

Unit of Study:
Organization
Jan. 3 – Feb. 25, 2005

Enduring Understandings: Focus

Week 1: Jan. 3-7: Writers will review components of real writing: ideas, organization, personal narrative as covered earlier in year.

Week 2: Jan 10-13: Writers will understand organization as a pattern.

Week 3: Jan 18-21: Writers will understand organization as a puzzle that is put together to make meaning.

Week 4: Jan. 24-28: Writers will understand organization as a series or a sequencing of events.

Week 5: Jan. 31-Feb. 4: Writers will understand organization as way to group information.

Week 6: Feb. 7-11: Writers will understand organization as a way to plan their writing, with a beginning, middle and end. Writers will understand how to add details and which details to leave out.

Week 7: Feb. 14-18: Writers will understand organization as a way to begin their stories with a hook (exciting leads) and an end that leaves an echo with the reader.

Week 8: Feb. 22-25: Writers will understand organization as a way to incorporate perspective, including points of view and transitions.

Anchor Mini Lessons:

Week 1/Jan 3-7:

Monday: Review ideas anchor chart created previously Review Like/dislike and Heart mapping idea charts. Create new list of ideas: Add to chart that ideas can come from: things that happen in our everyday lives; from a place We never want to forget and an idea can come from a specific experience.

Read: I'm in Charge of Celebrations

Ask: "What do you celebrate in your life? Forget national, legal holidays: Focus on celebrations based on personally important events: first cake I ever baked myself, the time I saw a falling star, finding a four-leaf clover, saving a stray cat. Brainstorm and create class list of ideas. (ideas)

Tuesday: Read: Wilfrid Gordon McDonald Partridge

Show special treasure; Model writing about meaning behind it. Students think of their own special treasure and write about it. (ideas)

Wednesday: The Mysteries of Harris Burdick; Tell students "story" behind pictures. Show them a few of the "tamer" ones;. Leave them with one to write about.

Thursday: Review personal narrative anchor chart. Remind students about take a big moment into a small moment. Read Big Mama's. Show how writer took big moment into small moment.

Friday: Read Shortcut; show how big moment was made into a small moment.

Week 2/Jan. 10-13

Monday: Review beginning of organization anchor chart. Show children list of how organization is patterns, puzzle, series, grouping, planning. Focus now on patterns:

Read: The Important Book

Talk about how book has a central theme: each person, each thing on earth, has some important, special quality. You have to only look to see what it is.

Notice the pattern on each page. Reread, asking them to fill in the blank as you go along. "The most important thing about ____ is that it's ____." As a class, create a "most important" chapter about anything in our lives: a sister, mom, a pet. Then ask student to do "most important" piece about a friend. They will need to tell several things about the friend and then to choose the most important. Go over the format before they begin so that they can remember it and feel comfortable with the writing.

Tuesday: Review previous day's writing. Ask students to now write the "most important" thing about themselves. They should really think and reflect. A most important characteristic might be a special talent, something they value (or someone else values), or something not everyone knows about them: for example: "The most important thing about me is that I love turtles." Model write on myself, then let kids go off to write on their own.

Wednesday: Read: From Head to Toe. Brainstorm a list of other animals Carle might have written about and talk about the special movements each one makes; For example: "I am a turtle, and I can pull inside my shell. Can you do it?" Let' students try and imitate pattern from within the book, focusing on animals Carle has not included.

Thursday: Read: That's Good! That's Bad! In the Grand Canyon Create "That's Good! That's Bad!" pattern writes based on any experience students have had.

Week 3/Jan. 18-21

Tuesday: Read The Biggest Nose; Model same organizational structure (Puzzle) about overcoming a problem in life: i.e.: umbrella turning inside out on a windy day. Students go K2K and talk about small problems they have overcome. Turn back and share: connect to fitting pieces of a puzzle together to solve problem.

Wednesday: Read Sea Snakes; Take one section or essay (p. 7) and divide it into individual sentences. Cut them apart and mix them up. Then see if students can put back in order. Does not have to match author's original completely, if they can justify their organization.

Thursday: Read From Here to There; Help students develop their own sense of spatial organization by asking them to think about where they fit in their own communities. Start with the tiniest space: their own rooms or the classroom. Gradually move out. List the larger spaces. Use maps if necessary; See how far they can go. Ask students to make a picture showing the portion of where we fit in the universe. *groups; When all the pictures are finished, see if they can put them in order, starting tiny, then zooming out to get the biggest picture you can.

Friday: finish Thursday's lesson

Week 4/Jan. 24-28

Monday: Read Growing Frogs; Review the main stages of the frog's life with students so they can picture each one: eggs, tiny tadpoles, tadpoles with small legs and so on. Create sketches to go w/each stage and put them in order. Emphasize that pictures can have a logical order just as text does;

Tuesday: Read Zagazoo; Focus in on how Zagazoo sees himself (and how his "parents" see him as he goes through some intriguing mood changes that manifest themselves physically; Talk about the sequence or series of changes to connect to text.

