

Getting Started

Part 2 :

Labeling & Making Lists



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Before You Begin This Unit

Supplies Needed:

- **2 pocket folder w/ prongs "Writing Folder"** for each student—On the left inside pocket, place a red sticker for finished work and on the right side place a green sticker for work still in progress.
 - **Alphabet Sound Chart** - If possible, place an alphabet chart inside a page protector and attach to prongs in folder for each child to refer to as they are writing. (A name plate with letters and pictures for each sound is also great!)
 - **Sharpened pencils and paper**— Have these readily available so they don't have a reason to procrastinate during writing time.
 - **Teacher Notebook**— Use a notebook to store rubrics, checklists on students' progress and work you've created during mini lessons so that you can refer back to them if needed.
 - **Mini Anchor Chart Notebook**— I place all small writing anchor charts that I've laminated in one 3 ring binder so that children can refer back to them if needed. I often use them during small and whole group mini lessons as well.
 - **Mentor Texts** - Mentor texts are so important. Have as many books as you can on the genre you are introducing. YouTube is an excellent source for books you may not have in your collection.
 - **Daily write the I Can... statement** you will be teaching on the whiteboard .
 - **Academic and Target Vocabulary** - **Academic** vocabulary (subject area words) should be taught directly and explicitly. By modeling and referring to academic vocabulary frequently, children will reap the benefits throughout their school career. **Target** vocabulary are words within a text that children may not know the meaning.
- **Suggestion: Have a **Writing** bulletin board where you can post EQ's, I Can... statements, vocabulary, anchor charts, student work and samples of good writing pieces. **

Kindergarten Common Core Standards

ELACCKW5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

ELACCKSL1a: Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

ELACCKSL4: Describe familiar, people, places, and things, and events and, with prompting and support, provide additional support.

ELACCKSL5: Add drawings or other visual displays to descriptions as desired to provide additional details.

ELACCKW6 Production and Distribution of Writing: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

ELACCKSL6: Speak audibly and express thoughts, feelings, and ideas clearly.

ELACCKL1: Print many upper- and lowercase letters.

ELACCKL2c: Write a letter or letters for most consonant and short-vowel sounds (phonemes).

ELACCKL2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Academic Vocabulary

To help students build their academic vocabulary throughout their school career, students should be exposed to the correct terminology as early as possible.

author - a person who writes a story

lists - a series of written names or words

topic - the main idea or thought

title - the name of a story or list

sketching- drawing a picture using a pencil ... no crayons

illustrator - a person who draws pictures in a book

listening - paying attention to what your partner or teacher is saying

sounding out - say a word aloud and write the letter sounds that is heard in the beginning, middle and end of the word

graphic organizer - something that helps organize information

immersion - reading books about a certain type of writing in order to understand it better.

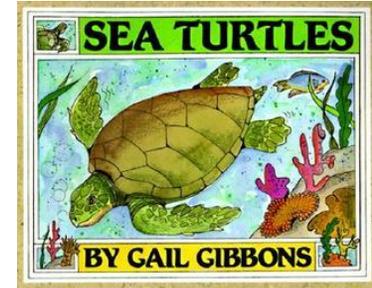
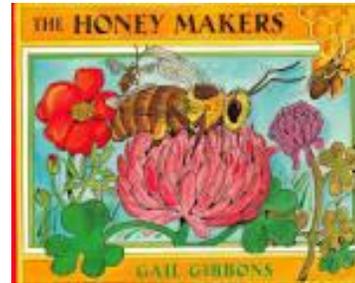
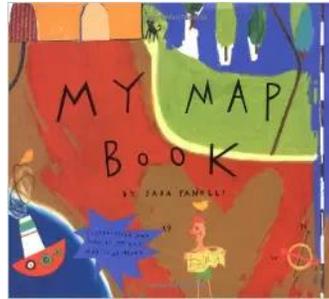
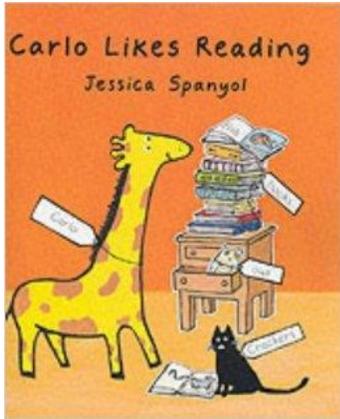
generating - thinking or coming up with an idea or topic

revising - adding to or taking away from writing to make it better (content)

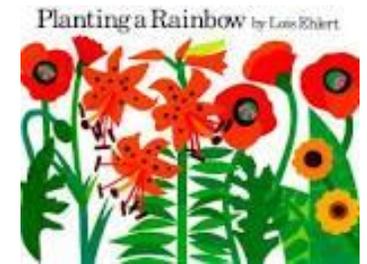
editing - making changes to the writing so the reader will be able to read it (mechanics)

publishing - making writing available to readers

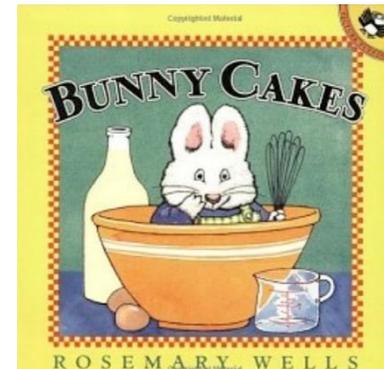
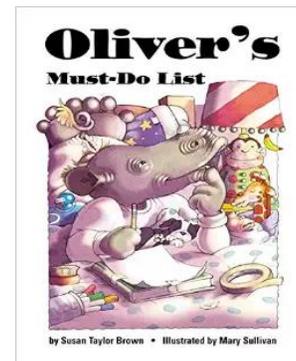
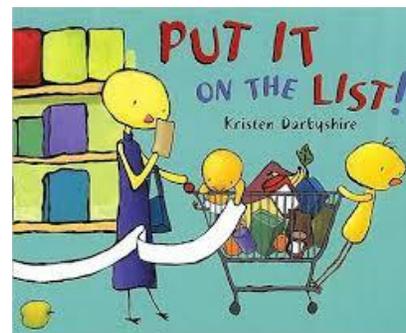
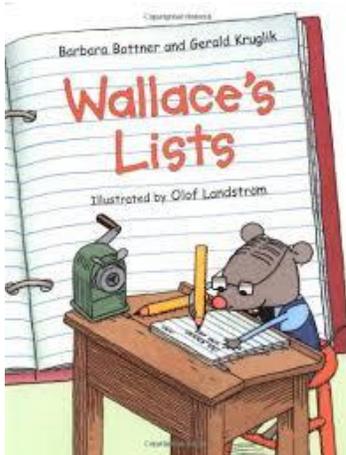
Suggested Mentor Texts for Labeling



