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| **Writing Workshop Unit: Kindergarten** **Kennedy Carpenter** |
| **Overview:** This unit is designed to teach students the key components of literacy including reading, writing, phonological awareness, letter/sound/shape identification and word work. These will be the focus of this unit as they are crucial in Early Literacy. Students will be actively engaged in understanding how language works. They will become confident and competent in writing their own name and sight words. Children will tell stories through oral language, print, and pictures. They will participate in shared readings of songs, stories, pictures, etc. Assessment will be done through daily observations, discussions, anecdote notes, and checklists.  |
| **Rationale:** Construction of this unit came from the resource *Launching the Writing Workshop* by Lucy Calkins. Through continuous practice, guided instructions and exploration of language students will grow independently as writers. To start of the unit I will introduce the students as authors, we will explore the term author and writer and learn how one can start their journey as such. Each child will receive a magic pencil and a writing booklet labeled with Author: their name to enhance the interest and excitement of becoming writers. We will write in the booklets daily during Writers Workshop after a minilesson done on the carpet by the Smart Board before moving to the tables. The minilesson will be a daily routine done on the carpet including going over previous knowledge combined with new topics. To begin students will sit on the carpet demonstrating they are ready to learn followed by reviewing the previous lessons’ materials. I will introduce a new topic and expand on it through examples, modeling, and demonstrations. Once I feel the students are ready to move on they will move to the tables and begin working. Once the work period is complete students have the opportunity to share their work as a means of accomplishment and reward. By allotting time to share work students will be motivated and engaged in the workshop. This unit is long however it will be taught throughout my whole practicum changing from month to month through a thematic approach. As Kindergarten requires flexibility this unit is subject to change depending on the children’s abilities and needs. Each lesson may take more than one day and require more time than expected. If students are not ready to move on I will introduce new ways to learn the same material. Due to the differing student levels regarding the Alphabet I will also be incorporating Alphabet Letter Direction tools into the unit.  |
| **Objectives:**

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| **General Outcome 1****Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.** | **1.1 Discover and Explore**b. talk about ideas, experiences and familiar eventse. talk about own reading and writing experiences**1.2 Clarify and Extend**1. listen to experiences and feelings shared by others
2. connect related ideas and information
3. express interest in new ideas and experiences
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| **General outcome 2** **Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.** | **2.1 Use Strategies and Cues**a. connect oral language with print and picturesb. understand that stories, information and personal experiences can be recorded in pictures and print and can be listened to, read or viewedc. expect print and pictures to have meaning and to be related to each other in print and other media textsj. begin to identify some individual words in texts that have been read aloudK. begin to make connections among sounds, letters, words, pictures and meaningm. hear and identify sounds in wordsp. copy scribed words and print texts to assist with writing**2.2 Respond to Texts**f. talk about experiences similar or related to those in oral, print and other media textsg. experiment with sounds, words, word patterns, rhymes and rhythmsi. develop a sense of story through reading, listening and viewing experienceso. talk about and explain the meaning of own pictures and print |
| **General outcome 3** **Students will listen, speak, read, write, view and represent to manage ideas and information.** | **3.3 Organize, Record and Evaluate****b.** represent and talk about ideas and information; dictate to a scribe |
| **General outcome 4** **Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.** | **4.1 Enhance and Improve****c.** form recognizable letters by holding a pen or pencil in an appropriate and comfortable mannere. explore and experiment with new words and terms associated with topics of interest**4.2 Attend to Conventions****a.** develop a sense of sentencec. hear and identify dominant sounds in spoken wordse. connect letters with sounds in wordsf. print own name, and copy environmental print and words with personal significance |
| **General outcome 5** **Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.** | **5.1 Respect Others and Strengthen Community****c.** share stories, using rhymes, rhythms, symbols, pictures and drama to celebrate individual and class accomplishments |

