

Kindergarten: Teach Me Writing

The Goal of the program is to model writing in front of the students in order to develop their vocabulary, listening comprehension, and concepts of print (Left to Right, letters make up words/words make up sentences).

During the first semester, teachers will model using pictures and simple words. By the second semester, the students should be encouraged to illustrate using pictures and write simple words independently or with teacher assistance. By the end of the year, students should be able to write and illustrate a complete sentence independently.

Through the student-teacher conversation and modeling of the writing process, vocabulary and listening comprehension will increase while student responses in complete thoughts are encouraged.

Teachers can choose 2-3 shared writing activities per week to be taught during Social Living.

Format for Lessons:

1. Show students the writing rectangle
2. Read the sentence at the top of the page and define as the **introduction**.
3. Read the sentences in each box. Tell students that they will be brainstorming ideas that relate to the introduction. Tell students that this is the **body**.
4. Read the sentence at the bottom of the page and define as the **conclusion**.
5. Once you have identified the parts of the writing rectangle, have student volunteers suggest pictures that you will illustrate in each box. Use Graphic Organizers from the "Resource" tab in the back of the binder as needed.
6. Practice reading the entire writing rectangle.
7. Optional practice activities using the writing rectangle.

Week/Day		Unit 1	Unit 2	Unit 3	Unit 4
Aug. 18 Aug 25		1 Summer 2 School 4 My Family 6 I Am Special			
Sept. 2 Sept 8 Sept 15	Describing Objects	7 Seeing 8 Hearing 9 Smelling 10 Tasting 11 Feeling			3 Sounds 4 Textures 5 Scents
Sept. 22 Sept. 29	Sorting	29 Boys 30 Girls 17 Toys 18 Pets 40 Weather		12 Shapes	34 Sizes
Oct. 6 Oct. 13	Mixtures	12 Cooking 24 Cafeteria			
Oct. 20 Oct 27 Nov. 5	Seasons	45 Halloween	4 Look Out Window 5 Clothes 19 Hide and Seek 25 Thanksgiving		

			42 Things in a Closet		
Nov 10 Nov 17 Dec. 1	Rules and Responsibilities		8 Fire station 9 Police station 16 Community Helpers 17 Hospitals 18 Airports		6 Trouble 26 Bothered
Thanksgiving Break (Complete last week of Rules and Responsibilities upon returning Dec. 1)					
Dec. 8 Dec. 15	Motion		3 Transportation 30 Christmas 33 Holiday Gifts 34 Santa's Sleigh 43 Things That Float	5 Metal Objects 10 Machines 17 Transportation 21 Movement	24 Slow
Winter Break					
Jan. 5 Jan. 12	Living and Nonliving		1 Zoo 2 Ocean Animals	3 Glass Objects 4 Wood Objects 6 Plastic Objects 11 Insects	
Jan. 20 Jan. 26 Feb. 2	Food Groups	21 Animals Eat	6 Healthy Foods	25 Carnivals/Fairs 26 Refrigerator Foods	7 Tastes
Feb. 9 Feb. 16 Feb. 26	Things I Need	43 My Parents Work	10 Supermarket 11 Mall	34 Career Day 42 Purses	
Mar. 2 Mar. 9	Life Cycles	38 Living Things Grow		2 Trees 23 Ponds 31 Gardens	
Mar. 16 Mar. 23	Variations	34 Different People	22 African Animals 28 Faces 37 N. Amer. Animals 38 Australian Animals 45 Things in Pairs	45 Birds	2 Animal Behaviors 35 Big-Little
Mar. 30 Apr. 6	Children Just Like Me			43 Spring Break 44 Easter	25 Smart 10 Excited 14 Proud 18 Bored

					19 Silly
Spring Break					
Apr. 20 April 27	Earth and Sky	41 Daytime 42 Nighttime 44 Beach		1 Rivers 36 Spring	29 Temperatures
May 4 May 11 May 18 May 26	Changes in the Earth		27 Mountains		1 Fast 32 Colors 46 Ecology

<p>Suggested guided and independent practice activities: The above lesson format should be followed when teaching the chosen lesson. The suggestions below are optional activities that enhance the writing lesson.</p>	<p>Since figurative language (Unit 4) is a difficult skill for kindergarten, we will only use one box per lesson.</p>
<p><u>Describing Objects:</u> (Unit 1: Lessons 7-11) The teacher can choose one of the senses to have students illustrate in the Science Center.</p>	<p><u>Describing Objects</u> Lesson 3: (Box 1) He was as quiet as a mouse when ____. 4: (Box 3) My ____ is as hard as a rock. 5: (Box 2) ____ smells as sweet as a rose.</p>
<p><u>Sorting:</u> (Unit 3 Lesson 12: Shapes) The teacher can choose one box for students to illustrate in the Math Writing Center. (Unit 1 Lesson 17: Toys) The teacher can use Box 3 "I like to play with ____." As an independent sorting activity. (Unit 1 Lesson 18: Pets) The teacher could use the writing rectangle as a homework activity or the students could illustrate on their own page and cut it to make a booklet. (Unit 1 Lesson 40: Weather) The teacher could divide the class into four groups. Each group would illustrate one box. Once complete, the class would display their illustrations as a large writing rectangle. The teacher could also create booklets for students to illustrate.</p>	<p><u>Sorting</u> 34: (Box 3) ____ is as tall as a mountain.</p>
<p><u>Mixtures:</u> (Unit 1 Lesson 12: Cooking) Decide as a class what they would like to cook (ex: Peanut Butter and Jelly Sandwich). After discussing the steps, divide the class into four groups with each group illustrating one step. Mix up student illustrations and have them sequence the steps. Optional: students could use the steps on the following day to "cook" their food.</p>	
<p><u>Seasons:</u> (Unit 2 Lesson 4: Look Out Window) Optional Technology Integration: Create a class book using PowerPoint. The teacher can type the topic sentence as the first slide and the conclusion statement on the last slide. With teacher assistance, the students can type letters/words and find clipart to illustrate. (Unit 2 Lesson 19: Hide and Seek) Relate this activity to the seasons. Ex: Compare best and worst places to hide in Summer and Winter.</p>	
<p><u>Rules and Responsibilities</u> (Unit 2 Lessons 8 Fire station, 9 Police station, 17 Hospitals, and 18 Airports) These activities would be great to use after visiting these places through virtual or real field trip.</p>	<p><u>Rules and Responsibilities</u> 6: (Box 2) I was in the doghouse when ____. 26: (Box 4) Please just leave me alone when ____.</p>
<p><u>Motion</u> (Unit 2 Lesson 33 Holiday Gifts) Use as a family project or homework assignment. (Unit 2 Lesson 34 Santa's Sleigh) Use after reading a holiday</p>	<p><u>Motion</u> 24: (Box 3) I moved like a turtle when ____.</p>