Carlo Likes Reading by Jessica Spanyol
fetch by Jorey Hurley
My Map Book by Sara Fanelli
The Honey Makers by Gail Gibbons
Sea Turtles by Gail Gibbons
Planting a Rainbow by Lois Ehlert

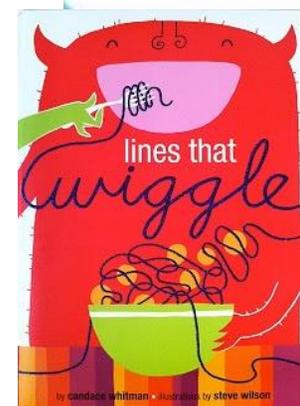
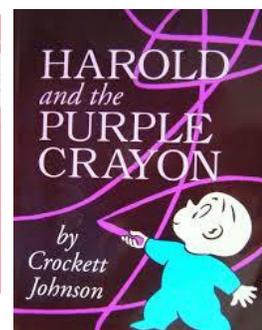
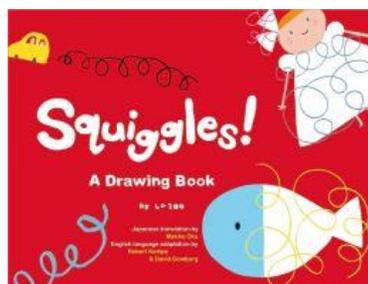
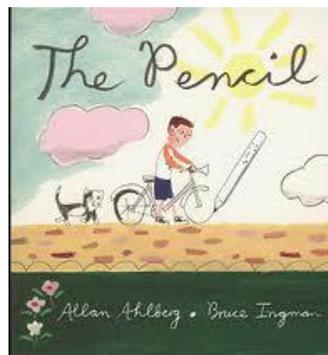
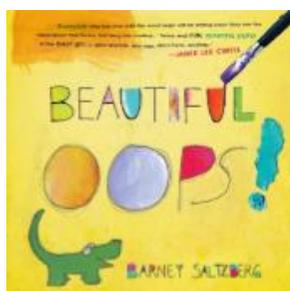
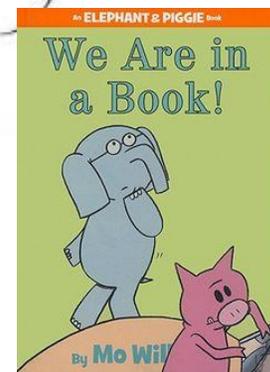
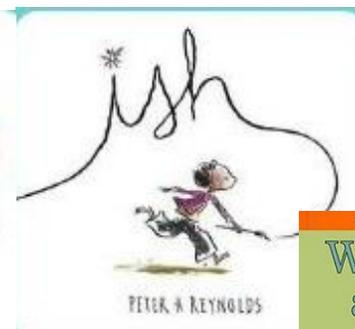
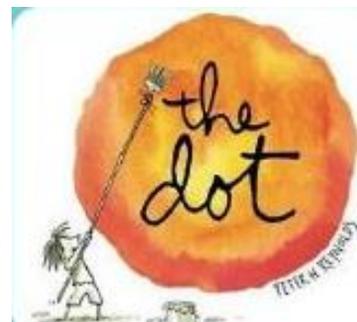
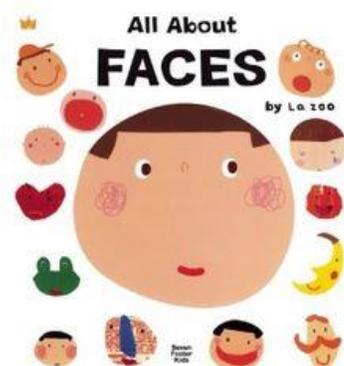
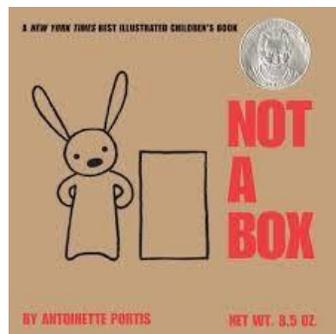
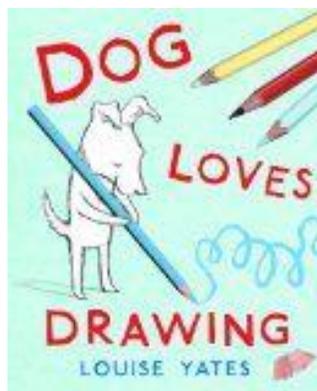


Suggested Mentor Texts for List Writing



Wallace's Lists by Barbara Botner
Put it on the List! by Kristen Darbyshire
Oliver's Must Do List by Susan Taylor Brown
Bunny Cakes by Rosemary Wells

