

Writers Workshop

Unit 3

'Looking Closely: Observing, Labeling and Listing Like Scientists'

Students will be invited to collect, observe, and study bits of their world. When given a chance, many children are enthralled by any chance to study leaves, trees, weather, and insects.

In addition, students will understand that writing is a tool for learning in the content areas. This unit serves three purposes:

First, students are asked to slow down their writing from whole stories to use letters and sounds to label items and sentences. This will enable students to take their time and record not only the first sound but, every sound after that.

Secondly, this unit teaches students that writing may go beyond storytelling and can be used as a tool for telling stories and learning about science. This is important because the CCSS call for kindergartners to use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

In addition, the CCSS states that kindergartners will be able to recall information from experiences or various sources in order to answer questions. This unit allows work towards meeting these goals.

Finally, this unit supports the idea that writing, science and learning about things in their world is important. This unit provides students with the opportunity to see that learning about one thing leads to learning about lots of other things.

Concept I: Writers study mentor text to identify characteristics of effective label and list pieces to frame their writing.

Sessions 1-4 Writers read, study, and chart noticing's about label and list books.

Writers begin to learn how to observe and think like scientists.

Session 5 Writers co-construct a class story of a label and list book.

Concept II: Writers live and work like scientists.

Session 1 Writers are like scientists writing down many observations.

Session 2 Writers capture what they see exactly the way they find it.

Session 3 Writers plan their writing across the pages.

Session 4 Writers stretch their words writing down all the sounds they hear.

Session 5 Writers/scientists sort their objects to help them organize their writing.

Session 6 Writers/scientists use books to learn more about the topic.

Concept III: Writers make books just like the ones they read.

Session 7 Writers make plans to teach lots and lots.

Session 8 Writers decide on titles for their books (Main idea)

Session 9 Writers use patterns to write information about a topic.

Session 10 Writers/scientists use lots of scientific words to teach others.

Session 11 Writers/scientists push themselves to ask questions.

Concept IV: Writers write more through the elaboration of the pictures and words.

Session 12 Writers need to look again and again at objects to add to the pictures and words.

Session 13 Writers/scientists look closely to notice what is the same and different about objects.

Session 14 Writers compare what they are writing about to something they already know.

Concept V: Writers finish up their books and get ready to go public.

Session 15 Writers are the "boss" of their own writing.

Session 16 Writers reread and make their writing readable for an audience

Session 17 Writers fancy up their writing to go public.

Session 18 Writers celebrate their amazing work.