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| **Resources:** *Launching the Writing Workshop* by Lucy Calkins, Alberta Program of Studies  |
| **Lesson Number** | **Learning Outcomes** | **Learning Activities** | **Assessment** | **Differentiated Instruction**  | **Materials** |
| Lesson 1 | K1.1.aK2.1.aK2.1.b K4.1.c | Students will… LO 1 (K1.1.a): talk about ideas and experiences related to winterLO 2 (K2.1.a): observe how we connect oral language to print and pictures LO 3 (K2.1.b): understand that experiences and information can be recorded in pictures and print LO 4 (K4.1.c): form letters by holding the pencil in an appropriate manner 1. Go over routine for writers workshops (meet on carpet, talk about authors, subject of the day, writing folders) 2. Talk about authors, show books with authors, what else can authors write? (songs, stories, letters) –Folders that have author: name 3. We are going to become writers starting now; topic, picture, writing-how do we pick a topic? Think about a subject from your imagination, sketch it -topic: snowman -talk about snowman, write snowman4. Students move to the tables about start drawing a snowman and writing words (snowman, hat, scarf, etc) 5. Show work with people beside you  | Observations Notes Checklist (what can the students do, where are they at) | Have sight words on the wall for students to copy Use highlighter for tracing  | Folders PaperMagic Pencils Markers  |
| Lesson 2 | K1.1.eK2.2.oK4.2.f  | Students will…  LO 1 (K1.1.e): talk about their own writing experiences LO 2 (K2.2.o): explain the meaning of their own pictures related to their print LO 3 (K4.2.f): print their own name on their work and copy words around the room 1. Carpet; go over author, writing folders (name, date) 2. Three things writers do; think, stretch, write-think of winter things, pick one, brainstorm ideas3. Students move to tables and draw a picture of what we thought about, write words matching the picture 4. Share work  | Observation Notes  | Have sight words on the wall for students to copy Use highlighter for tracing Alphabet letter directions  | Folders PaperMagic Pencils Markers |
| Lesson 3 | K1.2.cK2.1.jK2.1.k | Students will… LO 1 (K1.2.c): express interest in new topics through brainstorming LO 2 (K2.1.j): begin to identify individual words that have been used continuously in classLO 3 (K2.1.k): begin to make meaningful connections among sounds, letters, words and picture 1. Carpet; go over what writers do, what things do we need to be a writer2. Give an example; topic, sketch it, write it -Today we get to do something special; you get to pick the subject!! 3. Ask students to brainstorm in their head something to write about -share ideas-what would we draw with that? Write about?4. Students move to the table and start drawing their ideas, writing key words with it 5. Share work  | Observation  | Have sight words on the wall for students to copy Use highlighter for tracing Alphabet Letter directions  | Folders PaperMagic Pencils Markers |
| Lesson 4 | K1.1.aK2.2.g | Students will… LO 1 (K1.1.a): listen to experiences shared by othersLO 2 (K2.2.g): experiment with sounds and words related to pictures 1. Carpet; go over writing workshop expectations (start with minilesson, on carpet, I teach you listen) 2. Today I will teach you what writers do when they are done; adding details, add words, start a new piece 3. Students engage in brainstorming what they will do when they are done 4. Students move to the tables to look back at yesterdays work 5. Back to carpet; sum up what we have learned  | Observation Notes | Use highlighter for tracing Alphabet letter directions | Folders PaperMagic Pencils Markers |
| Lesson 5 | K2.1.bK2.2.i | Students will… LO 1 (K2.1.b): connect topics with pictures and print LO 2 (K2.2.i): develop a sense of story through pictures (viewing and listening experiences) Telling Stories in illustrations1. Carpet; how do we start writing? Thinking! -Close your eyes and think of an idea-Today we are going to learn how to start writing with an idea in mind-Tell a story to the class and draw what you envision (something the class experienced; put whole story into picture) 2. Students join in and help add details engaging in the activity 3. Students start to think of a story that happened to them, think of what happened about put details into your picture. Close your eyes, thumbs up when ready 4. Students move to the tables and start writing their story 5. Carpet; show a picture and ask students to tell the story that is happening in it -do this with their work too  | Goal: pictures are representational Observation  | Show examples at the beginning- have some around the room Practicing adding details with a partner Focus on one part of the story and add detail rather then multiple parts  | Folders PaperMagic Pencils Markers |