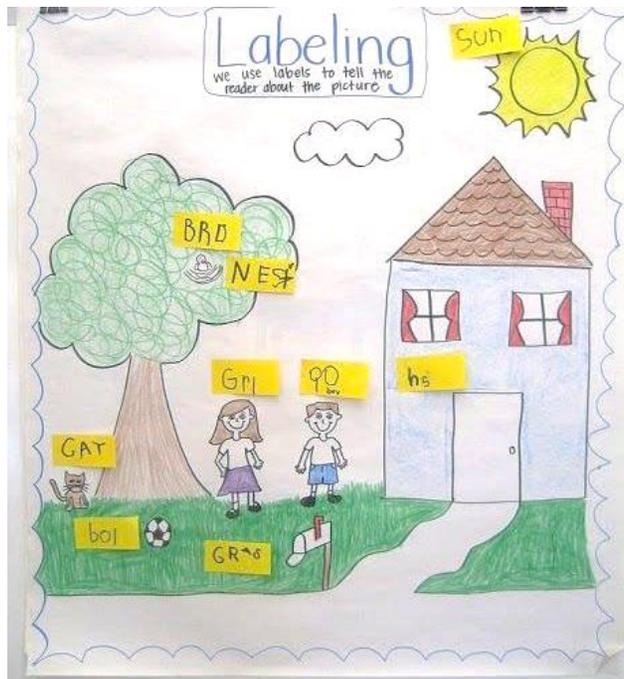
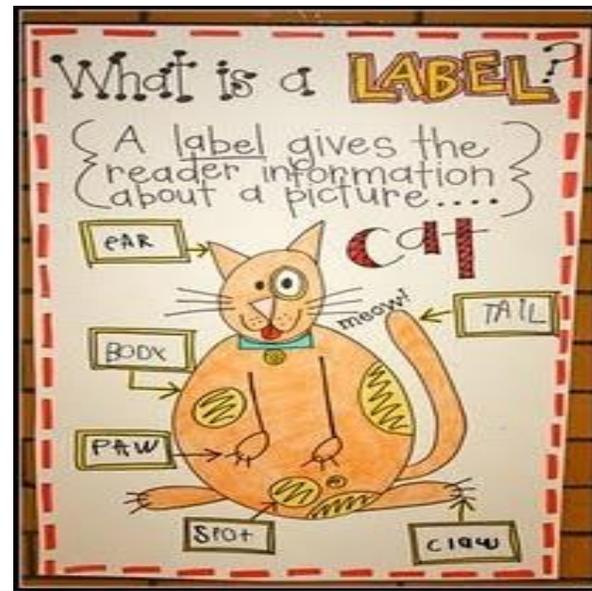
Suggested Mentor Texts for Introducing Illustrating



Harold and the Purple Crayon by Crockett Johnson
Not A Box by Antoinette Portis
All About Faces by La ZOO
the dot by Peter A. Reynolds
ish by Peter A. Reynolds
Dog Loves Drawing by Louise Yates
We Are in a Book! by Mo Williams
Beautiful Oops! by Barney Saltzberg
The Pencil by Allan Ahlberg
Squiggles! A Drawing Book by Robert Kempe
Lines That Wiggle by Candace Whitman

Ideas for a "What is a Label?" anchor chart

(pictures are from Pinterest)



What is a label?



A label gives the reader more information.



What are lists?

Lists are words or names that belong to the same topic.

School Supplies

1. scissors



2. glue



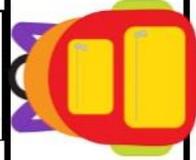
3. crayons



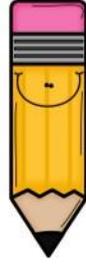
4. paper



5. backpack



6. pencil

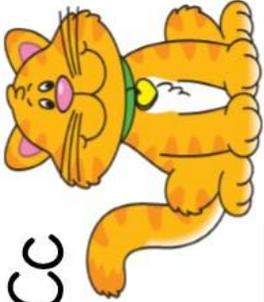
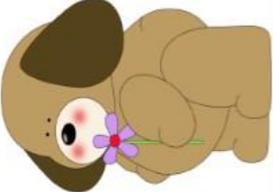
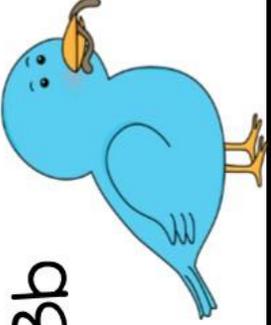
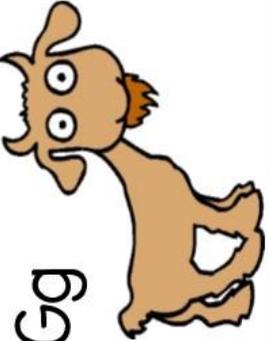
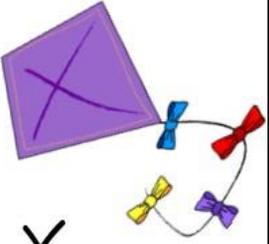
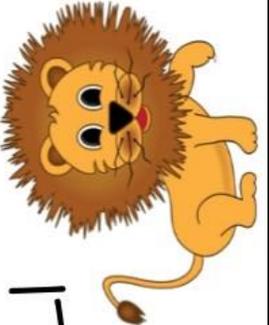
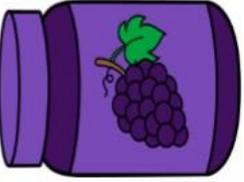
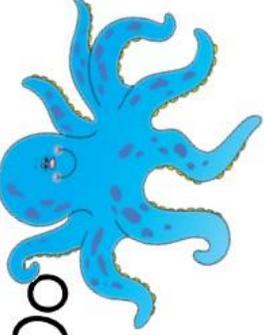
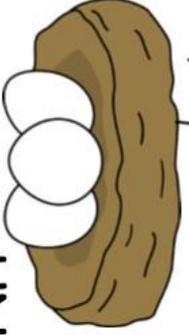
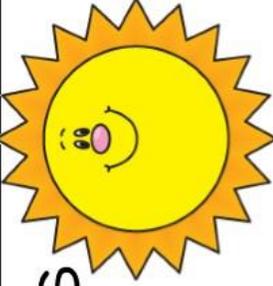
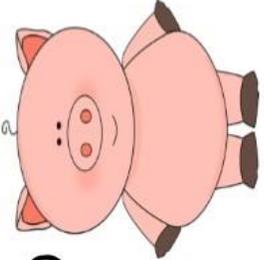
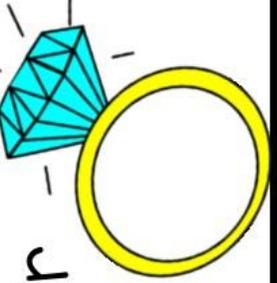
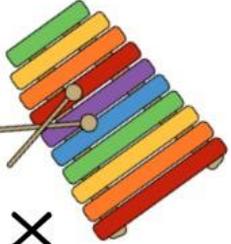
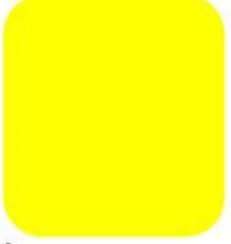


