## Background Section

- Abstract

## Unit Section

- Resources and Materials Needed
- Why a script?
- Overview of Sessions – Teaching and Learning Points
- Lesson Plans

## Resource Materials

- See Separate Packet

*Please note: A unit may have additional information under the background section.*
Abstract
In this fourth unit, Pattern Books, students are invited to write multiple pattern books just like the ones they have been reading. Since reading and writing go hand in hand, this unit will help make this connection very visible to students. While this unit uses patterns to help students write, the focus of this unit is on meaning. Students learn that pattern books are not just books with repeating words rather they are books with repeating words that communicate meaning and that even the smallest books can hold big meaning. This unit allows writers to build on what they have already learned using labels and sentences to support the writing of pattern books just like the ones they have been reading in their leveled libraries. This unit is a great opportunity to empower your writers by giving them an authentic purpose for writing and expanding the classroom library. Many of these pattern books will find their way into the classroom library and provide even more reading choices.
Resources and Materials Needed

1. Plan immersion activities to build background and understanding of pattern books. See Immersion Section for suggestions.

2. Select mentor texts for the unit of study.

3. Assessment rubric, checklist or other assessment measures

4. Ongoing class charts (See resource packet)

5. Chart paper to record information developed throughout the unit

6. Blank booklets for drafting and final pieces- Paper Options (See resource materials section)

7. A basket or other type of container to add student work into the classroom library.

8. Student samples previously collected.

9. Copies of items in Resource Materials Section for students

10. Student dry erase boards and markers.

Writing Unit of Study -
Kindergarten, Pattern Books, Unit 4

Why a Script?

Teachers, whether new to the profession, Writing Workshop, or to the Common Core Standards can benefit from scripted lesson plans. A script serves as a “writing coach” by guiding instruction to include routines, procedures, strategies, and academic vocabulary. The goal over time is that teachers will no longer need scripted lessons because they will have studied and gained procedural knowledge around writing workshop, the Common Core, and the units of instruction. The script is a framework from which teachers can work -- rewrite, revise, and reshape to align with their teaching style and the individualized needs of their students. Furthermore, the scripted lessons can also be easily utilized by student teachers or substitute teachers.

Additional lesson information:

Share Component –
Each lesson includes a possible share option. Teachers may modify based on students’ needs. Other share options may include: follow-up on a mini lesson to reinforce and/or clarify the teaching point; problem solve to build community; review to recall prior learning and build repertoire of strategies; preview tomorrow’s mini lesson; or celebrate learning via the work of a few students or partner/whole class share (source: Teachers College Reading and Writing Project). See Resource Materials Packet for more information – Some Possibilities for Purposeful Use of the Share Time.

Mid-workshop Teaching Point –
The purpose of a mid-workshop teaching point is to speak to the whole class, often halfway into the work time. Teachers may relay an observation from a conference, extend or reinforce the teaching point, highlight a particular example of good work, or steer children around a peer problem. Add or modify mid-workshop teaching points based on students’ needs.

Assessment –
Assessment is an essential component before, during and after a unit to determine teaching points and plan for individual and small group work. See Assessment link on Atlas Rubicon for more detailed information and options (e.g. on-demand procedures and analysis, proficiency checklists for product, behaviors and process, formative assessment strategies, writing continuums, see and hear observational sheets, etc.)
Overview of Sessions – Teaching and Learning Points

Alter this unit based on students’ needs, resources available, and your teaching style. Add and subtract according to what works for you and your students.

Imagination Phase

Concept I: Writers study mentor text to identify characteristics of Pattern books to frame their writing. Sample – please see Immersion Phase section for more information.

Sessions 1-3 Writers read, study, and chart noticings about Pattern books. Generate list of possible story ideas. Additional sessions/activities may be added depending if immersion is done during reading, writing time or both.

Concept II: Writers use patterns to communicate meaning.

Session 1 Writers use reading books to write patterns
Session 2 Writers think about what they want to say about their topic
Session 3 Writers make sure all of their pages go together and make sense.
Session 4 Writers use pictures to provide meaning that supports the reader
Session 5 Writers plant picture clues to tell even more than the words

Concept III: Writers write elaborate pattern books.

Session 6 Writers write for readers
Session 7 Writers write surprise endings
Session 8 Writers use see-saw structures
Session 9 Writers use question-answer structures.
Session 10 Writers work to communicate meaning through the title

Concept IV: Writers finish and publish their pattern books.

Session 11 Writers choose their best piece of writing to edit.
Session 12 Writers practice and share reviews of their pattern books.
Session 13 Writers sort their pattern books to add to the class library.
Writing Unit of Study -  
Kindergarten, Pattern Books, Unit 4

Unit Section

Concept I: Writers use mentor text to study characteristics of Pattern book stories and generate story ideas

The purpose of the immersion phase is for students to develop a good understanding of a Pattern book (writing that uses repeating words to communicate meaning), purposes of Pattern book, and the characteristics of Pattern books. Basically, students are thinking about, “How do these kinds of text tend to go?” The goal is to move students from explorers of Pattern book stories to writers of Pattern books. The immersion phase could last for 2-4 days.

Concept I is considered the immersion phase of the unit. The immersion phase is meant to be done before starting the mini-lesson sequence (concepts II-V). It is recommended that teachers spend several days on immersion activities. The writing unit is based on the assumption that students, through immersion, have developed background knowledge of Pattern book stories and started collecting their own story ideas. Teachers may want to keep their own collection of story ideas so they can model leading a “Writerly Life,” and use it as a resource if they decide to write their own stories. It is suggested that most immersion activities take place during reading. These may be done during read aloud, shared reading, reading workshop or writing time.

These lessons follow an inquiry approach; therefore, there are no specific mini-lessons. Teachers should follow the lead of their students -- notice, restate, negotiate what they say in order to bring meaning and understanding. This is a time for students to notice the characteristics of Pattern books stories and view them through a writer’s lens. Text selection should include published books as well as student authored work.

Some important ideas to focus on during this phase:

Pattern books:

- communicate meaning (author’s purpose)
- have a topic
- have words that talk about the topic
- have a repeating sentence or sentence structure
- can be fiction or non-fiction
- have titles that hold the pages together
- can have a twist at the end or surprise ending
- can have a see-saw repeating sentence structure (I like ice cream. My Mom does too!)
- can have a question/answer structure
- have pictures that support words and add meaning
- have sight words (high frequency words)

Immersion Activities for Pattern Book Stories
The following is a collection of immersion activities that teachers may do. These may be done during read aloud, shared reading, reading workshop or writing time.

1. Study Mentor Text and develop overarching anchor charts. There are many different types of Pattern books that are recommended for this unit. Please see the Resource Material packet for the teacher resource chart. This resource will help teachers locate books within their own libraries to support immersion for this unit. Anchor charts should be co-constructed by teacher and students during this phase based on what the class finds as they study mentor text. These charts will be used as a reference throughout the unit of study possible anchor charts:
Possible areas to explore using mentor texts:

A. Develop Core Anchor Chart - What Makes a Good Pattern Book? This chart should be co-constructed during this phase based on what the class finds as they study mentor text. This chart will be used as a reference throughout this unit of study. Example:
   ○ about a topic
   ○ have words that talk about the topic
   ○ similar structure on every page
   ○ conveys meaning
   ○ have titles that hold the pages together
   ○ can have a twist at the end or surprise ending
   ○ have pictures that support words and add meaning (pictures say more than words)
   ○ have sight words (high frequency words)

B. Story Ideas: Generate a list of possible story ideas that the class or individuals could write. Example: Pattern Book Ideas
   ● My ideas (Things I know about and matter to me)
   ● My friends (Interview friends to see what type of books they like to read)
   ● Books (ideas from other books)

C. Craft: Discover author’s craft unique to or typical of Pattern books. Examples: twist at the end, pictures add to meaning, etc.

D. Organizational Pattern: title holds pages together, repeating sentence structure, possible twist or surprise ending, question/answer or see-saw pattern

E. Details: In illustrations—illustrations add to the meaning

F. Qualities of Good Writing: Throughout the unit of study, students will revisit familiar text to study specific things. (Author’s purpose, word choice, endings, etc)

Possible Immersion Sessions

Sessions 1-3: Read-aloud mentor text and create a chart of What Makes a Good Pattern Book (See Resource Materials Packet)

Session 4: Generate a list of possible story ideas to be used throughout the unit. Students could interview peers on what types of books they enjoy for possible story ideas
## Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>1</th>
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<tbody>
<tr>
<td>Concept</td>
<td>Writers use patterns to communicate meaning.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers use reading books to write patterns</td>
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</table>

### Materials

- Mentor texts- My School by Michelle Dufresne and I See by Rozanne Williams or other simple pattern books (See Resource Materials Packet)
- Pattern Book Ideas-Anchor Chart (created in Immersion)
- Leveled book baskets
- Writing Booklets/paper (6-8 pages)(See Resource Material Packet for paper samples)
- Marker

### Tips

- This unit should not be taught in a heavily prompted way. It should not have a “story starter kit” feel. The purpose is to focus on meaning rather than the “pattern of the day”.
- This would be a great unit to type up student work to add to the classroom library. Teachers should begin thinking about how to manage the publishing of the student’s books. Students should not be spending time re-writing their books. One option could be photocopying the pictures to add to typed versions of the student booklet.
- Some writers will still be writing with labels. In this unit you will want to show them how the label can go under the picture on the writing line. They would then be making level A books.

### Connection

- “Writers I looked all around our classroom the other day during reader’s workshop and I saw all of you reading and I realized you are quickly reading through all of the books we have in our library and that we may need more books. Now that we are all drawing pictures and writing words I think we are ready to fill these baskets (leveled book baskets) with our own books. I thought maybe you would be willing to write books like the ones we have been reading.”
- “Today I am going to teach you how we can be writers of the kinds of books we have been reading.”

### Teach

- “We noticed when we were reading our pattern books that they used a repeating structure or words that repeat on each page. I want to show you how you can make a pattern book just like that. First I need to think about a topic or what I want to write about. I can use what I know or what I know about my friends or I could get an idea from a book I read.” (Refer to Pattern Book Ideas-Anchor Chart)
- “I am going to write about something I know a lot about, I am going to write about hiking. Today I think I am going to write about hiking.”
- “Next I can think about all the different patterns I know about from the books I have been reading. In the book My School the author used the pattern Here is...”
- “I can make my book like My School. The pages of my book would go like this...Here is my hiking pole, Here is my hiking map, etc. (teacher quickly writes across the pages)
- “Did you see how I first thought about my topic? Then I thought about a pattern from a book that I could use to help me make my book.”

### Active Engagement Part 1

- “Writers let’s try this together. First we need to think of a topic or what we want to write about. (Teacher can reference Pattern Book Ideas- Anchor chart) Class decides on a topic.
- “We decided to write about something we know a lot about. The playground. Let’s write a pattern book about the playground.”
- Now we have to think about a pattern that we could use to help us make our own pattern book. Let’s use the pattern, like in the book I See by Rozanne Williams, I see a …. “
- “Our book could go like this, I see a slide, I see a …Turn to your partner and tell them something else we could add to our pattern book about what we see on the playground”
### Writing Unit of Study - Kindergarten, Pattern Books, Unit 4

#### Part 2
- (Teacher writes several pages of the ‘I see a ‘in a booklet.)
- “Let’s reread together our class pattern book to make sure we have used repetition or the words repeat on every page.” (Class reads book together.)
- “Now each of you can try this. First you need to pick a topic (refer to Pattern Book Ideas chart). Teacher gives students some wait time to think about their topic. “Give me a thumb up when you have your topic. “
- “Next you need to think of a pattern you could use to write your pattern book. Give me two thumbs up when you are ready.”

#### Link
- “Writer’s it is time for you to begin writing pattern books just like the ones you have been reading. Writers those of you who have two thumbs up can grab a booklet and begin writing your pattern book”
- Teacher will assist any students remaining with additional help

#### Mid-Workshop Teaching Point
- “Writers I was noticing that many of you are writing patterns that use words like: I can, or I see. I want to show you that when writers write they need to make sure that the first word in their sentence is always a capital letter. Watch as I show you how...”

#### After-the-Workshop Share
- “Wow! Look at all of the great pattern books you worked so hard to write today. I noticed that some of you wrote about things you knew a lot about but some of you wrote books about things that their friends were interested in. We have so many ways we can get ideas for our books. (Teacher again reads chart Pattern Book Ideas)
- Tomorrow we are going to write more pattern books and then we can begin to put them in our own ‘Just Right’ reading bins.”
- See Resource Materials Packet for other Share options
## Lesson Plan

<table>
<thead>
<tr>
<th>Concept</th>
<th>Writers use patterns to communicate meaning.</th>
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<tbody>
<tr>
<td>Teaching Point</td>
<td>Writers think about what they want to say about their topic.</td>
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</table>

### Materials

- Writing booklets/paper (See Resource Materials Packet for paper samples)
- Chart Paper
- Marker
- This class book will be used again in session 5

### Tips

- This lesson should not be the first time teachers begin to talk about the heart of the story (main idea). Main idea should be taught during shared reading, read aloud, and guided reading on a regular basis.
- Teacher can individually ask students during writing time what the big idea they are trying to communicate or tell their reader.
- This unit should not be taught in a heavily prompted way. It should not have a “story starter kit” feel. The purpose is to focus on meaning rather than the “pattern of the day”.
- This would be a great unit to type up student work to add to the classroom library. Teachers should begin thinking about how to manage the publishing of the student’s books. Students should not be spending time re-writing their books. One option could be photocopying the pictures to add to typed versions of the student booklet.
- Some writers will still be writing with labels. In this unit you will want to show them how the label can go under the picture on the writing line. They would then be making level A books.