Wednesday: Read the excerpts from Steven Caney's Invention Book; Explore the organizational qualities of writing chronologically; Ask students to choose an invention that is not in the book. Model write how to build it and then use it, focusing on sequencing/series

Thursday: Read The Secret Shortcut Discuss and list on chart paper all the things that happen to Wendell and Floyd on the way to school. Group in 2's and have them each a lg. piece of construction paper and have them draw a map creating a brand new shortcut to

school for the main characters. Encourage students to be creative about things they might encounter along the way, such as volcanoes, bottomless pits, quicksand, and so forth, expanding on ideas from the original story.

Friday: Discuss the student-created map as a prewriting activity; Create new "Secret Shortcuts" stories. Use a sentence starter like: Wendell and Floyd took a new shortcut to school. Model write a story, then let kids write their own if choose. Create anchor chart of sequencing words and phrases. Discuss how sequencing words helps create the flow of the piece.

Week 5/ Jan. 31-Feb. 4

Monday: Read So You Want to Be an Inventor? Go through how book is organized: not by alphabet or date, but author focuses on interesting questions a reader might like to know: What were the most helpful inventions? The most ridiculous? The most dangerous? Connect to grouping ideas together in writing.

Tuesday: Read Fish Faces. Review how on each page the author tells you how he is organizing information. He groups fish together that have something in common: flat fish, round fish, fish with dots, fish with stripes, etc. As pointing this out, let students begin to guess what all the fish on a page have in common.

Wednesday: Read Courage; Book centers on the different uses of the word courage; discussed how organized (concrete to abstract) ask students to tell their favorite examples of courage from the text. List on a chart, from serious to lighthearted. Discuss how each example is unique by together, get a broad definition of courage. Select another words such as freedom, honor or justice; Ask students to brainstorm the different places where that word would apply. For example, freedom might be used to describe a benefit of living in a democratic society or to describe the feeling we all have on the last day of school. Write on chart paper, sentence starter: Freedom is: Brainstorm ideas and chart: Freedom is what you feel when the bell rings on the last day of school" or "Freedom is one of the most important principles of American society" or "Freedom is what you feel when you kick off a right pair of shoes after a long day."

Thursday: Rewrite from day before each sentence on one piece of paper. Have each student organize their page. Have the student cut up the sentence then place in order on construction paper. Illustrate.

Friday: review drawings. Group together in an organized manner for class book.

Week 6/ Feb. 7-11

Monday: Review Personal Narrative Anchor chart; Model write a story with a Beg, Middle and End; Model "Turning the Page" as move from B to M to E

Tuesday: Read The Relatives Came Show how the beginning and the endings match.

Wednesday: Read The Trip Back Home. Demonstrate again how the beginning and endings match. Create endings anchor chart; see below

Thursday: Read Snow; Use the pattern of the book to create adventure stories; they can be small adventures: like predicting the first snowfall. First, show children how the pattern works. They didn't believe me, but... They still didn't believe me, ... more evidence... details; etc.

Friday: Read Two Bad Ants; Show the cover to students; Predict what is going to happen what the book is about. While reading the book, look at the organization of the story. Does it have a beginning that gets your attention and gives clues about what is coming? How do the details add to the story? Can students recall them without looking at the pictures? Is there a pattern? Do the ants always have a reason to move on? Does the end leave you and the

ants in a good spot? What makes it good?

Week 7/Feb. 14-18

Monday: Go on a lead hunt; gather several books that have great leads: Read a few such as A Beastly Story. Have leads on sentence strips to hang in room as reference

Tuesday: Read Help! Someone Stole Grandpa's Teeth! Discuss Leads and sequence of story.

Wednesday: Model write a story; Have poor lead. Brainstorm ways to change it. Have poor ending (save for later)

Thursday: Read the Frog Prince; discuss ending

Friday: Read Clown; Son the page when the clown falls out of the tree (p. 12); Talk about the sequencing highlights the clown goes through in the story. How do the pictures help tell the story? Give the students an idea for the ending. i.e. have the clown find a loving home or join the circus and become famous. Have the students write or draw pictures that fill-in the story. Have them draw and write their ending. Finish reading story;

Fix story from previous days.

Week 8/Feb. 22-25

Tuesday: Read Dear Mr. Blueberry; Discuss how structure shows Emily and Mr. Blueberry exchanging letters, expressing the highly divergent points of view.

Wednesday: Read Letters from Obedience school; review points of view

Thursday; Read What a Wonderful Day to Be a Cow; discuss transitions/day, week, months, seasons; add to anchor chart

Friday: Read Let's Go Home; discuss transitions through a physical place; add to anchor chart

Enduring Questions

1. How do I organize my writing so that it flows and make sense? (Organization as a pattern, sequence, group, plan, etc.)
2. How do I get a reader to want to read my story? (leads)
3. How do I get a reader to remember my story? (closing)
4. How do I get my story to paint a picture? (details; visualizing/using our senses)
5. Does the organizational structure enhance the ideas and make it easier to understand? Or does it overpower the ideas like too much perform in a crowded elevator?