7. markers



Alphabet

Sound Chart

<p>Cc</p> 	<p>Dd</p> 	<p>Bb</p> 
<p>Gg</p> 	<p>Hh</p> 	<p>Ff</p> 
<p>Kk</p> 	<p>Ll</p> 	<p>Jj</p> 
<p>Oo</p> 	<p>Mm</p> 	<p>Nn</p> 
<p>Ss</p> 	<p>Pp</p> 	<p>Rr</p> 
<p>Ww</p> 	<p>Uu</p> 	<p>Vv</p> 
<p>Xx</p> 	<p>Yy</p> 	<p>Zz</p> 

Stretching Words



Say the word s-l-o-w-l-y

ddddoooggg



Listen carefully to each

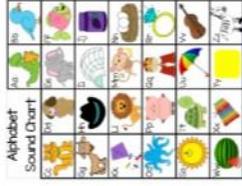
sound



d - o - g



Think of letter that makes
that sound or find sound on
the Alphabet Chart



Write the letters you hear



dog

Writing: I can...

I can begin to label objects.

I can begin to write lists.

I can generate an idea for writing a list.

I can select an idea for writing a list.

I can draft a list of items that matches the topic I have selected.

I can revise my list by adding to or taking away to make my list better for the reader.

I can edit my list to make sure the reader is able to read it.

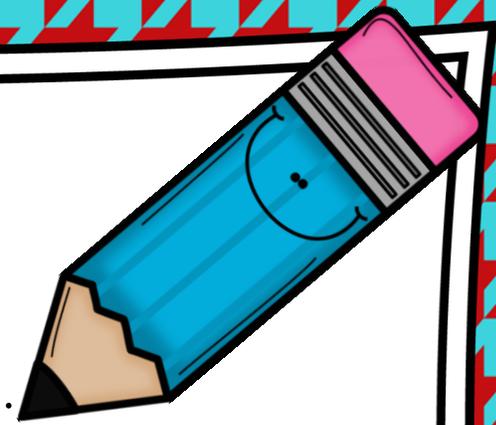
I can use my writing folder to sort and store my "finished" and "in progress" writing.

I can begin to use inventive spelling by listening for sounds I know in a word.

I can use my alphabet chart to help me sound out beginning and ending sounds in words.



Illustrations: I can...



I can write my name on my work.

I can use crayons, pencils, and both sides of my paper appropriately.

I can draw a picture that communicates an idea.

I can use many colors in my picture.

I can revisit my drawing and add more details to drawings of people, animals, plants, and setting/background.

Lesson 1: Immersion: Books with Labels (1 - 2 days)

Materials Needed: Teacher: Mentor Text- Carlo Likes Reading by Jessica Spanyol, sentence strips, marker, *What is a Label?* anchor chart (see anchor chart suggestions, I can...statement written on board) **Students:** white paper, writing folder

Before reading mentor text: "Today we will begin the writing process. The first stage of writing is immersion. Immersion is when we read very good books that are great examples of the writing that we will be doing. These books are called mentor texts. We will read several mentor texts/books to help us understand how to write the kind of story that we want to write.

Academic Vocabulary: *immersion, mentor texts, labels, author, sketch*

Discuss the following **Targeted Vocabulary:** mum, friend, market, galloping (see Vocabulary Picture Dictionary on next page)

Preview: Carlo Likes Reading

Ask students to quickly predict what the book might be about based on the illustrations/pictures

Read: Carlo Likes Reading

When finished reading:

- Ask students if their predictions about the book were correct. Why or why not?
- Tell students excitedly, "One of the reasons an author may label items in a book is to give the reader more information about the pictures in the story. Did you notice that the author, Jessica Spanyol, labeled everything the reader, 'that's us', sees on each page of the book? Who can tell me why the author may label things in his/her book?"

Introduce premade *What is a Label?* anchor chart

- Discuss anchor chart (Display on "Writing" bulletin board)

Discuss Learning Target: I can begin to label objects in my picture.

Modeling

- "Now that we know the purpose of labels, I am going to quickly sketch a picture of the playground and then label it. By labeling my picture it will give the reader 'that's you' more information about my picture. Remember sketching is just drawing a picture with your pencil. When you are finished sketching and labeling, then you may go back and color."
- While labeling each object in your picture, model sounding out each word. On one object, just write the letter of the beginning sound, on another object write the letters for the beginning and ending sounds. On the next object, you might write the letters for the beginning, middle, and ending sounds. Also, tell the students if they don't know any of the sounds, then it is perfectly alright not to write any letters for that object.

CONTINUED ON NEXT PAGE

I do!

Demonstration
(mini-lesson)

Lesson 1: Immersion: Books with Labels (1 - 2 days)

We do!
Collaborative Engagement

Partner Share: Quickly, have students turn to their partner and whisper/share a picture they might sketch and label. ***If you have not assigned "carpet" partners, this would be an excellent time to assign students a partner.** Partner A shares first and Partner B shares second. Then vice versa.

