

Kindergarten

Week 1

Let's Write!

What is Descriptive?

Page 2

Conventions

Sentences That Tell

Page 8

Application

Describe It - Tell It!

Page 12

RIP & Write

Gigi's Bananas

Page 16

Source Writing

"Climbing the Apple Tree" / Johnny Appleseed

Page 20

Let's Write!

Worksheet



Understanding:

Think about a banana! Use the same steps Mr. Butler and RIP used to write about the apple to describe a banana. First, you need to brainstorm. Next, you need to make a plan. Then, you need to write your sentence or sentences. When you are finished, you need to revise and edit for mistakes.

Your teacher will guide you through the writing process to create an amazing description of a banana!

Brainstorming:

Planning:

Writing Instructions:

Using your brainstorming and planning, write one or more sentences describing the banana.

Revising & Editing:

After you write, be sure to revise and edit. Do your sentences make sense? Are they in the right order? Does each sentence begin with a capital letter? Does each sentence end with a period?

Let's Write!



What is descriptive?

Descriptive writing paints pictures with words. When we describe, we let the reader experience something. It may be a thing, a place, a person, or something that happens.

To describe, we need to ask questions.

Let's use our senses to ask great questions:

- *What do you see?*
- *What do you hear?*
- *What do you smell?*
- *What do you taste?*
- *How does it feel to touch?*
- How does it make you feel inside?

The last question pulls on our emotions. Writing about how we feel gives great voice and expression to our writing.

To learn more about writing in the descriptive mode, watch the writing lesson with Mr. Butler and RIP!

In the **video**, Mr. Butler will walk you through the writing process of **brainstorming**, **planning**, **writing**, and **revising and editing**.

Let's Write!

Teacher's Guide

ASSESSMENT

It is the beginning of the year. Through observation, you can assess prior knowledge of your students. As we begin our lessons in **Weekly Writer**, it is important to set goals and prepare for vertical alignment with first grade.

Introduce and Make It Fun!

In the beginning of the year, the goal should be to introduce the concept of writing and to make it fun. The first day of kindergarten is where the foundation for writing begins. You may be asking yourself, "How is that possible?" We do not expect your young students to write sentences — at least not yet. The foundations for writing are built with reading, discussion, and modeling. All of the lessons in **Weekly Writer** will be teacher led and teacher directed, at least through the first semester.

Testing the Waters

By the end of the sixteenth week, you will have some students who are ready to build basic sentences. Let them. Encourage them. But, do not apply stress to produce. The voices of past English teachers will command that every sentence have a level of perfection, and you will have to continually remind yourself that these are five year olds. Reward their content writing and encourage the application of skills you have taught in grammar and punctuation.

End of the Year

At the end of kindergarten, students should be able to:

- Identify different types of writing — descriptive, narrative, explanatory, and opinion writing.
- Write one or more basic sentences in each of the modes of writing.
- Respond to questions from one or more sources in written form.

Assessment is ongoing. It is behind the scenes through observation and present in their writing. Use the first few weeks to lay the ground work. At the beginning of the fourth week, you will begin an observation journal for diagnostic assessment of your students.

What We Wrote Together

A juicy, red apple sits on the table. I pick it up and take a big bite. Crunch. My mouth explodes with apple juice.

SUMMARY

In the video, Mr. Butler and RIP described an apple. He used a graphic organizer called a web to brainstorm for ideas. Brainstorming is thinking of many, different ideas. Next, Mr. Butler made a plan to write his sentences. As he wrote each sentence, he built it out loud to organize the words so the sentence would make sense. Then, he wrote the words on the board to create complete sentences. Finally, Mr. Butler and RIP read the sentences to look for mistakes. They corrected their mistakes so the reader could read them without any problems.

YOUR TURN!

Think about a banana! Use the same steps Mr. Butler and RIP used to write about the apple to describe a banana. First, you need to brainstorm. Next, you need to make a plan. Then, you need to write your sentence or sentences. When you are finished, you need to revise and edit for mistakes.

Your teacher will guide you through the writing process to create an amazing description of a banana!

Let's Write!

Teacher's Guide



RUBRIC

Exceeds Standards:

The banana is yellow like butter. It is long and curvy. When I peel it, the inside is soft and mushy.

Meets Standards:

The banana is yellow. It is long. The inside is soft.

Below Standards:

i like bananas

CLICK

This is your first introduction to the writing process. Ask your students to think about other things in their lives requiring a process, or steps — tying their shoes, brushing their teeth, washing their hands. Use the banana prompt to model the writing process just as Mr. Butler did in the video. Your goal is to write one or more sentences as a group based on the students' brainstorming and planning. Utilize the revising and editing to teach the period and capitalizing the first word of a sentence.

