

KINDERGARTEN WRITING

Standard(s):

K. The student is expected to: (A) plan by generating ideas for writing through class discussions and drawings; (B) develop drafts in oral, pictorial, or written form by organizing ideas;

CONCEPTS (NOUNS)

Ideas for writing
Discussions
Drawings
Drafts
Oral form
Pictorial form
Written form

SKILLS (VERBS)

Plan
Generate (ideas)
Develop (drafts)
Organize (ideas)

LEARNING PROGRESSION

1. Understand what a complete sentence is.
2. Use given pictures to create oral sentences.
3. Draw and label pictures about a topic.
4. Use pictures to write complete sentences.
5. Organize ideas and develop drafts.

LEARNING INTENTIONS

1. I am learning what a complete sentence is.
2. I am learning how pictures can help me generate ideas.
3. I am learning to write down simple complete sentences.

SUCCESS CRITERIA

- 1a. I can orally explain what a complete sentence is.
- 1b. I can identify important parts of a sentence.
- 1c. (language expectation)
I can use the words capital letter, space, and period
- 2a. I can describe a picture using words.
- 2b. I can label the picture.
- 2c. I can describe a picture using complete sentences.
- 2d. (language expectation)
I can share with my partner what I see in the picture.
- 3a. I can write a simple complete thought about a picture.
- 3b. I can use a capital letter at the beginning of the sentence.
- 3c. I can leave spaces between words.
- 3d. I can finish a sentence with a period.

RELEVANCE TALKING POINTS

- 1a. . . . so that I can use them to explain an idea.
A complete sentence represents a complete thought about something. They help us communicate.
- 2a. Pictures help us think about ideas to include in our writing.
- 2b. Thoughts are also expressed by writing.
- 3a. Good writers know that a simple complete sentence starts with a capital letter, leaves spaces between words and ends with a period.

ASSESSMENT OPPORTUNITIES (LI3)

Listen to students describing pictures (SCa). In whole-group, pay attention to how students create sentences verbally by moving from word to picture

Look to see that students can label pictures (SCb). Pay attention to students writing a simple complete sentence about a picture (SCc).

Listen to student conversations about crafting a sentence (SCabcd)

Look to see that students can write simple complete sentences by starting with a capital letter, leaving spaces between words and ending with a period. (SCd)

CREATING MEANINGFUL LEARNING EXPERIENCES (LISC3)

Focused Instruction (modeling):

Teacher Modeling:

Writers for the past few weeks, we have been learning how to illustrate our thoughts and label our illustrations. However, now is the time to learn something harder that will help us to become better writers. Today we are going to learn how to create and write complete sentences by using pictures. First, we have to learn what is a complete sentence. A complete sentence is one complete thought about something. For example, here is a picture of a flower; I can say “The flower is pink.” I just mentioned a complete thought about the flower, so that means that I just created a complete simple sentence. (create an anchor chart, while explaining what is a simple sentence and the example. If possible paste the picture of the flower and write the sentence next to it). Provide students with a couple of examples of how to orally create simple sentences by describing things that you see around the classroom.

Go back to the anchor chart that you are creating and point to the sentence “The flower is pink.” Tell students that complete thoughts or complete simple sentences can be written down by following basic writing rules. (write the rules in the anchor chart)

- Start with a capital letter (teacher gets a red marker and traces the letter “T”).
- Leave spaces between words (teacher places fingers between words to model spacing).
- End with a period (teacher gets a red marker and circles the period at the end of the sentence).

GUIDED PRACTICE

Teacher will display a picture of a table and a car.

T: Look at this picture, what is it?

S: A table

T: What color is the table?

S: Brown

T: If I want to make a complete sentence about the table, can I say, “The table”?

S: No, it is not a sentence.

T: Why not?

S: Because “The table” is not a complete thought.

T: Yes, you are correct! “the table” is not a complete sentence. How can I complete it?

S: The table is brown.

T: Yes, that's a complete sentence. Now, let's write our sentences down.

What is the first rule to write a sentence?

S: Start with a capital letter.

T: Write the word “The,” and then what is the next step?

S: Use your finger to leave spaces between words.

T: Use your finger to model spacing between words, write the whole sentence.

T: Ok, now that we finish writing our sentences, what is the last step?

S: The period at the end.

T: Write the period.

Now, let's read our sentence to see if it sounds good and make sure that we have not forgotten anything.

Repeat the process with other features of the table; then repeat the process with a picture of a car.

COLLABORATIVE LEARNING

Teacher will display several pictures of animals for students to work with their partner to create and write sentences by sharing a white board. Students will discuss with their partner what they see in the pictures to express thoughts. Students will have the opportunity to share their discussions with the whole class.

INDEPENDENT PRACTICE

Students will create and write a simple complete sentence independently by following the basic writing sentences rules.

Self Assessment:

Students will have the opportunity to self assess their own sentences by making sure they are using the correct basic rules for writing sentences (starts with a capital letter, leaves spaces and ends with a period). Students will practice their self-assessment skills by using a writing simple sentence checklist.

- I can draw pictures and write about them.
- I can identify the capital letter.
- I can point to the spaces between words.
- I can identify the periods.

ASSESS MASTERY OF STANDARD

Students will write complete sentences about a picture and identify its parts. Students who are struggling with writing will dictate to the teacher to make sure they understand a complete sentence; these students will also need to point to capital letters, spaces, and periods in a text to assess their understanding of basic sentence rules.