You do!
Independent Practice

Say to students, *"Writers, when you return to your seat, you will be given a sheet of paper. Sketch a picture of something that interests you. When you are finished sketching, then begin labeling objects in your picture. Remember, write down any letters for the sounds you hear. If you do not hear any sounds, don't write anything by that object. You may use the sound chart in your folder or your desk plate to help you. Always try your best."*

We do!
Sharing

When finished, children can come to carpet and share with their partner or choose one or two "writers" who have done a great job with sketching and labeling objects in their picture.



market – a place to shop
for food and other
things.



friend – a person you like
and enjoy being with



galloping – to run quickly
by leaps



mum - another word for
mom or mama

Lesson 2: Immersion: Books with Labels

I do!
Demonstration
(mini-lesson)

Learning Target: I can begin to label objects.

Materials Needed: Teacher: Mentor Text- fetch by Jorey Hurley, *What is a Label?* anchor chart, I can... statement written on board **Students:** white paper, writing folder

Before reading mentor text: Discuss the following **Targeted Vocabulary:** fetch, search, seek, crash (see Vocabulary Picture Dictionary on next page)

Preview: fetch

Ask students to quickly predict what the book might be about based on the illustrations/pictures

Read: fetch

When finished reading:

Ask students if their predictions about the book were correct. Why or why not?

Set Purpose:

Say to students, "Yesterday, we read Carlo Likes Reading. The author labeled lots of pictures on each page. However, in the book fetch, the author used one word to label what the dog was doing on each page. Both authors, used labels to give the readers, 'that's us', more information about their illustrations/pictures." Discuss some of the words the author used to label what the dog was doing on each page.

Learning Target: I can begin to label objects.

Modeling

Act out an action such as "crying" to students. Ask students, to give one word that describes your action. ("crying") Model drawing/sketching (without color) the teacher's action(crying). Then, model sounding out and writing "crying".

We do!
Collaborative Engagement

Partner Share: Have students stand and turn to their partner and act out an action. Partner A can act out an action. Partner B will then guess the action. Have partner's alternate roles.

You do!
Independent Practice

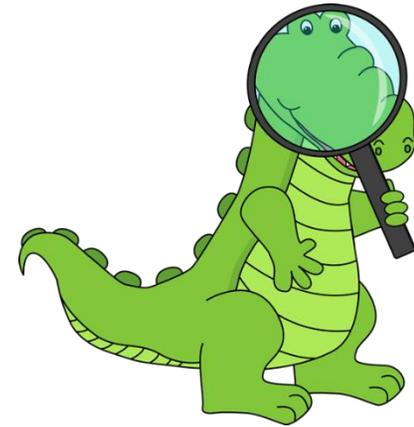
Say to students, "Writers when you return to your seat, you will be given a sheet of paper. Draw a picture of yourself performing an action." (For students who say "I can't", refer them to your simple drawing and the simple drawings in the mentor text.)

We do!
Sharing

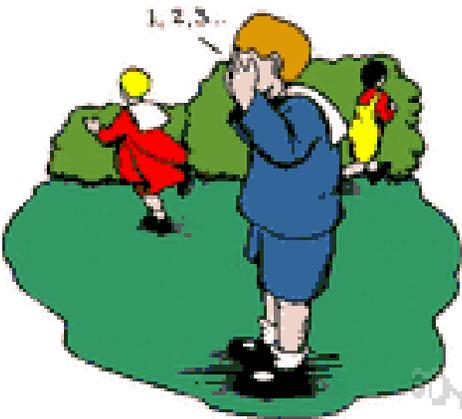
When finished, children can come to carpet and share with their partner or choose one or two "writers" who have done a great job with sketching and labeling themselves performing an action. Students can store their paper in their writing folder.



fetch – to go after and bring back



search – try to find something by looking



seek – trying to find something



crash – to hit something with a loud noise

Lesson 3: Immersion: Books with Lists

Materials Needed: Teacher: Mentor Text- Put It On the List by Kristen Darbyshire, marker, *What is a List?* anchor chart, Vocabulary Picture Dictionary
Students: white paper, writing folder

Before reading mentor text:

Remind students, "We have learned that authors use labels to give the readers, 'that's us', more information about the illustrations/pictures. Today we will read a story where the author uses something else to give the reader more information. Listen carefully and see if you can recognize what it might be."

Discuss the following **Targeted Vocabulary:** zucchini, lima bean, grubs, emergency (see Vocabulary Picture Dictionary on next page)

Preview: Put It On the List

Ask students to quickly predict what the book might be about based on the illustrations/pictures.

Read: Put It On the List

When finished reading:

- Ask students if their predictions about the book were correct. Why or why not?
- Tell students excitedly, "Did anyone figure out what this author used to give the reader more information? Students respond. *Yes, this author used a list! Does anyone know the purpose of creating a list in this story?* Students respond. "Yes, Kristen Darbyshire made a list of all the things the family ran out of and needed from the grocery store."

Introduce premade *What is a List?* anchor chart (see example in unit)

- Discuss anchor chart

Discuss Learning Target: I can begin to make lists.

Modeling

"Now that we know why some writers write lists, I am going to write a list so that I can give readers more information. I think I will write a grocery list for my family just as the characters did in Put it on the List." At this point I would go to the chart paper and begin a grocery list of items for my family. Model writing the title of the list and begin thinking aloud things that should and shouldn't be on the list. "Writers, the first thing I will write is the title of my list. Write Grocery List. When writers write the title of their list, they will put a line under their words. By doing this it lets the readers know what the list is about. Now, what will go on my list? Hmm... My husband doesn't like onions, so I don't need to put onions on the list. I have a dog but not a cat. I only need to buy dog food. Let me write dog food and sketch a picture of dog food. Should I put a bathing suit on my grocery list? NO! I don't get a bathing suit from the grocery store." Continue writing and sketching additional items for your list.

We do!
Collaborative Engagement

Partner Share: Have students turn to their partner and whisper/share 2 items they would put on their family grocery list.

