

ELA

Common Core

State Standards

Resource Packet

**Kindergarten**

**Unit 4: Pattern Books**

**08/02/2013**

**Writing Unit of Study**

**Kindergarten- Label and List in a Content Area, Unit 3**

**Table of Contents**

Mentor Text 1

Pattern Book Mentor Text Teacher Resource 2

Editing Checklist 3

Paper Samples 4

How to Write a Pattern Book 8

Class Profile of Teaching and Learning Points 9

Proficiency Checklist 10

Some Possibilities for Purposeful Use of the Share Time 11

**Mentor Texts – Kindergarten, Unit #4 Pattern Books**

* This is a suggested list to consider when collecting possible mentor text.  Please review books you have available that also meet the criteria and add to the list.
* These are some titles that fit the following criteria: 1) Communicate meaning, 2) Have a repeating sentence structure 2) Titles hold the pages together 3) Pictures support words and add meaning 4) could be fiction or non-fiction 5) Different structures support meaning (see-saw, question-answer, surprise ending)

|  |  |  |
| --- | --- | --- |
| **Literature – Trade Book Suggestions** | | |
| **Title** | **Author** | **Notes to Teacher** |
| Life at the Beach | Rose Lewis | \* One topic pages fit together |
| Cat on the Mat | Brian Wildsmith | \*Pictures say more than words |
| Hard and Soft | Rose Lewis | \*See-saw structure |
| Where is Tim? | Jillian Cutting | \*Question/answer structure |
| What is a Huggles? | Joy Cowley | \*Question/answer structure |
| Worm is Hot | Kathy Caple | \*Surprise ending |
| I See | Rozanne Williams | \*Simple pattern book |
| My School | Michele Dufresne | \*Simple pattern book |
| The Jigaree | Joy Cowley | Optional- Higher level pattern book, pictures say more than words |
|  |  |  |

\* = mentor text used in sessions

|  |  |  |
| --- | --- | --- |
| **Student Authored Work Code: SW** | | |
| **Author** | **Topic/Title** | **Notes to Teacher** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Kindergarten Unit 4: Pattern Books**

|  |  |  |  |
| --- | --- | --- | --- |
| **General Category** | **Description (Sample)** | **Sessions** | **Possible Books** |
| Basic Pattern books (Range of levels) | I see the… | 1,3 |  |
| See-Saw | One pattern on one page, different pattern on the next | 8 | Hard and Soft |
| Question/Answer | Asks and answers a question | 9 | What is a Huggles? Where is Daisy? Where is Tim? |
| Surprise Ending | Pattern changes at the end | 7 |  |
| Pattern Book (pictures tell more than words- Inferencing) | The cat sat on the mat (picture shows cat getting mad on each page as a new animal sits on his mat) | 5 | The Bridge  Cat on a Mat  I See |
| Picture supports the words | Tricky vocabulary, high picture support- ex. I see the hippopotamus (picture of hippopotamus supports reader) | 4 |  |
| Title communicates meaning | Title gives information regarding content of the story. Example: Hard and Soft | 10 |  |

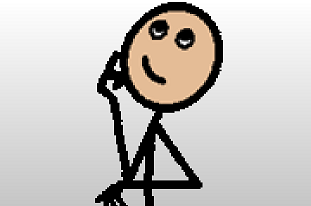
Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| I checked for… |  |  |
|  | capital “I” | **http://0.tqn.com/d/webclipart/1/0/q/L/blnksym2.gif**i I |
|  | word wall words |  |
|  | spaces between words |  |
|  | all the sounds in words |  |
|  | end punctuation |  |
|  |  |  |

**Pattern Books Unit Editing Checklist**



How to Write a Pattern Book



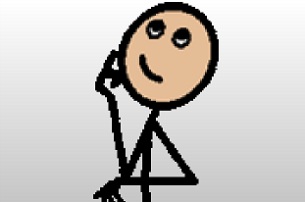
Dogs!

Think of a topic.

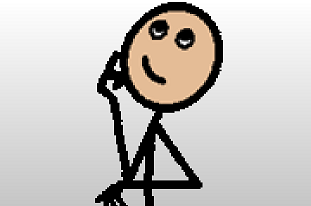
What do dogs look like?

Kinds of dog?

What do dogs eat?

What do I want to

say about the topic?



What do dogs

look like?

Dogs have…

Think of a Pattern.

