

Overview for Kindergarten Unit 3, *How-To Books: Writing to Teach Others*

| Session/Minilesson | | Conferring and Small-Group Work | Mid-Workshop Teaching | Share |
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| BEND I: Writing How-To Books, Step by Step | | | | |
| 1 | Writers Study the Kind of Writing They Plan to Make | Welcome Approximations, Inviting Children into the New Work | Help Children Carry On with Independence | Compare How-To Writing with Familiar True Stories and Notice Differences |
| 2 | Writers Use What They Already Know: Touching and Telling the Steps across the Pages | Varying Small-Group Methods and Structures | Writers Need Not Sound Out Every Word; Some Words They Know in a Snap | Checking Your Writing against the Anchor Chart |
| 3 | Writers Become Readers, Asking, "Can I Follow This?" | Anticipating that Some Children Will Need Scaffolds and Supports to Access High-Level Work | Writers Say It a Different Way if a Partner Doesn't Understand | Envisioning the Steps in a How-To Book and Revising if They Don't Make Sense |
| 4 | Writers Answer a Partner's Questions | Conferring with Writing Partners | Writers Not Only Revise Old Books; They Also Write New Books | Getting the Most Out of Extended Writing Time |
| 5 | Writers Label Their Diagrams to Teach Even More Information | Building Vocabulary and Developing Language | Writers Use the Detailed Words in Their Diagrams to Write Sentences that Explain Their Steps | Writers Read Their Writing with Expression |
| 6 | Letter to Teachers: Writers Write as Many Books as They Can | | | |
| 7 | Writers Reflect and Set Goals to Create Their Best Information Writing | Helping Writers Keep Everything They've Learned in Mind as They Work | Writers Want Feedback on Their Hard Work | Getting How-To Books into Readers' Hands |
| Bend II: Using Mentor Texts for Inspiration: Revising Old How-To Books and Writing New Ones | | | | |
| 8 | Writers Emulate Features of Informational Writing Using a Mentor Text | Using Mentor Texts to Confer | Collecting Ideas from Mentor Texts: Using Capital Letters for Emphasis | We Can All Be Mentor Authors |
| 9 | Writing for Readers: Using the Word <i>You</i> | Helping Children Apply and Transfer Strategies for Spelling Trickier Words | Writers Are Resilient and Work to Solve Their Own Problems | Noticing More Ways Writers Talk to Their Readers |
| 10 | How-To Book Writers Picture Each Step and Then Choose Exactly Right Words | Supporting Students Who Need Extra Help Choosing Exactly Right Words | Partners Can Help Each Other Revise for Clarity by Listening to and Acting Out Each Other's Books | Writers Practice Picturing a Step and Choosing Exactly Right Words |
| 11 | Elaboration in How-To Books: Writers Guide Readers with Warnings, Suggestions, and Tips | Coaching Students to Use Many Revision Strategies, Not Just One | Adding Advice and Warnings for Your Reader | Writers Use Particular Words to Convey Warnings, Suggestions, or Tips |
| 12 | "Balance on One Leg Like a Flamingo": Using Comparisons to Give Readers Clear Directions | Gathering a Group of Writers with Similar Needs | Writers Can Use New Strategies to Revise Old Work | Writers Celebrate all They've Learned from Mentor Authors |
| Bend III: Keeping Readers in Mind | | | | |
| 13 | Writers Write How-To Books about Things They Learn throughout the Day and from Books | Coaching Conferences | Getting Ideas for How-To Books | Thinking about Potential How-To Books Across the Day |
| 14 | Writing a Series or Collection of How-To Books to Teach Others Even More about a Topic | Helping Students Stay Independently Focused on Writing Work | Turning a Series of How-To Books into One Big How-To Chapter Book | Making Sure All Books in a Collection Go Together |
| 15 | Writers Can Write Introductions and Conclusions to Help Their Readers | Teaching the Writer, Not the Writing | When Necessary, Writers Unstick Themselves by Skipping the Introduction | Writing Conclusions |
| 16 | Using Everything You Know to Make Their How-To Books Easy to Read | Using the Information Writing Rubric (and/or Benchmark Samples) to Guide Conferring and Small-Group Work | Writers Look Back through Old Work to be Sure They've Finished All They Can | Celebrating Finishing the Class How-To Book |
| Bend IV: Giving How-To Books as Gifts | | | | |
| 17 | How-To Books Make Wonderful Gifts! | Supporting Students as They Revise Books Selected for Publication | Choosing a Piece to Give as a Gift | Self-Assessment and Goal Setting |
| 18 | Preparing for the Publishing Party: Writers Do Their Best Work Now to Share It Later | Differentiating the Final Work of the Unit | Writers Add On to Their Own Checklists | Reading Aloud |
| 19 | Letter to Teachers: Publishing Celebration: Writers Are Teachers | | | |