You do!
Independent Practice

Say to students, "Writers when you return to your seat, you will be given a sheet of paper. Sketch and color two items you want to add to your family grocery list." At this point, students are just brainstorming and do not need to put their pictures/writing in a list format. Encourage students to "label" each picture by "stretching it out". If students finish quickly, have them add more items to their list.

We do!
Sharing

When finished, children can come to carpet and share with their partner or choose one or two "writers" who have done a great job drawing two or more item they want added to the family grocery list. Students can store their paper in their writing folder.

I do!

Demonstration
(mini-lesson)



EMERGENCY

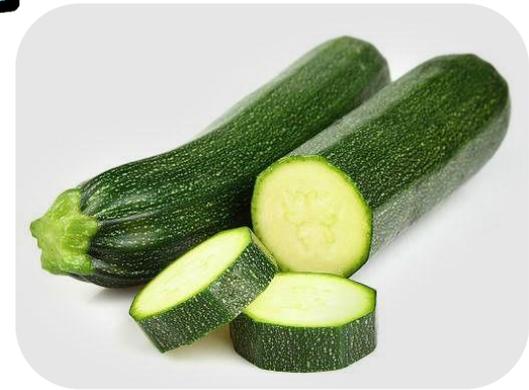
emergency – having something that is needed when nothing else is available



lima beans – a green bean that is grown in a garden



grub – another word for food



zucchini – a green squash that is a vegetable. It looks like a cucumber

Lesson 4: Immersion: Books with Lists

Materials Needed: Teacher: Mentor Text- Wallace's Lists by Barbara Bottner and Gerald Kruglik, **I Can** statement posted on board, pre-made *What is a List?* anchor chart posted for reference, vocabulary **Students:** white paper, writing folder

Before reading mentor text: Discuss **Targeted Vocabulary:** wondered, boast, dumb founded, torrents (Vocabulary Picture Dict. on next page)

Preview: Wallace's Lists

Ask students to quickly predict what the book might be about based on the illustrations/pictures

Read: Wallace's Lists

When finished reading:

- Ask students if their predictions about the book were correct. Why or why not?
- Say to students, *"Yesterday we read the book, Put It On The List! The author used different items to make one kind of list, a grocery list. In Wallace's Lists, the author had Wallace (the main character) to create a list for anything and everything he did. Again, in both books the authors used lists to give the reader more information and to make the story more meaningful."* Discuss and show some of the different lists the author of Wallace's Lists created.
- **Read Learning Target:** I can begin to make lists.
- **Discuss Academic Vocabulary** - topic, list

Modeling

"Writers write lists for different reasons. The list could be about things they need to buy at a store, things they need to remember, or a list of things to do. In the story we just read, Wallace wrote a 'To Do' List. Everything on the list was about things he had to do. The items were about the same topic. A topic is the main idea. Wallace had other lists in his book as well. Today, I am going to write a 'To Do' list as well. Okay, first I will give my list a title, so I will write at the top, 'To Do'. Next, I am going to write things that I need to do in the morning to get ready for school. The first thing I will write is 'wake up'. When writers write lists, they will write words right under each other. Model sketching yourself waking up and writing "wake up" under the title. Next on my list is 'eat breakfast'. Continue modeling sketching and writing without numbering the to do list. Numbering will be addressed in a later lesson.

We do!
Collaborative Engagement

Partner Share: Have students turn to their partner and whisper/share 2 things they do while getting ready for school in the mornings.

You do!
Independent Practice

Have students return to their seats and give each student a blank piece of paper. Say to students, *"Writers, I need you to write the list title 'To Do' at the top of your paper and remember to put a line under it. Next, you will sketch pictures of what you do in the morning to get ready for school. Try to draw the pictures one right under the other. You may use one to two ideas from my list. I would like for you to sketch something you do in the morning that is not on my list."* If students finish early, students can add more items to their list. Encourage students to who are ready to sound out to write words beside each picture.

We do!
Sharing

When finished, children can come to carpet and share with their partner or choose one or two "writers" who have done a great job with creating their lists.

I do!

Demonstration
(mini-lesson)



wondered – be curious to know something



dumbstruck – being so surprised that you are unable to talk



torrents – a strong fast moving stream of water



boast – share with everyone something you did or something you

Lesson 5: Generating Ideas: Making Lists

Materials Needed: Teacher - chart paper, black marker, mentor text Wallace's Lists, I can...statement on board

Students: writing folders, graphic organizer: paper with four squares

Academic Vocabulary: topic, generating, graphic organizer

Set Purpose:

I do!

Demonstration
(mini-lesson)

- Say to students, *"The next stage of the writing process is 'generating ideas'. Generating is a big word for thinking or coming up with different ideas or topics. An author will generate different ideas about what he/she wants to write about. So today we will begin to generate, or brainstorm lots of different ideas or topics for a list."*
- *"Yesterday we talked about why authors make lists. We read the book Wallace's Lists. In the story, the author had lists for several different things such as recipes, funny words, and frightening experiences. Today, we are going to generate/brainstorm some ideas of topics that we're interested in."* Begin writing and sketching on chart paper students' ideas for lists (generate at least ten or more ideas). Use this list as a reference for students when they have those "I don't know what to write" moments. For example, grocery store, vacation, family birthdays, school supplies, toys.

Read learning target - I can generate an idea for a list.

Modeling:

"Writers you did a great job of generating ideas for writing a list. Now I am going to think about ideas that interest me. Do they need to be on the list we just made? No! There may be something I'm interested in that is not on the list." Model thinking aloud four ideas. *"I am going to think of four different ideas that I might write a list for. I love planning birthday parties, going on trips, buying teacher supplies and eating fruit."* On chart paper, draw four different squares. *"I have drawn four squares. I have a fancy name for these four squares...a graphic organizer. A graphic organizer helps us to organize ideas or information. The organizer will help me 'see' my ideas better. My first idea for a list was planning birthday parties. In the first square, I will sketch a picture of a birthday cake. Continue filling in all remaining squares. When finished say to students, "I will use this graphic organizer later to help me decide which idea I will use to write my list."*

We do!