### Connection

- “Writers yesterday we learned that when we want to write a pattern book, just like the ones we have been reading, we first have to think of a topic and then think of a pattern we could use to write about that topic.”
- “Today I am going to teach you that when writers plan their pattern books they think about their topic and what they want to say about their topic.”

### Teach

- “When I was thinking about my topic on hiking, I also started thinking about all the things I could write about hiking. For example, I could write about the equipment I use when I hike, or the places I like to hike, or even the things I see on my hike.”
- “First, (teacher holds up one finger) I am going to think of my topic, hiking”
- Next, (teacher holds up second finger), I am going to think about what I want to say about my topic. I want to write about all the things I see on my hikes. On my hikes I usually see trees, birds, squirrels, signs, and other people.”
- “Then (teacher holds up third finger) I am going to think of some repeating words that could help me write my pattern book. Words like: I see, When I am hiking I see, or I look at the birds when I hike.”
- “I think I am going to use the words, I look at the xxx when I hike, to help me write my pattern book. The pages of my book would go like this: I look at the trees when I hike. I look at the birds when I hike. I look at the squirrels when I hike. Did you see how I first thought of my topic, (teacher holds up first finger) then thought about what I wanted to say about my topic, (teacher holds up second finger) and finally (teacher holds up third finger) I thought about the words I could use to help me write my pattern.”

### Active Engagement

- “Writers let’s try this together. Let’s write a class a pattern book about our classroom.”
- (Teacher holds up one finger.) “We have thought of our topic, our classroom. Now we need to (teacher holds up second finger) to think of what we want to say about our classroom. Do we want to say that we do fun things in our classroom, or that we learn about a lot of important information in our classroom, or that our classroom has lots of neat things? Turn to your partner and decide what we want to say about our classroom.”
- After students turn and talk decide on what they want to say about their classroom or topic.
● (Teacher holds up third finger.) “Writers now we need to think of the words that could use to help us write our pattern. Words like, In our classroom we like, or We like to.” Turn to your partner and tell them other words we could use to help us write our pattern book.”

● After students turn and talk teacher will call on several students to share words to use to help write pattern.

● “We could use the words ‘We like to . . .’ to help us write our pattern book. The pages would go like this: We like to read. We like to write. We like to eat snack. We like to play Dinos.” (Teacher writes each pattern sentence on a blank page for a class book.)

Link

● “Writers today and every day when you are getting ready to start a pattern book you need to first (teacher holds up first finger) think about a topic, then you will (teacher holds up second finger) think about what you want to say about your topic, and then (teacher holds up third finger) you will think of words that you can use to help you write your pattern book.”

Mid-Workshop Teaching Point

● “Writers please stop writing and look at me. Writers touch your first finger and tell yourself the topic of your pattern book. Now writers touch your second finger and tell yourself four things you want to say about your topic. Finally, writers point to the words on your page that you are using to write your pattern.”

● “Remember writers if you finish your pattern book and want to start new one (teacher holds up first finger) first think of your topic, (teacher holds up second finger), then think about all you want to say about your topic, (teacher holds up third finger), and then think of the words that could help you write your pattern.”

After-the-Workshop Share

● Teacher begins creating anchor chart- How to Write a Pattern Book (See Resource Materials Packet for sample)

● “Writers today we learned that when we want to write a pattern book we have to do three things. 1) Think of a topic 2) Think about what I want to say about my topic 3) Think of a pattern

● See Resource Materials Packet for other Share options
Writing Unit of Study -
Kindergarten, Pattern Books, Unit 4

Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>3</th>
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<tbody>
<tr>
<td>Concept</td>
<td>Writers use patterns to communicate meaning.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers make sure all of the pages go together and make sense.</td>
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</table>

Materials

- Writing booklets/paper (See Resource Materials Packet for paper samples)
- Mentor Text- Life at the Beach by Rose Lewis or any other simple pattern book
- How To Write a Pattern Book- Anchor Chart created in session 2

Tips

- This unit should not be taught in a heavily prompted way. It should not have a “story starter kit” feel. The purpose is to focus on meaning rather than the “pattern of the day”.
- This would be a great unit to type up student work to add to the classroom library. Teachers should begin thinking about how to manage the publishing of the student’s books. Students should not be spending time re-writing their books. One option could be photocopying the pictures to add to typed versions of the student booklet.
- Some writers will still be writing with labels. In this unit you will want to show them how the label can go under the picture on the writing line. They would then be making level A books.

Connection

- “Writers yesterday we continued writing more pattern books, just like the ones we have been reading.”
- “Today I am going to teach you that when writers write pattern books they need to make sure that all of their pages go together and make sense so the reader can understand what their book is about.”

Teach

- “When we read the book Life at the Beach by Rose Lewis, we noticed that the story was all about the things you could see at the beach. Like crabs, and starfish, the author did not write, look at the cow or look at the pig, because that would not make sense and it would not fit with the rest of the pages about the beach. Rose Lewis made sure that all her pages were about things you can see at the beach, so the reader would understand what her book was about. Watch as I show you how you can think about making sure your pages go together and make sense just like Rose Lewis did.”
- “First I need to think of my topic or idea. I know I will write about one of our favorite characters, Huggles.”
- Next, I am going to think about what I want to say about Huggles. I know that Huggles loves to hug so I want my words to be all about how Huggles loves to share his hugs.”
- I thought I would try using the words ‘Huggles loves to hug’ to help me write my pattern book.”
- Teacher begins writing a few pages of the book.
- “Now, I need to stop and check my story and make sure that I am helping my reader by making sure all my pages are about what Huggles love to hug. (Teacher rereads what has been written) Yes, these pages fit together and make sense. They are all about what Huggles loves to hug.
- “I did not write about what Huggles likes to eat because that would not make sense and fit with the other pages about how Huggles loves to hug.”
- “Did you see how I decided on my topic, thought about what I wanted to say about that topic, and then made sure that my pages were about the topic? Writers do this to help the readers understand their story.”