Conventions



Sentences That Tell

Some sentences ask questions, some sentences show excitement, and others simply tell something. Today we will talk about sentences that tell.

Sentences must begin with a capital letter. If a sentence tells something, it should end with a period.

Let's look at some sentences that tell.

- *I like to read books.*
- *My favorite food is pizza.*
- *My dog is brown.*
- *I live in a house.*
- *I like to eat chocolate ice cream.*



Conventions

Teacher's Guide

ASSESSMENT

During the writing lesson with Mr. Butler and RIP, the concept of capitalization of the first word of a sentence and end punctuation was introduced. As you write with your students about the banana, use a lowercase letter for the first word of your sentence or sentences and leave out end punctuation.

First, see if any student realizes the mistakes on their own. If they don't, ask, "Is there anything we need to do to revise and edit our sentence(s)? Hopefully, the answer will be "yes," and you will continue the lesson revising and editing. If the answer is "no," you will need to prod them by referring to the video.

In this *Conventions* lesson, you have the opportunity to go one step further and teach your kindergarteners about sentences that tell. You will continue the lesson on capitalizing the first word of a sentence and the necessity of a period for end punctuation in a sentence that tells. Although most students are not expected to read what you write at this point, modeling in this way lays a foundation for literacy for students.

Gauge student understanding as you complete the *Checking for Understanding* page in whole or small group. This lesson generally takes ten minutes, and we highly encourage you to utilize your interactive white board or the projection of this page onto a white board for the lesson.

This page can be printed, and students can add period to the end of each sentence if you feel they are developmentally ready to do so. However, it is recommended that this lesson be a group lesson led by the classroom teacher.

CHECKING FOR UNDERSTANDING

In whole or small group, read the sentences for your students. Ask them what the sentence is telling the reader. Place a period at the end of each sentence.

1. I have a blue bicycle
2. Movies are fun to watch
3. Cookies are a good dessert
4. My school has kindergarten, first, and second grades
5. Roger hit a home run at the baseball game last night
6. It is Tuesday
7. Tom is going fishing
8. My dog has brown fur

Challenge

Add a period to this sentence. Is there anything else that needs to be fixed?

sally likes to play with her dolls

Conventions

Teacher's Guide



CLICK

In these lessons, we are connecting the dots from the *Let's Write* lesson to this *Conventions* lesson. Our goals are —

- Introduce telling sentences
- Introduce the period at the end of telling sentences
- Introduce capitalizing the first word of a sentence

Even though Mr. Butler and RIP introduced these concepts in the video, it is important for you to continue the implementation of these skills into your group writing lessons. As Mr. Butler models and you model, the students will begin their journey of not only understanding the rules of grammar and punctuation, but they will practice the application of these skills in their own writing.

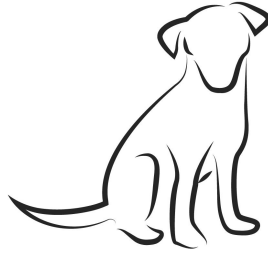
Application



Describe It — Tell It!

When we describe, we are writing sentences that tell. In fact, it is a special type of telling because the reader has descriptive details. In our *Let's Write* lesson with Mr. Butler and RIP, we learned how to use our senses to describe. How would you use your senses to describe?

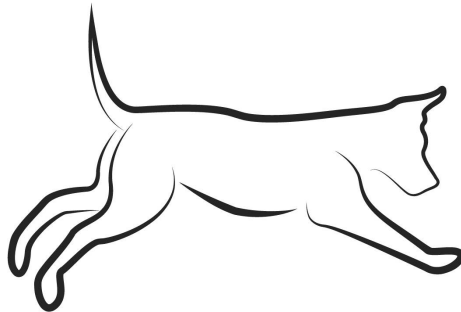
I see a dog



That's not very juicy. Can we take out the word *see*? What is the dog doing? How about —

Make it better!:

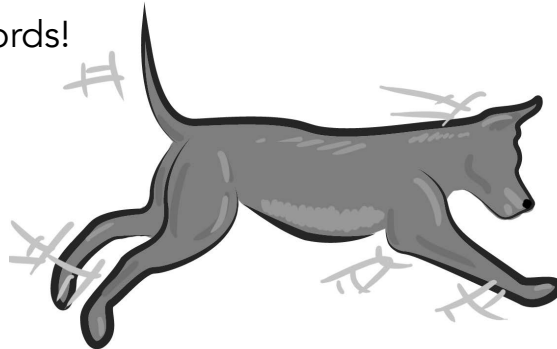
The dog ran.



In this sentence the dog is doing something. We know he ran because we saw him run. We didn't need to say *I see*.

Now, let's add some juicy words!

Stretch it!:



The brown dog ran across my yard.

