

## HOW CAN WE PLAN AND WRITE A NONFICTION PIECE?

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### Overview

In this unit, Kindergarteners use a combination of drawing, dictating, and writing to compose informative pieces about animals. During the unit, students use technology to research a topic related to science standards. Students then participate in peer writing conferences and teacher-led review, enabling them to take ownership of their writing. At the end of the unit, students present what they have learned to their classmates through PowerPoint, video recordings, an oral presentation, or a play. While this particular unit focuses on butterflies, you can adapt this unit to focus on another insect, animal or nonfiction topic.

### Standards Addressed

1. **ELA.K.W.2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
2. **ELA.K.W.5:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
3. **ELA.K.W.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
4. **ELA.K.RF.1:** Demonstrate understanding of the organization and basic features of print.
5. **ELA.K.RF.2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
6. **ELA.K.RF.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
7. **ELA.K.L.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### A TIP FROM THE TEACHER

***Set writing goals!** To help my students monitor their own writing progress, I use a **Writing Goals Chart** in my classroom. This chart allows them to focus on one particular skill until they master it, and prevents them from feeling overwhelmed remembering all the rules at one time! It is also amazing to see the smiles on their faces when they consistently meet their current goal and get to move their name to a new one! (You will get a chance to see a student move her goal in the video!)*

*The goals on my chart are:*

- ✓ Use a capital letter to start a sentence.
- ✓ Use a period to end a sentence.
- ✓ Use word wall words.
- ✓ Include a beginning, middle and end in your story.
- ✓ Use dialogue in a story.

8. **ELA.K.L.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
9. **ELA.K.L.2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
10. **S.K.CS.1:** Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own effort to understand how the world works.
11. **S.K.L.2:** Students will compare the similarities and differences in groups of organisms.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Standards:</b> 3, 4, 5, 6, 7, 8, 9	<b>Standards:</b> 3, 4, 6, 7, 8, 9	<b>Standards:</b> 1, 3, 4, 6, 8, 9	<b>Standards:</b> 1, 2, 3, 4, 6, 7, 9,8, 10, 11	<b>Standards:</b> 1, 2, 3, 4, 6, 7, 8, 9, 10, 11
<p><b>Mini Lesson:</b> (20 min) Intro to unit: Writers are like scientists! A scientist is someone who asks questions about things around them and finds the answers to their questions. Scientists look closely at things, use details, tell facts, make lists, ask questions, and choose their words carefully.</p> <p>Introduce informational writing: For example, if we want to learn about cars or cooking, how can find out about them? We have to do research.</p>	<p><b>Mini Lesson:</b> (20 min) Have a discussion with students about taking notes. You can draw or write simple phrases on sticky notes.</p> <p><b>Watch video on topic:</b> You can find quality videos on youtube, Discovery Education, and National Geographic.</p> <p><b>In-depth writing/conferencing (assessment):</b> Teacher models taking notes: watch video and stop to draw/write notes on class graphic organizer (chart paper). Model on sticky notes and place on class graphic organizer.</p> <p><b>Share</b> (5 min): Students discuss something they</p>	<p><b>Mini Lesson:</b> (20 min) Guided practice about note taking strategies: draw a quick picture, make a list, or write short sentences or phrases. Teacher models taking notes on sticky notes.</p> <p><b>Watch video on topic</b></p> <p><b>In-depth writing/conferencing (assessment):</b> (10min) Choose at least one fact to write about on the class graphic organizer.</p> <p><b>Share:</b> (5 min) Students pair and share about the topic from the mini lesson. Discuss the facts you learned today. How did you learn those facts? Why did you want</p>	<p><b>Mini Lesson:</b> (20 min) Read informational text on topic. (Use an actual book today). Fill in more learned facts. Guided practice: teacher models taking notes on sticky notes. As students become more comfortable with note taking they will add notes for the whole class to see.</p> <p><b>In-depth writing/conferencing (assessment):</b> (10min) Students choose at least one fact to write about and place it on the class graphic organizer.</p> <p><b>Share:</b> (5 min) Students pair and share about the topic from the mini lesson. Discuss the facts</p>	<p><b>Mini Lesson:</b> (20 min) Read second non-fiction text on topic. Read the book once. Read the book a second time. During the second time, stop and draw or write notes on the class graphic organizer.</p> <p><b>In-depth writing/conferencing (assessment)</b> (10min) Students draw or write the facts they learned today. All students draw or write their facts on the <b>Student Graphic Organizer</b> or in a notebook.</p> <p><b>Share</b> (5 min): “Buddy Up:” Read your facts to a partner. Does your partner need to change anything? Do</p>