Collaborative Engagement

Partner Share: Have students turn to their partner and whisper/share one idea for a list they would like to write.

You do!

Independent Practice

Say to students, *"Writers when you return to your seat, you will be given a graphic organizer. Sketch four pictures of topics/ideas you might be interested in writing a list for."*

We do!

Sharing

When finished, children can come to carpet and share with their partner or choose one or two "writers" who have done a great job with sketching topics for their list. Students can store their graphic organizer in their writing folder.

Lesson 6: Selecting an Idea

I do!

Demonstration
(mini-lesson)

Materials Needed: Teacher - chart paper, black marker, mentor text Wallace's Lists, completed "Generating Ideas" graphic organizer, new "Topic" graphic organizer (on next page) sketched on chart paper **Students:** writing folders, completed graphic organizer, copy of "Topic" graphic organizer

Set Purpose -

- Say to students, *"The next stage of the writing process is 'selecting an idea'. During this writing stage, the author looks at the 'generating ideas' list and selects/picks the idea he/she likes the most."*
- Say to students, *"Yesterday we used a graphic organizer to sketch four ideas of possible lists. Today I am going to look at those ideas and select the one that is the most interesting to me."*

Learning Target(s) - I can select a topic for a list.

Modeling:

- Model selecting the topic you (the teacher) are most interested in from the completed graphic organizer.
- After selecting your topic, introduce students to the new "Topic" graphic organizer. Draw a bigger organizer on chart paper. Say to students, *"I have selected 'teacher supplies' as the list I want to write. I will write and sketch the topic/title of my list in the middle circle. Next, I will think of items/things that will be on my list. Would I put scissors on my list? Yes. Would I put a toothbrush on my list? No, a toothbrush is not a teacher supply. Remember to only sketch things on your graphic organizer that is about the topic."* Model brainstorming, sketching and writing items that will be on your list.

We do!

Collaborative Engagement

Partner Share: Have students turn to their partner and whisper/share the idea they think they might select for their list.

You do!

Independent Practice

Say to students, *"Writers when you return to your seat, look at your 'Generating Ideas' graphic organizer from yesterday. Select the topic you are most interested in and begin completing the graphic organizer by sketching a picture of the topic in the middle circle. Then around the circle, sketch pictures of items that will be on your list."*

We do!

Sharing

When finished, children can come to carpet and share with their partner or choose one or two "writers" who have done a great job with completing the graphic organizer.

Lesson 7: Drafting – Writing a List

Materials Needed: Teacher - chart paper, black marker,

Students- writing folders, "Topic" graphic organizer, "List" writing paper

Set Purpose -

I do!

Demonstration
(mini-lesson)

- Say to students, *"The next stage of the writing process is called "drafting". Drafting is when the author begins to put their ideas into a story/writing. How exciting!"*
- *"Yesterday we selected a topic for our list and completed a graphic organizer. Today we will begin to write a list like real authors do. Authors write lists in a special way. They will write the title or topic of their list at the top and draw a line under it. Next, they will write the items on their list one right under the other. I am going to show you how to write your list in this special way."*

Learning Target(s) - I can begin to write a list.

Modeling:

Using your "Topic" graphic organizer, model writing your list on the special "List" paper. Begin by writing the title at the top, followed by the items one right under the other. Emphasize to students that it not important that the items be in a particular order. Model sounding out each word as you write. Also, sketch a picture beside each word.

We do!

Collaborative Engagement

Partner Share: Have students turn to their partner and whisper/share two items that will be on their list.

You do!

Independent Practice

Say to students, *"Writers when you return to your seat, pull out your "Topic" graphic organizer from yesterday. Using the "list" paper sketch a picture of your title/topic on the line at the very top. Next, begin sketching an item from your list below the title. Continue until you have three to five sketches of items on your list."* (Above average students, can continue their list on another sheet of paper or go back and write words to match their pictures).

We do!

Sharing

When finished, children can come to carpet and share with their partner or choose one or two "writers" who have done a great job with drafting their list.

Lesson 8: Drafting – Sounding Out Words (if needed)

Materials Needed: Teacher - teacher's "list", *Alphabet Sound Chart*, pre-made *Stretching Words* anchor chart or use anchor chart included in unit **Students:** writing folder, *Alphabet Sound Chart* (include one for each student in folder or have them refer to alphabet on their name plate)

Set Purpose -

Say to students *"Yesterday we began writing our list. Today you will continue adding items to your list by sketching pictures and writing words that match each picture."*

Learning Target(s) -I can begin to use inventive spelling by listening for sounds I know in a word. I can use my alphabet chart to help me sound out beginning and ending sounds in words.

Modeling-

- Review *Stretching Words* anchor chart. Say, *"Writers you have done an awesome job on sketching and sounding out words for your list. I am going to add a few more items to my list. I want you to watch how I only write the sounds that I hear in each word. The next item on my list is a 'pen'. I will write the word 'pen'. First, I am going to say the word 'pen' very slowly. Now you say the word slowly. As I am stretching the word out, I hear the /p/ sound first. I will write 'p' on my paper because 'p' makes the /p/ sound."* Continue model writing down all the sounds you hear to represent the word. Don't worry about spelling everything correctly...we want to encourage students to write every sound they hear even if it's one letter. ☺
- Continue adding items to your list and modeling sounding out words.
- Remind students to use the *Alphabet Sound Chart* in their writing folder or the alphabet on their name plate to help them find the correct letter/sound combination.

I do!

Demonstration
(mini-lesson)

We do!

Collaborative Engagement

Partner Share- Have students turn to their partner and whisper/share one item they will add to their list.

You do!

Independent Practice

Say to students, *"When you return to your seat, continue working on your list. Remember to write all the letter sounds you hear for each item on your list. If you think you are finished, go back and add details to your pictures or add more items to your list."* Remind students to use the *Alphabet Sound Chart* in their writing folder or the alphabet on their name plate to help them find the correct letter/sound combination.

