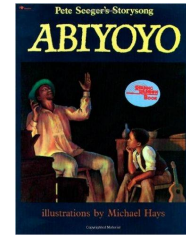
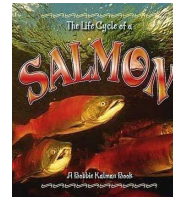


Unit 1: Our Community

Steps for Watercolor Painting



WEEK 2 Day 1

Writing Basics
Deconstruction: Why We Write

Content Objective	I can name different types of texts. (R.8.K.a, R.8.K.b)
Language Objective	I can describe what I observe about a text. (SL.1.K.a)
Vocabulary	<p>communicate: to share an idea by talking, writing, or showing someone else</p> <p>purpose: the reason for doing or creating something</p> <p>author: the writer of a story, book, or other text</p>
Materials and Preparation	<p>Read Writing: Introduction to Writing Basics (in the Introduction documents).</p> <ul style="list-style-type: none"> ● examples of texts written for different purposes: <ul style="list-style-type: none"> ○ <i>Abiyoyo</i>, Pete Seeger ○ <i>The Life Cycle of a Salmon</i>, Bobbie Kalman ○ “Steps for Watercolor Painting” (from Art Studio, Week 4) ● Why We Write sheets: <i>Abiyoyo</i>, <i>The Life Cycle of a Salmon</i>, “Steps for Watercolor Painting” ● marker and chart paper Prepare the following Why We Write chart. <div style="border: 1px solid black; width: 50%; margin: 10px auto; padding: 10px; text-align: center;"> <p>Why We Write</p> </div> <ul style="list-style-type: none"> ● scotch tape, for attaching the Why We Write sheets to the chart ● blank paper, one sheet for each child

<p>Opening 1 minute</p>	<p>Gather the children in a circle on the rug.</p> <p><i>This year in kindergarten, we are going to communicate—or share—our ideas in many different ways. One way we can communicate with each other is by talking. Another way we can communicate is by drawing and writing. Every day we will have a Writing time, when we will learn about how writers communicate through writing, and we will draw and write, too!</i></p>
<p>Deconstruction 13 minutes</p>	<p><i>Let’s take a look at some of the texts we will use this year and think about their purpose—why they were written—and how they communicate.</i></p> <p>Hold up <i>Abiyoyo</i>. <i>We have been reading Abiyoyo, by Pete Seeger. Why do you think Pete Seeger wrote this book? What is he communicating?</i></p> <p>Harvest several ideas and record them on the <i>Abiyoyo Why We Write</i> sheet.</p> <p><i>Here is another book we will read this year.</i></p> <p>Hold up <i>The Life Cycle of a Salmon</i> and flip through the pages. <i>This book looks different to me than Abiyoyo. What do you notice about this book?</i></p> <p>Harvest several ideas. <i>Do you think Bobbie Kalman, the author, is communicating the same thing as Pete Seeger, or something different?</i></p> <p>Harvest several ideas and record them on the <i>The Life Cycle of a Salmon Why We Write</i> sheet.</p> <p><i>Here is another text we will use in a few weeks.</i></p> <p>Hold up “Steps for Watercolor Painting.” <i>This text looks different than the others. What do you notice about this text?</i></p> <p>Harvest several ideas. <i>What do you think this author is communicating?</i></p> <p>Harvest several ideas and record them on the “Steps for Watercolor Painting” Why We Write sheet.</p> <p>Indicate the Why We Write chart. <i>I am going to put all of your ideas about what these authors are trying to communicate here, on this chart. The title of this chart is Why We Write. It will help us keep track of the different ways writers communicate. We will keep adding to this chart as we explore more texts. As you sort books at the Library & Listening Center, you might discover more reasons that writers write.</i></p> <p>Tape the Why We Write sheets to the chart. Note that tape should be used instead of glue so the papers can be moved and grouped as more are</p>

<p>Individual Construction 15 minutes</p>	<p>added.</p> <hr/> <p>Introduce pencils as a tool that will be used for writing throughout the year, including classroom-specific expectations for where they will be stored, how to indicate they need sharpening, etc.</p> <p>Have children engage in writing to communicate about themselves in a way that is helpful for beginning the school year. For example, children might make name tags or draw self-portraits. Children can begin these tasks in pencil, with time to add color and share their work allotted on future days</p> <p>As materials and tasks are introduced, model asking clarifying questions, and invite the children to ask questions when they do not understand.</p>
<p>Closing 1 minute</p>	<p><i>Today we learned that writing is one way to communicate. We also learned that authors write to communicate different things. We were able to communicate through writing and drawing working independently at our seats. Tomorrow we will continue this work!</i></p> <p>Note: Leave the Why We Write chart posted. You will continue to reference and add to it throughout the unit.</p>
<p>Standards</p>	<p>R.8.K.a Identify texts that tell stories. R.8.K.b Identify texts that provide information. SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Listen for and make note of children’s discussion. What do they notice about the texts? What do children already know about the purposes of writing?</p>

Notes