Active Engagement

- “Now you are going to help me make sure the rest of my pages go together and make sense.”
- Teacher turns page and continues to write a few more pages then reads book to students.
<table>
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<tr>
<th>Writing Unit of Study - Kindergarten, Pattern Books, Unit 4</th>
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<tbody>
<tr>
<td>● “Now I want you to turn to your partner and decide if the rest of my pages go together and make sense.”</td>
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<tr>
<td>● Ask students how they know the pages go together and make sense.</td>
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<th>Link</th>
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<tr>
<td>● Teacher adds to the anchor chart How to Write a Pattern Book</td>
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<tr>
<td>● “Writers today as you are writing your pattern books you need to 1) think about your topic 2) think about what you want to say about your topic 3) think of a pattern and lastly 4) make sure the pages go together.”</td>
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<tr>
<th>Mid-Workshop Teaching Point</th>
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<tr>
<td>● “Writers remember we can use the Word Wall to help write our pattern books. We can use words like he, we, and go. Those are words from our Word Wall or words we should be able to read and write in a snap.”</td>
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<tr>
<td>● Or “Writers let me show you what to do if your pages do not go together, you can…”</td>
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<tr>
<td>● “Writers choose one of your books to read to your partner. Your partner is going to listen and help you make sure that all the pages make sense and go together.”</td>
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<tr>
<td>● See Resource Materials Packet for other Share options</td>
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## Writing Unit of Study - 
### Kindergarten, Pattern Books, Unit 4

### Lesson Plan

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<thead>
<tr>
<th>Session</th>
<th>4</th>
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<tbody>
<tr>
<td>Concept</td>
<td>Writers use patterns to communicate meaning.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers use pictures to provide meaning that supports the reader.</td>
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### Materials

- Mentor Text - *The Dog* by Rozanne Williams or any other simple Pattern book which has strong picture support (See Resource Materials Packet)
- Student writing folders
- Class book from Session 2
- *(What Makes a Good Pattern Book )-Anchor Chart (See Resource Materials Packet)*

### Tips

- This lesson should not be the first time students are introduced to using pictures to support their reading. Using picture clues should have been modeled multiple times in shared reading before this lesson.
- This unit should not be taught in a heavily prompted way. It should not have a “story starter kit” feel. The purpose is to focus on meaning rather than the “pattern of the day”.
- This would be a great unit to type up student work to add to the classroom library. Teachers should begin thinking about how to manage the publishing of the student’s books. Students should not be spending time re-writing their books. One option could be photocopying the pictures to add to typed versions of the student booklet.
- Some writers will still be writing with labels. In this unit you will want to show them how the label can go under the picture on the writing line. They would then be making level A books.

### Connection

- “Writers yesterday while we were writing our pattern books we were making sure that our pages fit together and that they made sense. We did this to help the reader understand what our story was about. We know that as readers we always need to think about what the story is about but sometimes when we read books there are words that we may not know and one thing we can do to help ourselves is to look at the picture to help figure out the word.
- “Today I am going to teach you another thing writers do to help the readers. Writers add to the picture to make sure that the picture provides support or helps the reader.”

### Teach

- “Writers we noticed when we were reading our mentor texts (teacher refers to What Makes a Good Pattern book chart created in Immersion) that pattern books have pictures on every page and these pictures can support or help the reader with tricky words on the page.”
- “Let’s revisit our mentor text *The Dog* to see how the author Rozanne Williams and the illustrator Jim Caputo worked together to include pictures that help the reader with the tricky words.”
- Teacher begins to reread mentor text. “Writers I am thinking ‘sit’ might be a tricky word for some readers. I noticed that the picture shows the dog sitting down and this picture would support or help the reader figure out the tricky word, sit. On the next page I think the tricky word might be run. Again, I looked at the picture and noticed the dog is running to catch the ball. This picture of the dog running to catch the ball will help the reader figure out the tricky word, run.”
- “The author and illustrator of *The Dog* were careful to think about what needs to be in the picture for their readers to understand the tricky words?”

### Active Engagement Part 1

- “Writers, we created a book the other day about our classroom. We are going to reread and think about the pictures we need to add to help the reader. (Teacher displays class pattern book started in lesson 2.)
- “Our first page says ‘We like to read.’ I think the tricky word for the first page of our book is going to be ‘read’. Turn to your learning partner and tell them what the picture should look like to help the reader figure out the tricky word, ‘read’.”
### Writing Unit of Study - Kindergarten, Pattern Books, Unit 4

<table>
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<tr>
<th>Part 2</th>
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| ● Students turn and talk to their partners.  
● "Teacher chooses several students to share ideas about what the picture should include."  
● "Writers I think we can agree that our picture for this page should include students reading books in the classroom. (Teacher quickly sketches a picture on the class book page that shows students reading in the classroom.)  
● "Writers please take out one of your pattern books. Reread a page and choose one word that you think might be a tricky word for your reader."  
● "Turn to your partner and tell them what you could add to your picture just like our mentor author did that would help support your reader as they try to figure out the tricky word."  
● Students turn and talk to partners sharing what they could add to the picture to help support the reader with the tricky word. | 

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<td>● &quot;Writers as you are writing your pattern books you will need to think like our mentor author and illustrator, Rozanne and Jim, to make sure you are drawing pictures that would help support your reader with the tricky words.&quot;</td>
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<td>● &quot;Writers, I want to show you how when Joe was writing he was making sure he used spaces in between his words.&quot;</td>
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<th>After-the-Workshop Share</th>
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| ● "Writers get with your partner and tell them how your picture helps support the reader with the tricky words."  
● See Resource Materials Packet for other Share options |
Lesson Plan

**Session 5**   **This is an advanced lesson—Please try and provide feedback**

**Concept**   Writers use patterns to communicate meaning.

**Teaching Point**   Writers plant picture clues to tell even more than the words (Inferencing)

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<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Mentor Text - <em>I See</em> by Rozanne Williams, <em>Cat on the Mat</em> by Brian Wildsmith or any other simple pattern book that provides picture clues for meaning and inferencing (See Resource Materials packet for Mentor Text suggestions)</td>
</tr>
<tr>
<td>● Classroom library bin for student work</td>
</tr>
<tr>
<td>● Class pattern book from session 2</td>
</tr>
<tr>
<td>● How to Write a Pattern Book-Anchor chart</td>
</tr>
</tbody>
</table>

**Tips**

- The big idea is to help children understand that even the smallest books hold meaning
- This lesson should not be the first time students are introduced to using pictures to support their reading. Using picture clues should have been modeled multiple times in shared reading before this lesson.
- This unit should not be taught in a heavily prompted way. It should not have a “story starter kit” feel. The purpose is to focus on meaning rather than the “pattern of the day”.
- This would be a great unit to type up student work to add to the classroom library. Teachers should begin thinking about how to manage the publishing of the student’s books. Students should not be spending time re-writing their books. One option could be photocopying the pictures to add to typed versions of the student booklet.
- Some writers will still be writing with labels. In this unit you will want to show them how the label can go under the picture on the writing line. They would then be making level A books.