Below Average students- Encourage children who do not know their letters or sounds to continue adding more detail to each picture that represents the items on their list. Model writing each item on their list beside their picture.

We do!

Sharing

When finished, children can come to carpet and share with their partner or choose one or two "writers" who have done a great job with today's lesson.

Lesson 9: Revision – What is revision?

Materials Needed: Teacher - teacher's finished list, chart paper, black marker, mentor text Wallace List's
Students: writing folders

Academic Vocabulary: revision

Learning Target(s): I can revise my list by adding to or taking away to make my list better for the reader.

Set Purpose:

"Yesterday, we completed the drafting stage of the writing process. Today we will work on the 'revision' stage of writing. During the 'revision' stage, authors often read their writing aloud and decide if they need to add to their writing or take something away from their writing to make it better for the reader to understand. Revising means to change something to make it better."

Modeling:

Model reading aloud your list and asking questions. Say to students, *"I learned that a list needs a title. Does my list have a title? Yes it does. Are my items listed one right under the other? Yes! Are all the items on my list all about the topic/title? Model reading list...make sure you have added something that doesn't belong. No! What doesn't belong? Why? Model drawing a line through the item that doesn't belong. "Can I think of something else that I can add to this list to make it better? If I can add something to make it better, I will. If not, I will move on to the next stage of writing. This is what authors do during the 'revision' stage.*

I do!

Demonstration
(mini-lesson)

We do!

Collaborative Engagement

Partner Share: Have students return to their seat and pull out their list. Assign each student a partner at their table to read their list aloud to. Together they can decide whether to revise their list.

You do!

Independent Practice

Say to students, *"After discussing your list with your partner, make any revisions to your list. Remember, revision means to add or take away to make your list better."*

We do!

Sharing

When finished, children can bring their list to the carpet and choose one or two children who had to make a revision to their list.

Lesson 10: Revision – Continued

Materials Needed: Teacher - teacher's finished list, chart paper, black marker, mentor text Wallace List's

Students: writing folders

Academic Vocabulary: revision

Learning Target(s): I can revise my list by adding to or taking away to make my list better for the reader.

Set Purpose: *"In the story, Wallace's Lists, Wallace had several lists. Each list was written neatly so that readers would be able to read it. Yesterday we worked on the 'revision' stage of writing.*

Remember 'revision' means to add to or take away from our writing to make it better. Today, we will continue revising our list.

Modeling: *"Let's look at my revised list from yesterday. Is this something an author would want their reader to see? No, it is messy and I need to do more revisions. I am going to rewrite my list to make it neater and then I am going to color my sketches to add detail and make them more interesting for the reader. Remember the colors we use need to make sense".*

Teacher models rewriting list and adding color that makes sense!

Note: It may be too overwhelming for some students to rewrite their entire list. If they've used pencil throughout the entire process, then the only thing left is to color the pictures they have sketched.

I do!

Demonstration
(mini-lesson)

We do!

Collaborative Engagement

Partner Share: *"Tell your partner one thing you learned about the revision stage of the writing process."*

(items on list match the topic, adding color to illustrations, rewriting messy letters, etc.)

You do!

Independent Practice

Say to students, *"When you return to your seat, pull out your list. If you made revisions and need to rewrite your list, let me know and I'll give you a new special "list" paper. If not, you can begin to color your pictures, remember to use colors that make sense. Do not use the same color for all of the pictures on the list, and remember, NO SCRIBBLING".*

We do!

Sharing

When finished, teacher chooses one or two children to share how they revised their original list.

Lesson 11: Editing: Why do authors edit?

Materials Needed: Teacher -teacher's finished list, chart paper, black marker, mentor text Wallace List's
Students: writing folders

Academic Vocabulary: edit

Learning Target(s) - I can edit my list to make sure the reader is able to read it.

Set Purpose -

I do!

Demonstration
(mini-lesson)

"We have been working on the revision stage of writing. Remember revision means to add to or take away from our writing to make it better. Today, we will look at the editing stage of the writing process. When editing, authors look at their whole writing to make sure all of the words are spelled correctly, words are capitalized at the beginning of each sentence, periods are at the end of sentences, and their name is on the book/writing. These are things that you, as authors, will be doing very soon when we begin to write stories. However, since we are writing lists, instead of stories, we will edit our list by making sure our name is on our paper. We will also number each item on our list so that readers will be able to quickly see how many items are on our list."

Modeling: Teacher models numbering items on the list and checking to make sure his/her name is on the paper. Say to students, "Authors do not put a number next to the title, they begin by putting the number one next to the first item on the list".

We do!

Collaborative Engagement

Partner Share: "Tell your partner one thing you learned about the editing stage of the writing process"

You do!

Independent Practice

Say to students, "When you return to your seat, pull out your revised list. First make sure your name is on your paper. Next, number all of the items under the title of the list."

We do!

Sharing

When finished, teacher chooses one or two children to share their edited list.

Lesson 12: Publishing – Celebrating & Sharing our Finished Piece

Materials Needed: Teacher - finished list

Students: finished list

Academic Vocabulary: publish

Set Purpose -

I do!

Demonstration
(mini-lesson)

"Yesterday, we learned about the editing stage of the writing process. Today, we have reached the last stage of the writing process, the publishing stage. Wow! I'm so excited. Writers, you have done an excellent job writing your list. You are officially authors. It's time to celebrate your accomplishment by reading your list to an audience. Your classmates will be your audience. Remember, when someone is reading their list, the rest of us will show good audience behavior."

Write on chart paper:

Good Listeners:

- Mouth is quiet
- Eyes are on the writer or book
- Hands are still

Student Sharing:

- Throughout the day, have students read their book to their classmates. When finished, display finished product.

We do!

Sharing

Exploring a variety of digital tools to produce and publish writing

Suggestions:

- .Take digital pictures of writing and share
- .Use a variety of apps from iPads or other tablets
- .Project the written pieces using a document camera
- .Create a PowerPoint of writing with voice recordings