In this sentence, we learn the color of the dog. We learn what the dog is doing, and we learn where he is running.

Application

Teacher's Guide

ASSESSMENT

Children want to write I see, I hear, I smell, I taste, I touch, I feel, I like, and I love. This is very basic, and there is nothing wrong with it. However, from this point, there needs to be a progression to something more substantial. We need to create stronger sentences that infer seeing, hearing, smelling, tasting, touching, feeling, liking, and loving without using those words all the time.

In the *Apply It* lesson, we will be focusing on seeing and hearing. In whole group, write a new sentence that infers seeing or hearing. Then, revise the sentence (stretch it) to include juicy descriptive words.

Utilize observation assessment to determine the level of understanding.

APPLY IT!

Write a new sentence that does not use the word see or hear. Then, revise the sentence to include juicy descriptive words.

Example

I see a cat.

Make it stronger!: A cat sleeps on my couch.

Stretch it!: A white cat sleeps on my long couch.

1. I see a tree.

Make it stronger!: A tree is in my yard.

Stretch it!: A tall, apple tree grows in my backyard.

2. I see a barn.

Make it stronger!: A barn is at the farm.

Stretch it!: A large, red barn is at the farm.

3. I see a bird.

Make it stronger!: A bird flew over me.

Stretch it!: A beautiful, blue bird flew over my head.

4. I hear a clock.

Make it stronger!: A clock ticks.

Stretch it!: A loud clock ticks on the wall.

5. I hear a dog.

Make it stronger!: A dog barks.

Stretch it!: A big dog barks loudly.

Application

Teacher's Guide



CLICK

In this lesson, we are reinforcing part of the process Mr. Butler used in the *Let's Write* video. Before he wrote a new sentence, Mr. Butler played with the words in the air until he found the right words to make a sentence. Then, Mr. Butler added juicy descriptive words to make the sentence stronger. He stretched it!

For the *Application* lesson, you will remind students of this as you build the first sentence that does away with the word *see* or *hear* and replaces it with inference or telling. This week, we have referred to descriptive details as "juicy words." Mr. Butler will use this term quite often. He is, of course, referring to adjectives, action verbs, adverbs, and figurative language. As we move through the weeks, you will have individual lessons on each of these.



RIP & Write



Remember, **RIP stands for "Read, Interpret, Predict"*

Instruction. Instruction. Instruction. Instruction. Instruction. Instruction. Instruction. Instruction. Instruction. Instruction. Instruction. Instruction. Instruction.

"Gigi's Bananas"

Read

Read one sentence at a time. As you read, remember to stop at the periods. Picture what's happening in your imagination. Read with expression even if you are reading in your mind!

Gigi lives in the jungle. She swings from tree to tree. Each day, she eats the same food at every meal. Her favorite food is bananas.

Interpret

We're not finished reading the passage, but let's stop and interpret by asking some questions.

- What is a jungle?
- Is Gigi an animal or a human?
- How do you know? Which words in the passage tell us?

Predict

- I think Gigi will get tired of eating bananas.
- I think she will get in trouble.
- I think we will count how many bananas Gigi eats a day.



RIP & Write

Teacher's Guide

GUIDE

Obviously, this is a guided reading lesson. This is another opportunity for you to model reading with expression, a fluent rate, and how you connect words together in a sentence when you read.

This is the first time you will introduce the RIP close reading strategy. There is no need to go into explanation with your students about the strategy. They will learn it naturally by you modeling it with them. We highly recommend you doing this across the board in every content area, every time you read. With that said, we understand that as you are teaching your students to read, you will have exercises that must be read from beginning to end without stopping. Use RIP whenever possible to sow the seeds of reading comprehension skills.

As you interpret and predict, refer back to the passage for details to support your answers and predictions.

"Gigi's Bananas"

Read

Read one sentence at a time. As you read, remember to stop at the periods. Picture what's happening in your imagination. Read with expression even if you are reading in your mind!

Gigi eats one banana for breakfast. She eats one banana for lunch. At night, she eats one banana for dinner.

Interpret

We're finished reading the passage. Let's interpret by asking some questions.

- The passage said Gigi eats a banana for dinner at night. If dinner is at night, when is breakfast? When is lunch?
- What's another word for dinner?

Predict

Look at the sentences. What do you think you will have to do for an activity?

- I think I will have to count how many bananas Gigi eats in one day.

YOUR TURN!

1. How did you know Gigi was a monkey?

In the passage, it said Gigi lives in the jungle. Also, it said Gigi swings from tree to tree.

2. How many bananas does Gigi eat in one day? Write a number sentence and/or draw a picture of your number sentence to solve the problem.

$$1 + 1 + 1 = 3$$

3. Write a sentence giving your answer.

Gigi eats three bananas each day.