**Connection**

- “Yesterday we learned that writers like, Rozanne Williams make sure their pictures support or help the reader to figure out the tricky words on each page.”
- “Today I am going to teach you another thing that writers do to their pictures to help the reader. Writers sometimes put clues in the picture that tell even more than what the words say.”

**Teach**

- (Teacher holds up mentor text *I See.*) “Remember when we were reading the book *I See* and we noticed that the characters on each page were carrying items for a party. (Teacher opens mentor text to first page.) We also noticed that the words on each page, (Teacher points to word and rereads pages.) ‘I see the cat. I see the dog.’ did not tell us about the party items the animals were carrying. We just knew they were going to a party because the writer put clues in the pictures to help us think about what the story is all about. Another book we read was *Cat on a Mat*. In this story we noticed that the cat was getting more and more angry on each page, but the words did not tell us this. The words said, The cat sat on the mat, The dog sat on the mat... the writer gave us clues in the pictures about how the cat felt about the animals on the mat. The words just tell us who is on the mat but the pictures tell us more, which helps us think about what the story is about.”
- “Writers, I thought we could try this too! (Anchor Chart- How to Write a Pattern Book) First we can think about a topic. Let’s write about rain. Next I need to think about what I want to say about rain. I know we do not like rain because then we have to stay inside for recess. I want my book to be all about the things we see outside our window when it rains. Like lightening, wind, dark clouds. Next I have to think about my pattern. We could say, I see the dark cloud, I see the wind, etc."
- Teacher begins writing out the story across the pages.
- “Now I am going to make the pictures. If our story is about how we do not like rain, I am going to have to make sure my pictures help the reader understand that we do not like rain.”
- “For this first page it says, I see the dark cloud, hmm... what could I do to my picture to help the reader
### Writing Unit of Study - Kindergarten, Pattern Books, Unit 4

|know I am not happy I see the dark cloud?|

#### Active Engagement
- “Turn to your partner and tell them what we could put in the picture to help the reader understand that we do not like the rain.”
- After students turn and talk ask several students to share ideas of what could be put in the picture.
- “Writers many of you suggested we should make sure that our faces look sad or mad, and this would help the reader understand what the story is about, that when it rains outside we do not like it.”
- Teacher continues writing each page with students helping with picture cues.
- “Writers did you see how when we thought about what we wanted to say about our topic, rain we really thought about what we wanted the reader to know. We wanted them to know that we do not like rain. We thought about the words and what our pictures could look like to help the reader.”

#### Link
- “Today writers after you think about your topic you can think about what you want to say in your books, and how your pictures can help the reader understand what you are trying to say.”

#### Mid-Workshop Teaching Point
- “Writers, I noticed that when Kiera was getting started she said to herself, what do I want to say in my book? She was thinking about what was the big idea she wanted the reader to learn about her book, then she thought about the words and pictures she could use to help her reader understand her story.”

#### After-the-Workshop Share
- Mini-celebration
- “Writers you have been working so hard to write all of these great pattern books. We are writing these books because we wanted to add more books to our library just like the ones we have been reading.”
- “Writers please choose what you think is your best pattern book so far to add to the new basket in our classroom library so that we will have even more books to choose from.” (See tips for classroom libraries)
- See Resource Materials Packet for other Share options
## Lesson Plan

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<tr>
<th>Session</th>
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<tbody>
<tr>
<td>Concept</td>
<td>Writers write elaborate pattern books.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers write for readers.</td>
</tr>
</tbody>
</table>

### Materials

- Teacher prepared pattern book with pages left to write
- Student dry erase boards and markers

### Tips

- Teachers should have a management system in place for having students use dry erase boards during a writing lesson.
- Students should have been taught, through interactive and shared writing, and have had lots of practice with quickly locating words on the word wall and writing them quickly on the page before this lesson.
- Students should have previously been taught how to “clap-out” words.
- This unit should not be taught in a heavily prompted way. It should not have a “story starter kit” feel. The purpose is to focus on meaning rather than the “pattern of the day”.
- This would be a great unit to type up student work to add to the classroom library. Teachers should begin thinking about how to manage the publishing of the student’s books. Students should not be spending time re-writing their books. One option could be photocopying the pictures to add to typed versions of the student booklet.
- Some writers will still be writing with labels. In this unit you will want to show them how the label can go under the picture on the writing line. They would then be making level A books.

### Connection

- “Writers we have been writing all of these great pattern books and adding them to our class library. Today I am going to teach you that writers use different strategies to help them write the words in their pattern books so that the reader can read all of their words.”

### Teach

- “Writers I have noticed that many of the words you are using in your pattern books are words from our word wall. Using words from our word wall is a very powerful tool. We can write these words in a snap, quickly with little effort, so you can spend more time on the words you don’t know.”
- “One strategy writers use to help them write words they don’t know is to clap and listen for the parts of the word. Let me show you how to do this.”
- “I wanted to add another page to my book I started about shopping. (Read teacher book) My next page is going to say I see the jacket. I know how to write my pattern in a snap. (Teacher quickly writes I see the on a blank page.)
- “I don’t know how to write the word jacket in a snap. One strategy I can use to help me figure out how to write the word jacket is to clap it. (Teacher claps jacket.) Jacket has two claps. I hear ‘jack’ and ‘et’. Next I am going to clap the word jacket again and slowly listen for the sounds I hear in the first part. (Teacher models clapping and saying slowly the first part j-a-ck.) I heard the sounds j -a-ck I am going to write the letters that make those sounds.”
- “Now I have to write the second part of Jacket. (Teacher claps and slowly says the second part of jacket). “I hear the sounds’ et’.I am going to write the letters that make those sounds.”