| Lesson 6 | K2.1.a K1.2.b | Students will… LO 1 (K2.1.a): connect language (ideas) to pictures LO 2 (K1.2.b): connect ideas and information through the use of pictures and details 1. Carpet; yesterday we learned about representational pictures, today we will focus on what happens if we aren’t sure how to draw something 2. Reenact a story the class experienced with a difficult drawing part -When you get to the tricky ‘Oh no, I don't know what I am drawing part’ emphasize what to do (Try my best and keep going) 3. Tell another story and ask the students for advice (partner and group talk) 4. Students go to tables and continue with stories from yesterday 5. Share; remind children they can use this strategy again and again  | Observation  | Look at their folders while listening to the minilesson (see their work) Draw the picture step by step -use different colours Highlight a drawing, have students trace it  | Folders PaperMagic Pencils Markers |
| Lesson 7 | K2.1.p K4.2.cK4.2.e | Students will… LO 1 (K2.1.p): copy scribed words to assist with writing LO 2 (K4.2.c): hear and identify dominant sounds in words (front, middle, end) LO 3 (K4.2.e): connect letters with sounds in words 1. Carpet; praise workshop and students efforts, today we will focus on writing! 2. Show samples of books and discuss the pictures and writing styles 3. Talk about words; where are words around us? How can we make words?-todays focus is just on working independently with words 4. Students will go to tables and start on their stories 🡪 Alphabet line directions if needed 5. Share work; discuss writing with a partner  | ObservationsDiscussions Notes  | Have sight words on each tableHighlight words and have students traceStudents can practice line direction of letters on whiteboards  | Picture books – show difference in writings (sentences, labels) Folders PaperMagic Pencils Markers |
| Lesson 8 | K2.2.fK4.1.e | Students will… LO 1 (K2.2.f): talk about experiences related to those discussed in class (story book at carpet time) LO 2 (K4.1.e): explore new words and terms related with topics of interests 1. Carpet; yesterday we focused on words today we are going to talk about how we can put sounds into words (stretching words) 2. Go over a story with the students while sounding out words to write with the pictures -How do we sound out words (initial sounds, middle sounds, and end sounds) -Remind the students what we have learned (pictures-details, what can I add; words – sound them out, add more) 3. Students will move to the tables and start a new story with detailed pictures and at least 3 words 4. Share work -go through how students sounded out words  | ObservationsDiscussions Notes | Demonstrate sentences and labeling pictures Highlight words and students traceHelp students sound out the beginning, middle and end sounds Advanced students can write more than 3 words, start sentences  | Folders PaperMagic Pencils Markers |
| Lesson 9 | K2.1.cK4.2.a  | Students will… LO 1 (K2.1.c): demonstrate their understanding of the connection that pictures and words have meaning related to each other LO 2 (K4.2.a): develop a sense of sentence 1. Carpet; yesterday we starting sounding out words on our own, today we are going to spell the best we can -“writers do the best they can and keep going” 2. Demonstrate writing a sentence with a hard word and still continuing to move on-ask students to help you through by sounding out the words -go through another scenario with white boards 3. Students demonstrate their ability to sound out words using white boards -Use the word wall as a tool 4. Students move to the table and start writing stories about a subject teacher gave out (snowman, snowflake, sledding, skating) 5. Share work; how did you sound out the words?  | ObservationsDiscussions Notes | Word wall to help studentsUse word wall as a tool Ask students to look back at previous work and try to spell tricky words Challenge students to try hard words  | White boards/chalk boards Folders PaperMagic Pencils Markers |
| Lesson 10 | K4.2.a | Students will… LO 1 (K4.2.a): continue to work on their sense of sentence 1. Carpet; discuss work that can be ongoing, explain how writers can go back and add more things to work that they thought was done 2. Show an example as a class by using another sheet of paper stapled onto the bottom of the booklet 3. Students go to the tables and search for a piece of work that could be added onto. 4. Show students a system that allows them to know when there work is completed or not (sticky notes at the top of the page means not completed; you can go back to those pages and finish themortraffic lights; red dot for stopped finished work and green for go still work on it) 5. Share your work; what did you add?  | ObservationsThumbs up  | Poster on wall for red and green light work Label on books green is go red is stop  | Folders Extra paperStapler Red and green sticky notes/bingo dabbers Magic Pencils  |