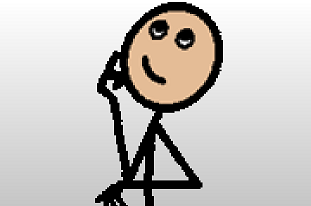


Dogs have fur!

Dogs have

4 legs!

Dogs have tails!

Pages go together.

**Optional Assessment/Conferring Tool *– Kindergarten Unit 4:* Pattern Book Class Profile of Teaching and Learning Points**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Names | Writers use reading books to write patterns | Writers think about what they want to say about their topic. Writers work to communicate meaning through the title. | Writers work to communicate meaning through the title. | Writers make sure all of the pages go together and make sense. | Writers use pictures to provide meaning that supports the reader. | Writers plant picture clues to tell even more than the words (Inferencing). | Writers write for readers | Writers write surprise endings. | Writers write see-saw structures. | Writers choose the type of pattern books they want to write | Writers choose their best piece of writing to edit. | Writers practice and share highlights of their pattern books. | Writers sort their pattern books to add to the class library. |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Kindergarten–Pattern Books Unit Proficiency Checklist\***

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Proficiency checklists guide teachers on what to provide instruction and additional assistance on during the unit, as well as beyond the unit. See Proficiency Guidelines in the K-2 Writing Assessment Package for additional information. 

|  |  |
| --- | --- |
| **What are this writer’s strengths?** | **What are the next teaching points for**  **this writer?** |

The following should be observed and/or evident in written work by the end of this unit:

* **(T) Writer makes sure all pages go together and make sense (on topic) (Session 4)**
* (T) Consistently shows evidence of rehearsal of all steps for how to write a Pattern Book

(Sessions1, 2,3, 5)

* **(L) Uses words from Word Wall to write words “in a snap” ( Session 7)**
* **(P) Revises Pattern Book to add a surprise ending (Session 8)**
* (T) Tries a variety of structures in Pattern Books (Session 8 (surprise ending), Sessions 9 (see-saw), Session 10 (question-answer))
* (P) Sketches across page(s)to support the reader with tricky words and/or inference (Sessions 5, 6)
* **(P) Demonstrates writing stamina through writing 3- 5 Pattern Books each week (Ongoing)**
* (P) Demonstrates knowledge of workshop routines (Emphasis on rereading and partnership work) (Sessions 2, 3, 4, 5, 6, 7, 8)
* **(T) Chooses a Title that communicates meaning (Session 3)**

See page 26 of the ELA CCSS document for all Kindergarten Language Standards, especially question

mark (Session 9) and capitalizing “I” (Session 11)

**\*This checklist does not have levels of proficiency because the skills taught in this unit are**

**foundational for all types of writing and writers. In addition, this unit focuses on routines, building**

**independence, and the process of writing.**

**T**-Text Types and Purposes **R**-Research to Build and Present Knowledge **P**-Production and Distribution

of Writing **L**-Language

Created by Melissa Wing, Genesee Intermediate School District, Kathy Smith, Bendle Public Schools, Pam Bachner and Aimee Torok,

Grand Blanc Schools. (Updated July 2013)

**Each lesson has a share component. Modify based on students’ needs. The following are other share options.**

**Some Possibilities for Purposeful Use of the Share Time**

|  |  |  |
| --- | --- | --- |
| Name | Purpose | Method |
| Follow-Up on  Mini-Lesson | To reinforce and/or  clarify the teaching point | * Share an exemplar model (student or teacher) * Share a student who had difficulty and the way in which he/she solved the problem * Share the story of a conference from the independent work time * Provide another opportunity for active engagement * Provide a prompt to initiate student conversation, “Turn and tell your partner…” |
| Problem  Solving | To build community and  solve a problem |  |
| Review | * To recall previous strategies /prior learning * To build repertoire of strategies * To contextualize learning | Pose a “review” question to the class:  “Today we learned one revision  strategy. What other revision  strategies do you use?” These  strategies may be listed on a chart. |
| Looking Ahead  to Tomorrow | Introduce a new  teaching point – set-up  for the next mini-lesson |  |
| Celebratory | * Celebration of learning * Boost student morale * Promote membership in the “literacy club” | * Share the work of 2-3 students * Provide an opportunity for a whole class share: “You are all such amazing writers - you wrote so much today! Writers, hold up your open notebooks so that we can see all of the great work you have done.” |

Source: Teachers College Reading and Writing Project