<p><b>Make a list of how you can learn information:</b> ask someone, go to the library, read books, use the internet, watch movies or videos</p> <p><b>KWL/Schema:</b>  Complete chart about topic (butterflies)  What we know:  What we learned:  Misconceptions:</p>	<p>learned about the topic with a partner.</p> <p><b>Differentiation:</b> Some students can copy notes from the teacher or draw a picture. Other students can write their own notes.</p>	<p>to learn them?</p> <p><b>Differentiation:</b> (Use sticky notes) Some students can copy notes from the teacher or label a picture. Others can write their own notes with two or more facts.</p>	<p>you learned today. What strategy did you use to take notes? Picture? Short phrases?</p> <p><b>Differentiation:</b> (use sticky notes). Some students can copy notes from the teacher or label a picture. Others can write their own notes with two or more facts.</p>	<p>they need any help?</p> <p><b>Differentiation:</b> Teacher guides the writing by drawing lines for the words in the sentence. Students attempt to fill in the first and last letter of each word. Others can write their own notes with two or more facts. (Advanced: Compare a butterfly and a caterpillar.)</p>
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Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<b>Standards:</b> 3, 4, 6, 8, 9, 10, 11	<b>Standards:</b> 4, 6, 8, 9	<b>Standards:</b> 1, 2, 4, 6, 8, 9	<b>Standards:</b> 1, 2, 4, 6, 8, 9	<b>Standards:</b> 1, 4, 5, 6, 8, 9
<p><b>Mini Lesson:</b> (20 min) Use teacher discretion to determine if students are ready to advance. If so, use a search engine to conduct research. Model strategies for searching for text and images.</p> <p>Read nonfiction text on topic. Read through the book once as a whole group.</p> <p><b>In-depth writing/conferencing (assessment):</b> (10min) Read the book a second time, stop and draw or write on the <b>Student Graphic Organizer</b>.</p> <p><b>Share</b> (5 min): One or two students share</p>	<p><b>Mini Lesson:</b> (20 min) <b>Discuss/Model:</b> how to publish our information. We can create a book for others who want to read and learn about our topic.</p> <p><b>Title Page:</b> Teacher models ‘thinking aloud’ to develop a title. Discuss with students about how a title is important. Also discuss with them that they should write their title in large letters on the front cover (but leave room for the author’s name and a picture.) Then, they should write the author’s name. Then, they should draw a picture.</p>	<p><b>Mini Lesson:</b> (20 min) <b>Discuss/Model:</b> How to publish our information.</p> <p><b>Begin book:</b> Teacher models writing the first page of a book by taking information from a graphic organizer. Be sure to stress the importance of illustrating the sentence correctly and using details to support the information. Example: Draw matching wings on a butterfly to support a sentence about how butterflies have identical wings.</p>	<p><b>Mini Lesson:</b> (20 min) Review how to publish a book. Goal: The book should have a title page and at least three pages of facts.</p> <p><b>In-depth writing/conferencing (assessment):</b> Students work on creating a book that will be published. Teacher conferences, models, and supports students as they work.</p> <p><b>Share</b> (5 min): Give students opportunities to monitor/assess their writing on the <b>Student Writing Rubric</b>. Students may rate their work on a scale of one to four. Have them share their results with a buddy.</p>	<p><b>Mini Lesson:</b> (20 min) <b>Finalize and Celebrate:</b> Discuss strategies for reading and presenting published work. Teacher models appropriate ways to present.</p> <p><b>Begin student production of work using technology:</b> As students are completing books, teacher facilitates small group work sessions for compiling informational pieces onto PowerPoint. Using iPads, students can film other students presenting or reading their complete books.</p>

<p>their work on Hovercam (document camera) with the whole group. Students display their work, explain their writing process, talk about what they have learned, and where they gathered this information.</p> <p><b>Differentiation:</b> Some students can copy notes from the teacher. Others can write their own notes.</p>	<p><b>In-depth writing/conferencing (assessment):</b> Students develop a title and ideas for their title page.</p> <p><b>Share:</b> (5 min) One or two students share their work on Hovercam with the whole group.</p> <p><b>Peer review opportunity:</b> Students sit with a buddy and read the sentences they wrote. The buddy provides complements and suggestions. Students can also refer to the <b>Writing Goals Chart</b> to determine together if they met their writing goal. <i>(Tip: Be sure to model the peer review process beforehand!)</i></p>	<p><b>In-depth writing/conferencing (assessment):</b> Students begin working independently to create a book that will be published. Teacher conferences, models, and supports students as they work.</p> <p><b>Share:</b> (5 min) “Buddy Up” for peer review time. Allow time for students to discuss their work and support each other through the writing process.</p> <p><b>Differentiation:</b> Pull small groups for guided support. Utilize para-professional for small group enrichment or support.</p>	<p><b>Differentiation:</b> Use the <b>Student Writing Rubric</b> to help students improve writing. Peer review and revise.</p>	<p><b>Differentiation:</b> Students choose the format for their final product.</p>
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Lesson 11	Lesson 11 Cont.
Standards: 4, 5, 6, 8, 9	Standards: 4, 5, 6, 8, 9
<p><b>Mini Lesson:</b> (20 min) <b>Finalize and Celebrate!</b> Teacher and students model appropriate and inappropriate ways to present.</p> <p><b>Continue student production of work using technology:</b> As students are completing their books, teacher facilitates small group work sessions for compiling informational pieces in PowerPoint. Using iPads, students can film other students presenting or reading their complete books.</p> <p><b>Differentiation:</b> Students choose the format for their presentations.</p> <p><b>Options:</b> PowerPoint Flip cam video recording iPad video Oral reading of book Oral report of information Play</p>	<p>Using teacher discretion about students' growth and progress, you may repeat the following lessons using a variety of topics that relate to science or social studies standards, such as:</p> <ul style="list-style-type: none"> <li>• Arctic animals,</li> <li>• Community helpers,</li> <li>• “How to” books,</li> <li>• Nocturnal animals,</li> <li>• Current national holiday, or</li> <li>• American symbols.</li> </ul> <p>You can also incorporate new presentation ideas, such as:</p> <ul style="list-style-type: none"> <li>• Present to peer groups,</li> <li>• Invite another class to come in for the presentations,</li> <li>• Present for parents on Curriculum or Parent Night, or</li> <li>• Present to administrators or other teachers from the school.</li> </ul>