| Lesson 11 | K3.3.bK4.1.a  | Students will…LO 1 (K3.3.b): represent and talk about ideas and information by organizing and recording their thoughtsLO 2 (K4.1.a): write sentences related to pictures and ideas in an orderly manner Introducing booklets (work done spanning through several pages) 1. Carpet; talk about sequencing, use a book for an example, discuss beginning middle and end 2. Have a picture story on the smartboard and have the students decode it 3. Students move to tables and write a story using three pages (beginning, middle, and end) -picture, words, details -Go over an example made up by the class (think, picture, label, words, detail)\* 4. Share your work; what comes first, next, then what?  | ObservationsNotes Discussions  | Have various examples that students can do before writing their own Use one sheet split into three different sections  | Paper Magic PencilsMarkers  |
| Lesson 12 | K2.1.p K1.2.c | Students will…LO 1 (K2.1.p): copy scribed words and forms of writing styles to assist in their writing LO 2 (K1.2.c): express interest in new forms of writing styles 1. Carpet; I am very impressed with how well we are doing with our writing workshop! You all are amazing writers! Today we will learn how to write in different genres. Give examples of lists, letters, etc. 2. Give students scenarios and ask them what type of writing they would do 3. Students have the choice to pick what type of work they want to write (letter, list, story). They move to tables and get started Expand on this lesson: Real world purpose-give examples of real world scenarios for different types of writing (planning, letter to librarian) -Students write in different genres about things happening in their life  | ObservationsIndividual conversations | Have examples on the tables Show students more examples at carpet time Have students add detail to work if done, or start a new piece Highlighter; outline the type of writing for students that need guidance  | Paper Folders Magic Pencils Markers  |
| Lesson 13 | K2.1.m K4.2.a  | Students will…LO 1 (K2.1.m): hear and identify sounds in words with little or no help LO 2 (K4.2.a): work on sentence structure Publishing 1. Carpet; explain how writers look through there work, choose the best, fix it up and then put it out into the world. Give example that students can help fix up 2. Have students pick a piece for our publishing party -pick it, fix it up, add details, have a final draft 3. Publishing party: share your work! Expand Lesson: Editing and Fancying Up Writing (advanced) -reread work, read with finger, rewrite it, add lots of details  | Observations NotesFinished piece of work  | Have a list of things you could fix up around the room for guidance Have students use peers to help them  | Magic Pencils MarkersPaper Folders  |
| Lesson 14 | K5.1.c  | Students will…LO 1 (K5.1.c): share stories and celebrate individual and class accomplishments Writing Celebration 1. Carpet; today we are going to celebrate the amazing writers we are! Sharing circle of our pieces we wrote. In the big class circle Read into the circle with your favourite sentence. 2. Students move to smaller groups to read their whole piece 3. Students move to the tables to have a toast of juice (or some sort of treat) to celebrate how far they have come!  | ObservationsEnd product Discussion; sharing work  | Smaller groups Individual conferences with students who are struggling to share  | Folders Treat for the end  |

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| Assessment Checklist for Launching the Writing Workshop  |
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| Engagement | Writer generates topics without resistance |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Writer assumes the identity of “I’m an author!”  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Planning | Writer chooses paper that is appropriate |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Writer makes the transition from minilesson to writing  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Independence | Writer cycles through process with independence, starts new piece when last is done  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Genre  | Writer’s text conveys story or info |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Purpose | Writer knows writing conveys meaning. Creates oral or written text to relate to pictures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Productivity  | Writer works for the whole 30 minutes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Writer shows growing concepts of print  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Writer writes labels, sentences using sound-letter correspondence  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Graphophonics | Writer has strategies for spelling unfamiliar words (stretching out word) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Writer revises by adding details and more pages  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing Process | Writer uses resources appropriately to help with spelling |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Qualities of Good Writing  | Writer tries to make his marks on the page match his mental image  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Writer talks about he value of details  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading  | Writer identifies print and understands its functions in different texts  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |