

Reading and Writing Lots of Texts

## FIVE-DAY LESSON PLAN, KINDERGARTEN (K–2)

(90-to-150-minute reading/writing block)

*Teacher Note:* This lesson plan includes the actual lessons and language you observed in the video scenes. In this weeklong residency, the focus was on reading and writing lots of texts and how writing can support and enhance reading. Of course, even though you are not seeing it, explicit instruction in reading including guided and independent reading practice are also taking place daily. (Note Independent Reading Practice in lesson plan.) See *Writing Essentials*, “Teaching in Action: Lesson Essentials,” pp. 291–339.

Keep in mind that the lesson plans were designed as a scaffold for you to use. Also, remember to consider your students’ interests, needs, and strengths. The lesson plan is designed to meet the minimum requirements for most K–2 literacy minutes required by most school districts.

### MATERIALS NEEDED

#### DAY 1

- Double Pink* by Kate Feiffer (or another book of your choice).
- Slide for framing and locating known and unknown words (see *Reading Essentials*, p. 173 for how to make a slide).
- Word wall with student names/photographs.
- Three pieces of unlined white paper stapled together, one per student.
- Chart paper.
- Markers, pencils, or pens.

#### DAY 2

- Student sentence typed on unlined white paper for illustrating.
- We Share Everything* by Robert Munsch (or another book of your choice).

#### DAY 3

- Something Else* by Kathryn Cave and Chris Riddell (or another book of your choice).
- A copy of *Class Colors!* for every student (or the book you wrote together).

**DAY 4**

- One or two published books written by a kindergartner. (See website if you don't have your own examples.)
- A book talk on *Kindergarten Kids* (a book written by Ellen B. Senisi's kindergarten class, Scholastic, 1994, or a book about kindergarten).
- A Child's Day* by Jillian Cutting (or a similar text).
- A story from your own life to tell your students. (Don't practice or prewrite it but do plan it.)
- Photographs of eight important things kids do in kindergarten.

**LEARNING GOALS***Students will:*

- Listen to, speak about, read, write about, think about, and respond to numerous texts.
- Use an excellent picture book as a springboard and framework for writing.
- Use pictures to predict and support predictions (cloze).
- Generate personal responses to or make connections with texts.
- Use pictures, talk, and thinking before writing.
- Understand that writers change and add details to drawings to represent writing ideas.
- Identify an audience before writing.
- Use rich vocabulary.
- Use words from the word wall and resources from the classroom for writing.
- Spell some high-frequency words (*I, love*).
- Write and publish a class book.

**ONGOING ASSESSMENT/INFORMING OUR INSTRUCTION**

(See the *Deeper Understanding chart*.)

- Make sure students know, understand, and can state the purpose of the instruction, task, and activity.
- Find out what students know before, during, and after the lesson.
- Have students try out what you have been demonstrating.
- Check that students are clear on expectations for what they are to do.
- Collect evidence and data that students are progressing and meeting district benchmarks and state standards.
- Observe whether students are applying their learning to new contexts.

- Notice whether students are choosing to go on learning.
- Identify evidence that shows how students are becoming responsible independent learners.

### RESOURCES FOR DAILY SCHEDULES



- Session 3 DVD



- *Conversations*, pp. 291–292



- *Reading Essentials*, pp. 213–215

- *Writing Essentials*, pp. 185–186

**DAY 1** LESSON ACTIVITIES**Reading Aloud**

- Introduce *Double Pink*, written by Kate Feiffer and illustrated by Bruce Ingman (2006), or select another book of your choice.
- Talk about your favorite color and, perhaps, how your favorite color has changed during your life. The book is about a girl named Madison, and her favorite color is pink. Begin reading the book. Think aloud—make authentic comments and pose questions—as you read:
  - “Do you all know what double means?”
  - “Hmmm . . . I wonder what her mom going to say?”
  - “I am wondering if she is going to get sick of pink?”
  - “Think in your mind what is going to happen.”
  - “Ah, now finally Madison’s mother could see her!”

Note: As with any favorite thing, you can get tired of it. You might want to say something like: “What a great book. I love purple but I don’t think I would want everything in my life purple! This book reminds me of how when I was little I’d love a particular kind of food or candy or a certain song—and then I’d get sick of it and move on to some other favorite!”

**Shared Writing**

- Think aloud as you begin to write: “I had an idea that we might write a book about your favorite colors (Class Colors Book). I love red because . . .”
- Write aloud:
  - “Here is what I am going to write. I am not sure what the title of our book is going to be yet. We can worry about the title of our book later.”
  - “I am going to write, ‘Mrs. Routman loves.’ Do you know the word loves? L-O-V-E-S.”
  - “I have to decide what kind of red I like. It is kind of like violet red. I am going to use violet red. I am going to draw pictures of the things I have in my house (that are red). One of the things that good writers do is that your pictures can tell a lot. Because you are just learning how to write in kindergarten, it is hard to write lot of words, but your pictures can tell a lot.”
  - “Who else has a favorite color? Emily loves pink.”
- Write quickly and do not overemphasize letters and sounds, because it will take too long to finish the book: “We are going to be writing our book very quickly.”
- Refer students to the word wall if students are not accustomed to using the word wall for writing: “If you did not know how to write Emily’s name, where could you find her name?”