<p>story and relate each box to something Santa delivered in the story because not every child may celebrate Christmas. (Unit 2: Lesson 43 Things That Float) Teacher may use during demonstration of Sink and Float.</p> <p>(Unit 3: Lesson 5 Metal Objects) Put a large collection of metal objects in the science center. Have students illustrate 4 items that are metal in a writing rectangle.</p> <p>(Unit 3: Lesson 10 Machines) Put a large supply of toy machines (ex: tractors, bulldozers, etc) in a manipulative center during Learning Centers. Have students write/illustrate about their favorite machine.</p> <p>(Unit 3: 21 Movement) Have students act out directional terms (ex: inside/outside, top/bottom, over/under). Then illustrate whole group.</p>	
<p><u>Living and Nonliving</u> (Unit 3: 4 Wood Objects and 6 Plastic Objects) Put a mixture of wood and plastic objects for the students to sort in the science center. Have students write/illustrate one object that is wood and one that is plastic.</p>	
<p><u>Food Groups</u> (Unit 2: 6 Healthy Foods) Have mixed-up pictures or food objects that are both healthy and unhealthy. After students sort these objects, they can choose one picture/object from the healthy group to write/illustrate on the writing rectangle.</p> <p>(Unit 3: 25 Carnivals/Fairs) After completing the activity whole group, use smile (healthy) and sad face (unhealthy) to sort carnival foods. Then put these pictures in the science center for students to illustrate/write about their favorite carnival food.</p>	<p><u>Food Groups</u> 7: Teacher Choice</p>
<p><u>Things I Need</u> (Unit 1: 43 My Parents Work) Use as a family homework project where the student can interview his/her guardian.</p> <p>(Unit 2: Lesson 10 Supermarket and 11 Mall) Relate to how you would obtain the items that are illustrated.</p> <p>(Unit 3: 34 Career Day) Uses after students participate in a Career Day Activity or read the book, <i>Career Day</i> by Anne and Lizzy Rockwell.</p> <p>(Unit 3: 42 Purses) Relate to the responsibility of carrying money.</p>	
<p><u>Life Cycles</u> (Unit 1: Lesson 38 Living Things Grow) Use this form when discussing the life cycles of a variety of plants and animals. You could have students illustrate, cut, and assemble as a booklet. Optional Technology using PowerPoint: Introduction as first slide, students type words/find clipart for the body slides and conclusion will be on the last slide.</p> <p>(Unit 3: Lesson 2 Trees) Do one writing rectangle for baby trees and one for adults. Then compare the two charts.</p>	

<p><u>Variations</u> (Unit 1: Lesson 34 Different People and 28 Faces) Optional Technology: Have students take digital pictures of each other and use these pictures to discuss different variations of skin, hair, and eye color. (Unit 2: Lessons 22 African Animals, 37 N. Amer. Animals, and 38 Australian Animals) Conduct a study of these animals using books and websites and then complete the writing rectangle. Use these three writing rectangles to compare and contrast these varieties of animals. (Unit 3: Lesson 45 Birds) Discuss variations between different sized birds.</p>	<p><u>Variations</u> 2: (Box 2): I was as busy as a bee when I _____. 35: Teacher Choice</p>
<p><u>Children Just Like Me</u> (Unit 3: Lessons 43 Spring Break and 44 Easter) Use as a homework family project. Parent can choose one or the other based on if they celebrate Easter or not.</p>	<p><u>Children Just Like Me</u> 25: (Box: 2) _____ is a shining star in writing. 10: (Box 3 or 4) I am as wild as a monkey when _____. I can't sit still when _____. 14: Teacher Choice) 18: (Box 1 or 3) I was bored stiff when _____. I was bored out of my mind when _____. 19: (Box 3) I laugh like a hyena when _____.</p>
<p><u>Earth and Sky</u>: The selected activities can be completed after reading a related story or watching a United Streaming Video.</p>	<p><u>Earth and Sky</u> 29: Teacher Choice</p>
<p><u>Changes in the Earth</u> (Unit 2: Lesson 27 Mountains) After viewing pictures of a Mountain in different seasons, complete the activity whole group. Then put these pictures in the science center and have students complete the writing rectangle.</p>	<p><u>Changes in Earth and Sky</u> 1: (Box 2 or 3) Fast as lightning, I _____. He was as fast as a rocket when _____. 32: Teacher Choice 46: (Box 1) First, prevent pollution by _____.</p>