between parts of activity.

Tuesday

Lesson Objective: What should our writing environment look like?

Language Objective: *SWBAT* specify what a productive classroom environment looks like.

Introduction: Yesterday we learned about the different writing tools writers use, but writers need more than just tools to write. They also need to have a space where they can focus on what they are writing. This means we need to have a positive writing environment.

I Do: Tell students that we have already been practicing this without knowing! Review carpet, seat, and regular classroom rules with students and explain that when we write we want to make sure we are following the same rules.

We Do/Mini Lesson: Together make an anchor chart of the different aspects of a productive classroom environment. Discuss how it should feel in 4 main categories: how should your body feel, what should your body hear, what should your eyes see, what should your hands do. Tell students that they are going to be trying to write in both work environments– one like on the chart, and one without. 2 minutes following the rules two minutes off. Pass out students [labeling worksheet](#) and instruct them to go to their seats. Start 2 minute timer and tell students to make sure they're following rules on the sheet. After these two minutes are up, tell them to continue but teacher starts being disruptive. After that timer goes off, call students back to the carpet and talk about which was easier to focus during.

You Do/Closing: Allow students to finish their labeling sheet and before review what is listed on chart. Class incentive if class follows.

Assessment:

Formal- Students work page.

Informal- Listening to student conversations

Differentiation:

Visual support to help students establish ideas

Movement breaks (brain break cards, GoNoodle, Simon Days, breathing) to transition between parts of activity.

Wednesday

Lesson Objective: What do we do when the teacher works with students one on one?

Language Objective: SWBAT develop an understanding of working independently.

Introduction: Remind students of writing expectations and how important our writing environment is. Tell students that sometimes when we are doing writing, the teacher is going to be pulling kids to talk to them and work with them one on one. Today we are going to talk about what the rest of us should do when I'm working with students one on one.

Mini-lesson/I Do: Model the wrong way and right way to act when the teacher is working one-on-one. Act out a scene where you're conferencing with a student and other students are interrupting, being noisy, or asking off-topic questions. Then act out the "right way" where students are working quietly, using classroom tools (word wall, sound spelling cards), and not interrupting. Remind students that when a teacher is working with someone, everyone else still has an important job.

We Do: Pass out [student worksheet](#) and put your own copy up under the elmo. Complete worksheet with students.

You Do/Closing: Allow students to color worksheet and during pull friends to the back to look at their work from yesterday. Challenge students to follow the rules just discussed.

Assessment:

Formal- Students worksheet page.

Informal- Working with students one-on-one in back

Differentiation:

Visual support to help students establish ideas

Movement breaks (brain break cards, GoNoodle, Simon Days, breathing) to transition between parts of activity.

Thursday

Lesson Objective: What can I do when I need help writing?

Language Objective: SWBAT identify strategies for asking for help and ways to support their own writing independence.

Introduction: Begin by telling students that in Kindergarten they are going to become great authors, but writing is not something we all know how to do yet. There are tools that can help— today we will be learning about them!

Mini-lesson/I Do: Call students to the carpet and put under Foundations paper. Tell students that you were asked to write your favorite animal, a dog, but you don't know what to do. You can't think of one! On board write 4 strategies: ask a friend quietly, close my eyes and try to picture it, think of shapes I can use to make it, and try your best and keep going. Model each of these strategies out loud and show them how you could apply.

We Do: Together, transfer list onto anchor chart with visual reminders and glue down your image under.

You Do: Pass students out Foundations paper and send them back to their seats and instruct them to draw, and if they feel like they can write, their favorite animal. Set stamina meter timer as appropriate and tell students that this is something where they cannot ask you any questions.

Closing: Allow students to come to the carpet and meet with their PB&J partner. Give them time to answer two questions: what did you make and did you try any of the strategies to make them?

Assessment:

Formal- Students workbook page.

Informal- Listening to student conversations

Differentiation:

Visual support to help students establish ideas

Movement breaks (brain break cards, GoNoodle, Simon Days, breathing) to transition between parts of activity.

Friday

Lesson Objective: What do I do when I'm done writing something?

Language Objective: SWBAT identify different tactics they can use to continue revising their work.

Introduction: All week we have been discussing how to work independently, or on our own. But sometimes we might finish our work. Instead of sitting there and saying we have nothing to do, there are different ways we can fill the time and make our writing even better!

I Do: On board, create an anchor chart of different things that students can do to their work when they feel like they finished: add more to your pictures, label the image, add colors to my pictures

Mini Lesson/ We Do: Under Elmo, tell students that together you are going to be drawing the sky. Only draw the sun, and then go through each step of the checklist and take student answers. Edit the image using this and ask students which looked better.

You Do: Have students go back through their writing folder and look at their previous work. Ask them to go through and find something they could add steps to. As students do so, walk around and make recommendations based off of the chart.

Closing: "Who added more to their picture today? Who started something new? Let's give them a cheer!" Revisit the chart: "Next week, we'll keep practicing what good writers do when they finish!"

Assessment:

Formal- Students workbook page.

Informal- Observe what students look at chart or are following its instructions.

Differentiation:

Visual support to help students establish ideas

Movement breaks (brain break cards, GoNoodle, Simon Days, breathing) to transition between parts of activity.