Mentor Text Needed

1. I'm in Charge of Celebrations by Byrd Baylor
2. Wilfrid Gordon McDonald Partridge by Julie Vivas
3. The Mysteries of Harris Burdick by Chris Van Allsburg
4. BigMama's by Donald Crews
5. Shortcut by Donald Crews
6. The Important Book by: Margaret Wise Brown
7. From Head to Toe by Eric Carle
8. That's Good! That's Bad! In the Grand Canyon by: Margery Cuyler
9. Dr. DeSota by Wm. Steig
10. The Biggest Nose by: Kathy Caple
11. Sea Snakes by Sneed Collard
12. From Here to There by: Margery Cuyler
13. Growing Frogs by Vivian French
14. Zagazoo by Quentin Blake
15. Steven Caney's Invention Book by Steven Caney
16. The Secret Shortcut by Mark Teague
17. So You Want to be an Inventor by Judith St. George
18. Fish Faces by Norbert Wu
19. Courage by Bernard Waber
20. The Relatives Came by Cynthia Rylant
21. The Trip Back Home by Jane Wong
22. Snow by Uri Shulevitz
23. Two Bad Ants by Chris Van Allsburg
24. Tough Boris by Mem Fox
25. A Beastly Story
26. (Somebody Stole Grandpa's Teeth)
27. Dear Mr. Blueberry by Simon James
28. Letters from Dog Obedience School by Mark Teague
29. The Frog Prince
30. Clown by Quentin Blake
31. What a Wonderful Day to Be a Cow by Carolyn Lesser
32. Let's Go Home by Cynthia Rylant

Materials Needed:

1. Chart paper for anchor charts
2. chart paper for writing model stories
3. sentence strips for leads

Anchor Charts:

1. Ideas anchor chart
2. Personal Narrative anchor chart
3. Organization anchor chart
4. Anchor chart: Sequencing words/phrases: before, after, then, next, during, finally, sometimes, often, first, second, third, earlier, later, now, last, at first, first of all, to begin with, in the first place, at the same time, for now, for the time being, the next step, in time, in turn, later on, meanwhile, soon, in the meantime, while, simultaneously, afterward (example; brainstorm together from texts)
5. Endings Anchor chart: “life is like that. What you don’t have always seems to be the thing you want.” “Above all, I show (my grandfather) that I love him and care what happens to him. This is the most important thing to remember when caring for the elderly, especially if you are related to them. They need your love, and even if you don’t want to admit it, you need theirs.” “So Zeena – you can keep popping those marshmallow into your mouth, but remember-not everything about chocolate covered marshmallows is sweet” “All and all Billy Bafford was the most stinky, nose picking, ugly, red headed, big eared, loud-mouthed bully you could ever dream. I should know, He was my best friend.”
6. No More Said!
7. Word Jars

Assessment: Evidence of Student Understanding

1. Anecdotal notes: are students “hitting the target”; can they define strategy as they write.
2. Conferencing
3. Weekly “best” story
4. 6 trait rubric for organization: see attached
5. Notes on indiv. Writing:
Does it have an inviting introduction; logical sequencing; smooth transitions; good pacing; high point; resolution

Student Self Assessment

1. Goal Book
2. pull 1 story week: best: can they identify why it's their best: clear lead/closing; clear BME; can they identify target area.

Skills Reinforcement: Ties to other areas of curriculum

Reading: connect to inferring; can they get the reader to understand through details, but details that make sense? Visualizing: painting a picture for the reader.

Math:

1. Predict, generalize and estimate
2. problem solving decisions
3. compose and write by drawing pictures, using charts, and creating equations.

Word Work: Vocabulary

1. Students collect great leads in their word book.
2. Students collect great endings in their word book.
3. No More SAID" review chart previously made; add to it
4. Word Jars; add to it from word books
5. Transitional word chart

Sources:

1. RealWriting Teachers list serve
2. Creating Young Writers; Using 6 traits in a primary classroom by: Vicki Spandel
3. Books, Lessons, Ideas for Teaching the 6 traits
4. Using Picture Books to Teach Writing with the Traits by: Ruth Culham
5. Units of Study by Lucy Calkins
6. About the Authors: Katie Wood Ray
7. Picture Books: an annotated bibliography with activities for teaching writing by Ruth Culham
8. Craft Lessons by Ralph Fletcher
9. NWRL
10. ISBE website/asstments/standards

Standards Addressed:

Goal 3/Standard A: Use correct grammar, spelling, punctuation, capitalization and structure. Students will be able to communicate for a variety of purposes and audiences.

Goal 3/Standard B: Compose well organized and coherent writing for specific purposes and audiences; Students will be able to write to communicate for a variety of purposes and audiences.