- Allow time for every student to contribute their favorite color (may take two sessions): “[Student’s name] loves [favorite color].”
- Help students think about things they have that are their favorite color: “What are some things you have that are pink and you like?”
- Write fast: “We are not doing lots of words, but we are working on vocabulary, we are dealing with concepts that you need to know like recognizing each other’s names and color names.”
- Encourage students to add words that will describe their favorite color: “What kind of purple do you like? Look on the word wall everyone . . . spell purple.”
- Think of a word that makes your color come to life: “Make your color come to life by using words.”
- Finish the writing very quickly: “We are not worried about spelling and letter sounds.” (At this point, the focus is on thinking and in capturing students’ language.)
- Keep the focus on meaning/comprehension. What is the most important thing you want your kids to know?

### Independent Reading Practice

- By valuing browsing, students can select interesting books from a variety of genres and reading levels (see *Reading Essentials*, pp. 63–81 and 82–97 for more information on independent reading).
- Students identify books they can read, books others can read to them, and/or books beyond their level. Books are placed in bins at the tables. Students sit in their table groups, first for 5 or 10 minutes, later for 15 or 20 minutes.
- As students read, the teacher takes notes, observes students reading, and conducts one-on-one roving conferences looking for:
  - Engagement with text.
  - Concepts about print.
  - Strategies used.
  - Self-selection/student interests.
  - Comprehension (students make sense of the story through pictures even if they don’t know all the words).

### Celebration

- Celebrate and highlight one or two students’ strengths, ability to apply new learning, or appropriate self-management while reading and writing. Set new goals for students and adjust instruction based on your students’ work and observations.

### Teacher Reflection/Notes/Comments

(Perhaps observe one or two students a day and reflect on their learning as well as your own.)

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### Samples of Your Own Students' Work

(Perhaps start a notebook in which you keep your own plans, samples of students' work [exemplars], class charts, resources you used, etc.)

**DAY 2** LESSON ACTIVITIES**Shared Writing to Reading**

- Reread your own color sentence on the chart (from Day 1). Think about and show how writers change their mind. *“When you are a writer, you want to have just the right word. I have decided that I want to change how I describe my color from violet red to raspberry red.”*
- Show how you cross out and add a caret to change your writing.
- Read the chart with the class as you point at each word. Ask one or two students if they would like to change and/or describe their color.
- Continue choral reading the whole chart together as you point to each word.
- Show students how they will be illustrating their own page in the class book and what you expect them to do. *“If you don’t like the word you wrote, what is another way to add a word? Change a word?”*
- Celebrate by reading the class chart.
- Use a slide to find and locate known words. *“There is a word here that occurs over and over again. What is this word? [loves, red, pink]”*

**Reading Aloud**

- Introduce *We Share Everything* by Robert Munsch, or another book of your choice.
- Read the whole book, stopping only once or twice to share your thoughts and use the cloze technique: *“We share \_\_\_\_\_.”* (Students participate by filling in the blank.)
- *“I love this book!”*

**Shared Writing**

- Think aloud before writing. *“I think it would be great if we wrote our own ‘We Share’ book or chart. Help me with what you share in kindergarten.”*
- List student responses. (Read responses so far.) *We share toys, markers, crayons, pencils, books, cards. Who’s got something that is not up here yet?”*
- Ask students to reread the chart with you.
- Ask, *“How should we end our book? ‘We Share Everything!’ I am going to add this mark [!] and read it very excitedly.”*
- Ask another student to point and read the story so that everyone can read it.

### **Independent Writing**

- Show students how to illustrate their own page of the class chart by reading your page and illustrating while you think aloud.
- Give students time to illustrate their page.
- Collect student pages, add a title page, and staple the pages together.
- Publish
  - Make copies for each student to read.
  - Place original in student-authored section of classroom library.

### **Celebration**

- Show student’s detailed illustrations and highlight how the pictures make the words come alive.

### **Teacher Reflection/Notes/Comments**

(Perhaps observe one or two students a day and reflect on their learning as well as your own.)