### Active Engagement

- “Writers let’s try this strategy together. I want to add another page to my pattern book about Shopping. I want this page to say I see the perfume. I know I can write my pattern in a snap. (Teacher quickly writes I see the)
- “Writers I do not know how to write perfume in a snap. Let’s clap the word perfume.”
- “Writers show me on your fingers how many claps we clapped for the word perfume. That’s right perfume
Writing Unit of Study -
Kindergarten, Pattern Books, Unit 4

<table>
<thead>
<tr>
<th>Link</th>
<th>“Writers as you are writing your pattern books and come to a word that you don’t know how to write in snap try using the strategy of clapping and listening for parts just like we learned and practiced.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Workshop Teaching Point</td>
<td>“Writers remember when you don’t know how to write a word in a snap we can . . . .”</td>
</tr>
</tbody>
</table>
| After-the-Workshop Share | “Writers choose one of your pattern books to share with your partner and one crayon.”  
“Your partner is going to read your pattern book. When your partner comes to a word he cannot read in your book underline the word with your crayon. This is a word that you will want to re-visit using our clapping strategy to make sure you have done your best to write all of the chunks and sounds you hear.”  
See Resource Materials Packet for other Share options |
Lesson Plan

<table>
<thead>
<tr>
<th>Concept</th>
<th>Writers write elaborate pattern books.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Point</td>
<td>Writers write surprise endings.</td>
</tr>
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</table>

**Materials**

- Worm is Hot Kathy Caple or other Pattern Book with surprise ending (See Resource Materials Packet)
- Premade teacher pattern book last page not written

**Tips**

- This unit should not be taught in a heavily prompted way. It should not have a “story starter kit” feel. The purpose is to focus on meaning rather than the “pattern of the day”.
- This would be a great unit to type up student work to add to the classroom library. Teachers should begin thinking about how to manage the publishing of the student’s books. Students should not be spending time re-writing their books. One option could be photocopying the pictures to add to typed versions of the student booklet.
- Some writers will still be writing with labels. In this unit you will want to show them how the label can go under the picture on the writing line. They would then be making level A books.

**Connection**

- “So far all of the pattern books we have been writing, just like the ones we have been reading, have had the same pattern on every page.”
- “Writers today I am going to teach you that sometimes authors write a surprise ending using a different pattern for the very last page.”

**Teach**

- “Many times writers use the same pattern on every page of their pattern book, but sometimes writers write a surprise ending on the last page that doesn’t use the same pattern that is written on the rest of the pages in the book.”
- “Our mentor author Kathy Caple wrote a surprise ending in her book Worm Is Hot. Let’s reread this book and listen closely for the surprise ending.” (Teacher rereads mentor text.)
- “Writers I noticed you all started laughing when we read the last page of the story. Kathy’s surprise ending ‘Worm blows away’ is funny and is different from the rest of the patterned pages in the book.”
- “Writing a surprise ending is something we can try in our pattern books just like Kathy Caple did.”
- “Did you notice that worm blows away because he used too many fans to cool off? Even though Kathy wrote a surprise ending it still made sense and fit with the other pages.”
- “Writers I wanted to try writing a pattern book with a surprise ending. First I thought about my topic, all the yummy things you can eat at a birthday party. Then I wrote down all the things I had to say about eating yummy things at a birthday party. My pattern book goes like this . . . (teacher reads teacher created pattern book). Cookies are yummy to eat at a birthday party; Cake is yummy to eat at a birthday party. Ice cream is yummy to eat at a birthday party. Cupcakes are yummy to eat at a birthday party.”
- “When I got to the end I wanted to write a surprise ending like our mentor Kathy Caple. I reread my book and thought about what would happen if I ate all of these things at a birthday party. I know . . . I would get a bellyache and bellyaches are yucky! ”
- “My surprise ending could go like this . . . Bellyaches at a birthday party are yucky!”
- “When writers want to write a surprise ending for their pattern books they reread their pages and think what would make sense and surprise the reader.”
<table>
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<tr>
<th><strong>Active Engagement</strong></th>
</tr>
</thead>
</table>
| ● “Writers what could be another possible surprise ending for my book?”  
| ● Teacher rereads her pattern book.  
| ● “We know that my book is about yummy things to eat at a birthday party, let’s think what could make a surprise at the end.”  
| ● “Writers turn to your partner and tell them a possible surprise ending that would make sense and surprise our readers.”  
| ● After turn and talk have several students share possible surprise endings.  
| ● Teacher writes surprise ending on last page.  
| ● “Writers we thought about my story and came up with an ending that made sense and surprised the reader.”  |

<table>
<thead>
<tr>
<th><strong>Link</strong></th>
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<tbody>
<tr>
<td>● “Writers, as you begin writing your pattern books you can think about your story and your pattern and think how you can change your ending too.”</td>
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<tr>
<th><strong>Mid-Workshop Teaching Point</strong></th>
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</table>
| ● Choose two students’ work to share that have a added a surprise ending.  
| ● “Writers please stop your writing and listen. You just have to hear the surprise ending Terry added to his pattern book . . .”  |

<table>
<thead>
<tr>
<th><strong>After-the-Workshop Share</strong></th>
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</table>
| ● “Writers it is time to surprise your readers with your surprise ending. If you wrote a pattern book with a surprise ending will you please add it to our pattern book basket so that we can read your pattern book and be surprised by your ending.”  
| ● See Resource Materials Packet for other Share options  |
Lesson Plan

Session 8
Concept Writers write elaborate pattern books.
Teaching Point Writers write see-saw structures

Materials

- Hard and Soft by Rose Lewis Mentor text- or other text with see-saw structure (See Resource Materials Packet)
- Blank booklet for teacher story

Tips

- This unit should not be taught in a heavily prompted way. It should not have a “story starter kit” feel. The purpose is to focus on meaning rather than the “pattern of the day”.
- This would be a great unit to type up student work to add to the classroom library. Teachers should begin thinking about how to manage the publishing of the student’s books. Students should not be spending time re-writing their books. One option could be photocopying the pictures to add to typed versions of the student booklet.
- Some writers will still be writing with labels. In this unit you will want to show them how the label can go under the picture on the writing line. They would then be making level A books.

Connection

- “We have learned many things writers can add to their pattern books. Like, pictures, pattern sentences, surprise endings. Today I am going to show you another thing writers can do in their pattern books to make them interesting. Writers can change the pattern back and forth on each page; this is called a see-saw pattern.”

Teach

- “Many times writers use the same pattern on every page but sometimes a writer may choose to change the pattern back and forth to help the reader understand the meaning of the story.
- “When we read the book Hard and Soft by Rose Lewis we noticed that on one page the author wrote about something that was hard and on the next page the author wrote about something that was soft. The next page was about something hard again and the next page something soft. This makes the story interesting to the reader and helps the reader understand that the writer is comparing things that are hard and soft.”
- “If I wanted to write a see-saw book first I would have to think about a topic. I want the reader to know about the foods I like.”
- Next I have to think about the see-saw pattern, if I say on one page I like to eat fish, my next page would say something different. Maybe I could say what I don’t like on the next page, I don’t like broccoli. So my see saw pattern would be what I like and what I don’t like. (Teacher writes a few pages with this pattern)
- “Did you notice how one page has a pattern and the next page has another pattern? Let’s try this together.”