RIP & Write

Teacher's Guide



CLICK

In *Let's Write*, we learned about describing, and we used sentences that tell. In *Conventions*, we went a little further into the rules of writing sentences that tell with a capital letter in the beginning and a period at the end. In *Application*, we applied our new writing skill and our conventions skills.

In *RIP & Write*, we introduced the RIP close reading strategy and answered questions with sentences that tell. In fact, our passage this week was actually a math problem. This was your opportunity to plant the seed in their minds that reading and writing are not just language arts subjects — they are included in every subject.

Source Writing



Below are two passages. Use the *RIP* strategy to read, interpret, and predict as you conduct this guided lesson. As you read the passages for your students, model great expression, a fluent rate, and observe punctuation marks.

"Climbing the Apple Tree"

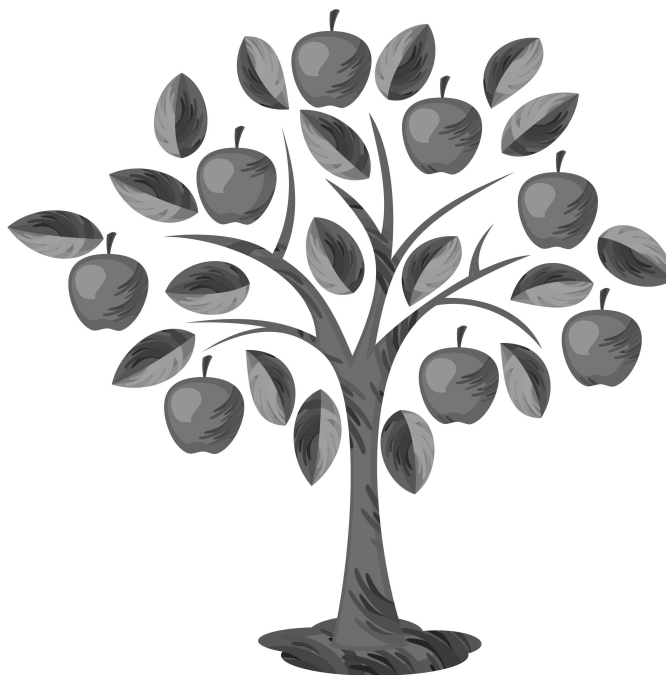
The other day, I climbed an apple tree. The big branches seemed to reach the sky! Dozens of bright red, juicy apples hung from the limbs. I sat on a limb and took a bite of an apple. Crunch! Apple juice rolled down my cheek. Every bite was delicious.

*Did you **RIP** the passage? What kind of questions did you ask? If the passage continued, what do you think would happen next?*

Johnny Appleseed

There is a tall tale of a man named Johnny who planted apple trees. He traveled to many states and planted apple trees. His real name was John Chapman, but everyone called him Johnny Appleseed. He cared deeply for animals as well.

*Did you **RIP** this passage? What kind of questions did you ask? If the passage continued, what do you think would happen next?*



Source Writing

Teacher's Guide

ASSESSMENT

One passage is narrative with descriptive detail, and the other passage is informational with only a hint of description. It is important for your children to see the need for descriptive detail in every mode of writing.

As you read the passages, RIP them by reading only a sentence or two at a time. Ask your students questions utilizing the three anchor standards. Make predictions. And, read some more.

The activity, *Let's Source Write*, gives you an opportunity to answer open-ended questions, model the writing process, and cite evidence from the text. All of this will be done in a group writing setting.

LET'S SOURCE WRITE!

Answer the questions below with a complete sentence that tells information.

For example —

What are the titles of the passages?

Answer

The titles are "Climbing the Apple Tree" and "Johnny Appleseed."

YOUR TURN!

1. In "Climbing the Apple Tree," were the apple trees tall?

The trees were tall in the passage, "Climbing the Apple Tree." The author said that the big branches could almost touch the sky.

2. What were two things Johnny Appleseed liked in the passage?

Johnny Appleseed liked animals and planting apple trees.

3. How are the passages different?

"Climbing Apple Trees" tells a story, and "Johnny Appleseed" tells us information.

Source Writing

Teacher's Guide



CLICK

Even though we have not approached narrative or explanatory, kindergarteners have a good foundation in stories, and they understand the concept of explaining. In our *Conventions* lesson, we talked about sentences that tell. These types of sentences appear in all modes of writing, but in an informational passage such as “Johnny Appleseed,” it is obvious that the reader is learning information about John Chapman.

As you read the passages with your students, make connections for them with the RIP strategy and how helpful it is to answer questions after reading.

It is the end of the week. How did it go? Looking ahead to next week, what will you do the same? What will you do differently?