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**DAY 3** LESSON ACTIVITIES**Shared Reading of *The Color Book*/"We Share" Chart**

- Read the class color book (created on Day 1) together as you point to each word.
- Remind students to pay attention. *"We need to celebrate the great book you wrote to help you become the best readers you can be. Your brain is always thinking what makes sense and what the letters say. Who made changes? How many of you did a lot of thinking about your color?"*
- Celebrate. *"Pat yourself on the back. You did a great job reading your book."*
- Read the "We Share" (created Day 1) class chart together. (Alison drew the pictures to go with the words the day before.) All students get a copy of *Class Colors* and "We Share" chart to read during independent reading and to take home.
- Invite one student to read the class chart and point to each word.
- Celebrate with a cheer or pat on the back.

**Reading Aloud**

- Introduce and read aloud *Something Else* by Kathryn Cave and Chris Riddell, or another book of your choice on how to treat people you don't know (a new student, for example).
- Read with fluency and expression. Stop only once or twice to predict (make a smart guess) and/or share your thinking.
- Ask students to turn-and-talk. *"Tell your partner what you think this book is about."*
- Ask: *"Who has an idea? What were you talking about?"*

**Shared Writing**

- Write and think aloud. *"We thought it was a nice idea to make people feel welcome in our class when they are new to our classroom or school. My idea was to say: You are nice. I might say: You can play with me. Write down your ideas and student ideas (hi, hello, welcome)."*
- Reread the "Welcome" chart together.
- Use the slide to find and locate known words. *"How did you know this word is hi? How do you know this word says hello?"*

### **Independent Reading Practice**

- Students continue browsing books in the classroom library, and sit at their table for about 10 minutes. As students read, look for and take notes about:
  - Engagement with text.
  - Concepts about print.
  - Strategies used.
  - Self-selection/student interests.
  - Comprehension.

### **Celebration**

- Celebrate and highlight one or two students’ strengths, ability to apply new learning, or appropriate self-management while reading and writing.

### **Teacher Reflection/Notes/Comments**

(Perhaps observe one or two students a day and reflect on their learning as well as your own.)

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**DAY 4** LESSON ACTIVITIES**Shared Reading**

- Reread the “We Share” (created on Day 2) class chart together.
- Use the slide to find and locate unknown words. “*How did you know that was the word marker?*”
- Ask, “*What can you do if you don’t know the word?*”
- Choral-read the second part of *Class Colors* as you point to the words.
- Use the slide to locate known and unknown words on the class chart; use the first letter of a word.

**Shared Writing**

- Continue writing the “Welcome” chart (stated on Day 3).
- Write and take student responses.
- Ask, “*What are these [“ ”]?*”
- Decide where the “Welcome” chart will be placed and how you are going to use the chart in the classroom.
- Show students *Kindergarten Kids*, a book written by Ellen B. Sensi’s kindergarten class or another book about kindergarten. Talk about the book so that students get ideas for writing. “*The students decided what they wanted their book to include. They decided to start their book with what they start doing in the morning.*”
- Show students the book *A Child’s Day* by Jillian Cutting (or a book of your choice).
- Read the book together. “*You can probably read this with me.*”
- Write together. “*What are we going to write about? What are the big important things in our classroom? If we would go through the kindergarten day, what would you like to have other readers know about our kindergarten class? We just want to get our ideas down quickly.*”
- Ask students to give suggestions, and select 7 or 8 things to take pictures of so you can make an 8-page book the next day. Some examples might include:
  - Writing center
  - Classroom library
  - Blocks
  - Science
  - Math
  - Art
  - Music
  - Recess

## Model Journal/Independent Writing



- Show books that have been written by kindergarten kids (or primary students) just like your students. (Use examples shown here, or, if you don't have your own, see the website.). Let students know that they are going to be writing stories that are important to them. *“This is a book by a kindergarten kid. It has a title and pictures. Did you notice how carefully the illustrations were done?”*
- Tell students a story from your life. Do not prewrite or rehearse the story, but do think about and preplan the topic. You want there to be an element of surprise for both you and your students. This is what good writers do.
- Think aloud; tell students that writers have to think about what they are going to write before they write.
- Show all the different ways that kindergarten kids write. (See below.)
- Find known words. *“If you wanted to find the word we where could you find it? If I wasn't sure, I could do something like this. I don't want you talking because this is my time to show you.”*

### **Demonstrate various types of writing to differentiate lessons and support students:**

- Write your sentence using just beginning sounds, saying the letters as you write.
- Write the same sentence using beginning and ending sounds.
- Write the same sentence again using all the sounds that students know.
- Use a different-color marker to write standard spelling to show kids what conventional spelling looks like. Focus on what students already know.
- Illustrate your picture.
- Revise your writing. *“I really wanted my story to say...”* Use a caret to add the new word.
- Think and talk about what you want to write tomorrow, to show students that they will need to do the same.
- Through one or more public scaffolded conversations, invite several students to share a writing idea. *“Who has an idea for writing today?”* Ask a student to share their writing idea and write the idea on the chart paper or a sticky note so that you capture the student's language. (Review the video and see website for examples of scaffolded conversations.)



