

K1

Unit Title: Gingerbread Man

Grade Level: Kindergarten

Area: Literacy-Writing

Materials for Teacher: Chart tablet, gingerbread man, colored markers

Materials for Students: Gingerbread story paper, gingerbread man, crayons, pencil

Time frame: 30 minutes

EQ: Why is it important to be a writer?

Learning Goal: The students will be able to tell and write a story.

The students will know that a space goes between words.

Additional Learning Goals Review:

The students will know that a telling sentence ends with a period.

The students will know that a sentence begins with an uppercase letter.

Lesson:

1. Review "May I have all of your attention, please."
2. State the learning goals for the lesson and review the scale. "The learning goal is to tell and write their story, and "to know that a space goes between words."

Opening:

"Remember the letter we received from the Old woman." Why was it so hard to read her letter? What should she have done to make it easier for readers to read?

Display the Old woman's letter and the letter that has been rewritten.

"We have been learning how important it is for us to tell things in the order that they happen. Real writers write to share stories about their lives. They think about things in their lives and turn them into stories for others to read. Watch how I do it."

Teaching:

1. Review with the students, "When we write stories we:
 - a. *think of something that happened to us
 - b. *picture it like a movie in our mind
 - c. *sketch over the page

- d. *write!"
2. "The first thing I do is "think" of something from my life that I want to share. I will write about my gingerbread girl's experience.
 3. "Think out loud" while telling your story. For example: "Let's see; first the Gingerbread Girl went outside to lounge by the pool. It started to get dark. All of a sudden, she saw two glowing eyes in the bushes. Let me think, then what happened? Oh, I remember, She remained very still, then the raccoon started to throw rocks in the pool but accidentally hit her with a rock. The gingerbread girl screamed, Ouch! And ran into the house. She was happy to be safe inside."
 4. "Did you see what I did? I thought of an idea from my experience with my gingerbread girl. Then I made a movie in my head and thought, What happened first?, and then what happened?, and then what happened?"
 5. "Now that I know what I am going to write, I can think about what I will put on the pages.
 6. Think aloud as you begin to sketch page one. I will begin to write page one of my story. Review the learning goals.
 7. Reread your page.
 8. Repeat for rest of the story.

Guided Practice:

1. Ask the class to close their eyes and think the experience they had with their gingerbread boy/girl and make a movie in their head.
2. Ask- What happened first, and then what, and then what? (Have students ask each other questions.)
3. Give the children their booklets.
4. Tell the class that they are all full of great stories and you can't wait to read them.
5. "Writers, remember to put a sketch on each page showing what you told your partner for each page." Remind the students of the learning goal of using spaces.

Independent Writing:

All children are writing independently as I conduct individual or small group conferences.

Sharing:

1. Gather some students back together.
2. Have 2 or 3 children read their story.
3. Praise each story and comment on the details in the writing.
4. Conclude by saying, "Look what we have learned today! We can write stories about our lives!"

Rubric Scale:

4. I can do it and more!
3. I can do it!
2. I can do it with help.
1. I can do some of it.

Common Core Standards**Production and Distribution of Writing**

W.K3- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events to tell about the events in the order in which they occurred and to provide a reaction to what happened.

K.W5- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

K.W 8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards

SL.K6 Speak audibly and express thoughts, feelings, and ideas clearly.

SL.K5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K1b Continue a conversation through multiple exchanges.

Language

L.K Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Print many upper- and lowercase letters.
2. Use frequently occurring nouns and verbs.
3. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
4. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
5. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
6. Produce and expand complete sentences in shared language activities.

L.K2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. Capitalize the first word in a sentence and the pronoun *I*.
2. Recognize and name end punctuation.
3. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
4. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K4b Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.