Active Engagement

- “Let’s write a pattern book with a see-saw pattern together. First let’s think of our topic. How about if we write about animals.”
- “Next I have to think about what I want to say about my topic, I want to tell about what animals eat.
- “Now I have to think about the see-saw pattern, if I say on one page, ‘Here is a dog’, my next page would say something different. My next page would need to say what it eats.”
- “Turn to your partner and think about what this page could say”
- Teacher takes ideas
- “We could say, ‘Here is a dog. It eats bones.’” Teacher begins to write pattern book.
- “So on one page we tells what the animal is and on the next we say what it eats. One page has a
<table>
<thead>
<tr>
<th>Writing Unit of Study - Kindergarten, Pattern Books, Unit 4</th>
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</thead>
<tbody>
<tr>
<td><strong>pattern and the next page has a different pattern.</strong></td>
</tr>
<tr>
<td>• “Turn to your partner and think of another page we could add.”</td>
</tr>
<tr>
<td><strong>Link</strong></td>
</tr>
<tr>
<td>• “Writers today when you start a new pattern book, you need to first think about your topic and what you want to say about your topic. Then think you can think about what kind of pattern book you want to write to help the reader understand the meaning of your story. If you use a see-saw pattern you can think about how one page has a pattern and the next page has a different pattern.”</td>
</tr>
<tr>
<td><strong>Mid-Workshop Teaching Point</strong></td>
</tr>
<tr>
<td>• “Writers remember that when we begin writing a pattern book we always need to stop and ask ourselves, what is my story about?”</td>
</tr>
<tr>
<td><strong>After-the-Workshop Share</strong></td>
</tr>
<tr>
<td>• Have students bring writing folders to gathering spot</td>
</tr>
<tr>
<td>• “We have talked about many ways authors use pattern books to help readers understand the meaning of their story. They can add surprise endings, they can add clues to their pictures, or they can use a see-saw pattern. I want you to pick one of your pattern books to share with your partner. See if they can figure out what you did in your pattern book to make it interesting.”</td>
</tr>
<tr>
<td>• Tomorrow I am going to show you another way authors use pattern books to make the story interesting and help readers understand the story.”</td>
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Lesson Plan

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<tr>
<th>Session</th>
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<tbody>
<tr>
<td>Concept</td>
<td>Writers write elaborate pattern books.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers use question-answer structures.</td>
</tr>
</tbody>
</table>

### Materials

- Where is Tim? By Jillian Cutting or What is a Huggles? by Joy Cowley-Mentor text (see Resource Materials Packet) or other pattern books with question and answer structure
- Blank booklet for teacher story

### Tips

- This unit should not be taught in a heavily prompted way. It should not have a “story starter kit” feel. The purpose is to focus on meaning rather than the “pattern of the day”.
- This would be a great unit to type up student work to add to the classroom library. Teachers should begin thinking about how to manage the publishing of the student’s books. Students should not be spending time re-writing their books. One option could be photocopying the pictures to add to typed versions of the student booklet.
- Some writers will still be writing with labels. In this unit you will want to show them how the label can go under the picture on the writing line. They would then be making level A books.

### Connection

- "We have been learning that authors choose different ways to write pattern books to help the reader understand the meaning of the book."
- "Today I am going to show you another way you could write a pattern book, you could use a question and answer structure."

### Teach

- "In What is a Huggles? The writer Joy Cowley asks a question and then uses the rest of the book to answer the question. Teacher reads the book.
- "Another way you could use a question and answer pattern is by asking a question and answering it. Like Jillian Cutting did in Where’s Tim? Teacher reads the book.
- "I am going to show you how to write a question and answer book. First, I need to think about a topic. I know I could write about lunch. Now I need to think what question do I want to ask about lunch? I am thinking a good question I could ask is what food they are having for lunch. Next, I need to think how is my question and answer pattern going to go? My question could be: Is it hot dogs? And my answer could be no. The next question could be: Is it spaghetti? And my answer could be no. (Teacher models with blank book and writes a few more pages in the pattern book)
- "Did you notice how I thought about my topic, the question I wanted to ask, and then thought about my pattern?"

### Active Engagement

- "Now I would like you to work with your partner to try this. First, think of a topic and tell your partner." (Teacher gives wait time)
- "Next, think of a question you could ask about your topic" (Teacher gives wait time)
- "Last think about your question/answer pattern you could use."
- "Give me a thumb up if you have a topic and a question and answer pattern you could try.” Teacher has a few students share their ideas.
- "So writers, another way you could make a pattern book is to make a question/answer book."

### Link

- "Today when you go off to write you can try using the question/answer pattern to write your books. You can think about a topic, think about your question, and then decide on your pattern."

### Mid-Workshop Teaching Point

- "Writers, when we write question/answer books one thing we need to do is to make sure we end our sentences differently. We cannot put a period at the end of the sentence which tells the reader to stop we
Writing Unit of Study -
Kindergarten, Pattern Books, Unit 4

<table>
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<tr>
<th>After-the-Workshop Share</th>
<th>Review all the different ways you could write a pattern book; surprise ending, see-saw, question/answer</th>
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<tbody>
<tr>
<td></td>
<td>See Resource Materials Packet for other Share options</td>
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*need to put a question mark, to let the reader know we are asking a question. Watch as I show you where I put my question mark...*
Lesson Plan

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<tr>
<td>Concept</td>
<td>Writers write elaborate pattern books.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers work to communicate meaning through the title.</td>
</tr>
</tbody>
</table>

**Materials**

- *Hard and Soft*, by Rose Lewis, *The Bridge* by Joy Cowley-Mentor Text-or other pattern text (See Resource Materials Packet)
- Teacher prepared book from session 8
- Students writing folders

**Tips**

- This unit should not be taught in a heavily prompted way. It should not have a “story starter kit” feel. The purpose is to focus on meaning rather than the “pattern of the day”.
- This would be a great unit to type up student work to add to the classroom library. Teachers should begin thinking about how to manage the publishing of the student’s books. Students should not be spending time re-writing their books. One option could be photocopying the pictures to add to typed versions of the student booklet.
- Some writers will still be writing with labels. In this unit you will want to show them how the label can go under the picture on the writing line. They would then be making level A books.

**Connection**

- “Writers, we have been studying lots of different pattern books. And one thing we know when we begin to write these books is that we always think about what do I want to say about my topic? What do I want the reader to know?”
- Today, I am going to show you that writers add titles to their books to help the reader understand or think about their story.”

**Teach**

- “One way we can help the reader understand our story is to think about the title of our story.”
- “In the book *The Bridge* by Joy Cowley the author of the story wrote about all the meanies getting on the bridge. So she titled her book *The Bridge*. In the book *Hard and Soft* the author let us know through the title that the story would be about things that are hard and soft. So she titled the book *Hard and Soft*.”
- “The other day I wrote a book about foods I like and I don’t like. If I were to put a title on my book that would help my reader, first I need to think about what do I want my reader to know about my book? What will help them understand what my book is about? I want them to know about foods I like. I am going to make my title *Foods I Like*.
- You are going to think about the titles of your books too.