## Independent Writing

- Give students 3 sheets of unlined paper stapled together.
- Give students about 10 minutes to begin to write their stories.
- Confer with students and take notes about your observations.

## Celebrate

- Ask students to bring their writing to a designated, whole-group gathering area (carpet or floor).
- Select students who did something wonderful. *“Read your story by using your reading finger. Kids, he [she] is up here for two reasons: 1) to celebrate the great writing, and 2) so you all get good ideas for writing. I am going to tell you all the good things the writer did. Does that sound like a story? He was really stretching out his letters and he knew how to spell me. The one thing that was a little bit hard to read was that you needed spaces between the words. Try a space tomorrow. You did such a good job on your picture.”*

## Teacher Reflection/Notes/Comments

(Perhaps observe one or two students a day and reflect on their learning as well as your own.)

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**DAY 5** LESSON ACTIVITIES**Shared Reading**

- Show students the photographs you took of things they did during the day.
- Read together the class-authored “Welcome Words” chart from Day 3.

**Shared Writing**

- Introduce students to shared writing. “*We thought it would be a great idea to write a book about the important things about kindergarten. We need a title.*”
- Write *Welcome to Kindergarten* on the chart paper.
- Write students’ thoughts below the pictures:
  1. *We learn from the teacher.*
  2. *We do math.*
  3. *We read books.*
  4. *We write.*
  5. *We play at recess.*
  6. *We play with soft blocks.*
  7. *We do science.*
- “*How do we want to end our story?*”
  8. *We like kindergarten!*
- Make a copy of the class book for each student to read. (Put the original in the classroom library.)
- Make a blank book for each student so that he or she can put in his or her own words, writing, and illustrations.

**Model Independent Writing**

- Reread your personal story from yesterday.
- Show students how to date their paper and begin to add on to yesterday’s story.
- Think and write aloud as you add to and revise your story. Ask students to participate in the writing by spelling known words.
- Model crossing out when you change your mind.
- Tell kids your story might take 2 or 3 days, and tell them what you want to write about tomorrow.
- As needed, conduct scaffolded conversations to help students move forward with their writing.

### **Celebration**

- Provide time for all students to share who did not share the day before.
- Have students read their stories, pointing at the words as they do.
- Highlight student strengths. For example:
  - *“Your story makes sense.”*
  - *“You used a magic line when you did not know the word.”*
  - *“You have the word I, you have p-l in play, uk for uncle. Good for you!”*
  - *“You told the story. What do you do with Nicko when you play? What happens when you play tag?”*
  - *“Your stories are easy to read because you used spaces. It really helps the reader.”*
  - *“What do you want to add to the story? What do you play?”*

### **Independent Writing Practice**

- Give students 10 or 20 minutes to write independently.
- Confer with students and note student strengths.
- Highlight 1 or 2 students who you saw do something wonderful in writing.

### **Teacher Reflection/Notes/Comments**

(Perhaps observe one or two students a day and reflect on their learning as well as your own.)

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# TEACHING IN ACTION: LESSON ESSENTIALS

## Five-Day Plan at a Glance

	Day 1 (40-90 min.)	Day 2 (40-90 min.)	Day 3 (40-90 min.)	Day 4 (40-90 min.)	Day 5 (40-90 min.)
<b>Optimal Learning Model</b>					
<b>DEMONSTRATION</b>	<b>INDEPENDENT PRACTICE</b>				
<b>Demonstration</b> (5-15 min.) and/or	<i>Strategies:</i> Reading Aloud	<i>Strategies:</i> Shared Writing/ Reading	<i>Strategies:</i> Shared Reading, The Color Book	<i>Strategies:</i> Shared Reading/ Shared Writing/	<i>Strategies:</i> Shared Reading/ Shared Writing/ Word Work
<b>Shared Demonstration</b> (5-15 min.)	Shared Writing/ Word Work	Reading Aloud/ Shared Writing/ Word Work	Reading Aloud, Something Else	Model Independent Journal Writing/ Word Work Scaffolded Conversations	Scaffolded Conversations
<b>Guided &amp; Independent Practice</b> (20-40 min.)	Roving One-on-One Conferences and Independent Reading Practice	Roving One-on-One Conferences and Independent Writing Practice	Roving One-on-One Conferences and Independent Reading Practice	Roving One-on-One Conferences and Independent Reading/ Writing Practice	Supporting Not-So-Ready Readers/Writers and Independent Reading/ Writing Practice
<b>Ongoing Assessment/ Instructional Adjustments</b> (10-20 min.)	Celebration (Public Conferences)	Celebration (Public Conferences)	Celebration (Public Conferences)	Celebration (Public Conferences)	Celebration (Public Conferences)
	Dependence → Handover of Responsibility → Independence				