**Active Engagement**

- “We have written lots of pattern books. Some of you have put titles already and some of your books still need titles. Let’s take a look at some of your books and think first what my book is about.”
- Students pull out some of their books out of the writing folders and think about possible titles.
- “Pick at least one of your books you have written and turn and tell a partner, what you will put for your title. You could say, my book is about xxx so my title is going to xxx.”
- “So writers can help the reader by making sure their title tells the reader what the story is about?”

**Link**

- “Today when you go off to write you can think about putting titles on your books to help your reader know what your story is about.”

**Mid-Workshop Teaching Point**

- **After-the-**

- Have a few students share some of their titles they created for their books, have students respond as to
**Writing Unit of Study -**
**Kindergarten, Pattern Books, Unit 4**

| Workshop Share | what they think their stories will be about.
|----------------|-----------------------------------------------
|                | ● See Resource Materials Packet for other Share options |
Lesson Plan

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<th>Session</th>
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<tr>
<td>Concept</td>
<td>Writers finish and publish their pattern books.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers choose their best piece of writing to edit.</td>
</tr>
</tbody>
</table>

### Materials

- Student writing folders
- Editing checklist big enough for class to see - See Resource Materials Packet
- Editing checklists - for each student

### Tips

- Books not used for independent library can be used for this session. The big idea here is the process of editing work.
- This unit should not be taught in a heavily prompted way. It should not have a “story starter kit” feel. The purpose is to focus on meaning rather than the “pattern of the day”.
- This would be a great unit to type up student work to add to the classroom library. Teachers should begin thinking about how to manage the publishing of the student’s books. Students should not be spending time re-writing their books. One option could be photocopying the pictures to add to typed versions of the student booklet.
- Some writers will still be writing with labels. In this unit you will want to show them how the label can go under the picture on the writing line. They would then be making level A books.

### Connection

- “Writers we have been working so hard these last few weeks making lots of pattern books. Today we are going to pick a few of our very favorites and get them ready for others to read.”

### Teach

- “One thing writers do is reread their stories to see if they have made sure that they…” (take out editing checklist - this should be big enough for all students to see and read checklist)
- “Watch me as I reread the story I chose to get ready for others to read. I am going to use my checklist and first check, did I Capitalize ‘I’ if I wrote it in a sentence? Teacher demonstrates rereading and checking for capital ‘I’ checks off on editing checklist.
- “Next I need to reread and check to see if my word wall words are spelled correctly.” Teacher demonstrates rereading and checking for word wall words and checks off on editing checklist. “Watch how I fix the words by crossing them out and writing the correct word above it. I could also erase the word and write the correct word.”
- Teacher continues demonstrating with remaining items on checklist.
- “Writers did you see how I kept rereading and checking my work? This is what writers do when the want to get their writing ready for readers.”

### Active Engagement

- Teacher hands out writing folders and checklist for each student.
- “We are going to try this with one of your books. I want you to pick a book out of your writing folder that you would like get ready for others to read.”
- Teacher walks students through each part of the checklist. Ex: First you need to reread your book and see if you have ‘I’ in your story that it is capitalized. Give me a thumb up if you checked.”

### Link

- “Writers when you go off to write today I want you to use your editing checklist to make sure that you have made your work ready for readers. Remember you can cross out a word or erase if you need fix the word.”

### Mid-Workshop Teaching Point

- “Writers, you know what I saw Jonah doing just now, he forgot to put a question mark at the end of one of his sentences and he quickly put it in. He wanted to make sure his book was ready for a reader.”

### After-the-Workshop Share

- Have students share with partners revisions made.
- Teacher reviews editing checklist, “so writers, we know that when we want to make our writing ready for...”
Writing Unit of Study -
Kindergarten, Pattern Books, Unit 4

- readers we can check for...
  - See Resource Materials Packet for other Share options
# Writing Unit of Study -
## Kindergarten, Pattern Books, Unit 4

## Lesson Plan

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<th>Session</th>
<th>12</th>
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<tbody>
<tr>
<td>Concept</td>
<td>Writers finish and publish their pattern books.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers practice and share reviews of their pattern books.</td>
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### Materials

- Student writing folders
- Chart Paper
- Marker

### Tips

- "Writers you have been writing so many great pattern books I think it is time for us to get ready to share our stories."
- "Today I want to show you how when writers get their books ready for others to read they give a little information about their book to let the readers know what their book is about."

### Teach

- "One thing I thought we could do to help share our books with readers is to tell our readers a little bit about the books we have written. This will help them decide if this is a book they would like to read."
- "I was thinking we could practice what we want to tell about our books and then share them with our class."
- "First I was thinking we might want to tell our friends about what the book is about. We could start by saying...My book is about xxxx."
- Teacher writes ‘My book is about’ on chart
- "Another thing I thought we would want to tell our friends are why they should read our books. We could say you should read this because..." Teacher writes ‘you should read this because...’ on chart.
- Teacher demonstrates sharing his/her book using the chart.

### Active Engagement

- "Now I am going to have you practice this with your partner."
- "First you need to pick out a book you would like to share."
- "Next you need to decide who will share first."
- "Now you need to start by telling your partner, My book is about..." (Students tell partner)
- "Now you can tell them why you should read this book, You should read this book because...”
- "Now you can switch partners.”

### Link

- "Writers you all did such a nice job sharing with your partner, now we are going to share with the rest of the class”
- Students can either share whole group or in small groups

### Mid-Workshop Teaching Point

- "Wow, we really have written a lot of books. Tomorrow we are going to sort our books and have an opportunity to check some of these books out for our own private reading.”

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<td>Writers sort their pattern books to add to the class library.</td>
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**Materials**

- students pattern books
- book bins or containers to hold new books
- Index cards or paper to label baskets with category

**Tips**

- Books placed in classroom library should have conventional spelling
- Teacher may need to coach students on how to sort books into categories

**Connection**

- “Writers, yesterday you worked very hard to share your work with others in our classroom. Today we are going to organize our great work so our classmates can read your books anytime they like.”

**Teach**

- “First we need to decide how we will organize our books.”
- “I noticed that many of you wrote books about animals, I thought we could create a book basket labeled ‘Animals’. If you wrote a book about animals you can come put it in this basket.”
- “Another topic I noticed you wrote about were books about sports. We could create a book basket called ‘Sports’. If you wrote a book about sports you can come put it in this basket.”
- Teacher continues sort
- “Now that we have sorted our books into all these baskets this will help our friends when they want to check out our books for their own independent reading.”
- Teacher may decide to have book checkout now and have a celebration while reading others books

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