

Let's Write Around the World

Grade Level or Special Area: Kindergarten

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Length of Unit: 7 Lessons to be incorporated throughout the year

I. ABSTRACT

- A. This writing unit allows children to show their knowledge of the seven continents while developing the foundations of writing. Shared and interactive writing are used to help children compose text. The lessons are intended to be used throughout the year and progress from the teacher modeling writing to the children doing most of the writing independently. The product of each lesson is then used to reinforce reading skills. The lessons are written in a sequence of increasing difficulty based on the order I teach the continents. Continents can easily be switched among lessons to meet your needs.

II. OVERVIEW

- A. Concept Objectives
1. The student develops the foundations of writing.
 2. The student will compose original text.
 3. The student will use writing as a tool for learning and research.
- B. Content from the *Core Knowledge Sequence*
1. Book and Print Awareness p. 7
 - a. Know that print goes from left to right across the page and from top to bottom down the page, and that words are separated by spaces.
 - b. Follow print, pointing to each word from left to right, when listening to familiar stories or other texts read aloud.
 2. Decoding and Encoding p.7
 - b. Match a letter to a spoken phoneme.
 - c. Write the correct letters to represent a sound or sequence of sounds, up to three consonants or two consonants and a short vowel sound.
 - d. Begin to recognize common words by sight, including a, the, I, my, you, is, are.
 3. Writing and Spelling p. 8
 - a. Write all upper and lowercase letters of the alphabet.
 - b. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds.
- C. Skill Objectives from Texas Essential Knowledge and Skills
1. Write each letter of the alphabet, both capital and lowercase. TEKS LA K.14B
 2. Use phonological knowledge to map sounds to letters to write messages. TEKS LA K.14C
 3. Write messages that move left-to-right and top-to-bottom on the page. TEKS LA K.14D
 4. Dictate messages such as news and stories for others to write. TEKS LA K.15A
 5. Write labels, notes and captions for illustrations, possessions, charts, and centers. TEKS LA K.15B
 6. Write to record ideas and reflections. TEKS LA K.15C
 7. Generate ideas before writing on assigned tasks. TEKS LA K.15E
 8. Record or dictate own knowledge of a topic in various ways such as by drawing pictures, making lists and showing connections among ideas. TEKS LA K.16B
 9. Understand that written words are separated by spaces. TEKS LA K.5C

10. Know the difference between individual letters and printed words. TEKS LA K.5D
11. Recognize how readers use capitalization and punctuation to comprehend. TEKS LA K.5F
12. Understand that spoken words are represented in written language by a specific sequence of letters. TEKS LA K.5G

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. McCarrier, A., Pinnell, G.S. & Fountas, I.C. *Interactive Writing: How Language and Literacy Come Together*. Portsmouth, NH: Heinemann, 2000. ISBN 0-325-00209-6.
 2. Hirsch, Jr. E.D. *What Your Kindergartner Needs to Know*. New York: Dell Publishing, 1996. ISBN 0-385-31841-3.
 3. Callella, T. & Jordano, K. *Interactive Writing: Students and Teachers "Sharing the Pen" to Create Meaningful Text*. Huntington Beach, CA: Creative Teaching Press, Inc., 2000. ISBN 1-57471-687-5.
- B. For Students
 1. Geography: Spatial Sense p. 11
 2. An Overview of the Seven Continents p. 11

IV. RESOURCES

- A. McCarrier, A., Pinnell, G.S. & Fountas, I.C. *Interactive Writing: How Language and Literacy Come Together*. Portsmouth, NH: Heinemann, 2000. ISBN 0-325-00209-6.
- B. Internet Website for Enchanted Learning - www.enchantedlearning.com
- C. Teacher's own units and collection of books about the seven continents used throughout the year.

V. LESSONS

Lesson One: Let's Label North America Using Initial Sounds

1-2 days

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. The student develops the foundations of writing.
 - b. The student uses writing as a tool for learning and research.
 2. Lesson Content
 - a. Match a letter with a spoken phoneme.
 - b. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds.
 3. Skill Objective(s)
 - a. Use phonological knowledge to map sounds to letters to write messages. TEKS LA K.14C
 - b. Write labels, notes and captions for illustrations, possessions, charts, and centers. TEKS LA K.15B
 - c. Generate ideas before writing on assigned tasks. TEKS LA K.15E
- B. *Materials*
 1. Easel
 2. Sentence strips

3. Large cut out of North America made from butcher paper (Appendix A)
 4. World map and map of North America for reference
 5. Markers
 6. Alphabet strips for each child, large classroom alphabet banner or class name chart
 7. Glue
 8. Class writing rubric - Appendix B
- C. *Key Vocabulary* (This may vary according to what ideas your students generate.)
1. Mountains – the highest form of land
 2. River – a stream of water that flows from high ground to low ground
 3. Atlantic Ocean – the ocean located on the eastern side of North America
 4. Pacific Ocean – the ocean located on the western side of North America
 5. United States – the country in North America where we live
 6. Student’s state – the state in the U.S. where we live
- D. *Procedures/Activities*
1. This lesson should begin after children have had an introduction to maps and are somewhat familiar with the seven continents. Students also need to know a little bit about North America. Display a large, butcher paper cut-out of North America on a bulletin board, wall or on the floor where students can see. If you don’t have room in your classroom, consider a hallway or the cafeteria. Ask students to identify the continent. Guide them to look at the shape and compare this to classroom maps of the world to be sure they’ve chosen the right continent.
 2. Instruct students that they will be labeling the large map so that others can see how much they know about North America. Use a sentence strip taped to an easel and model writing the words North America on the strip with a marker. Say “North” aloud with special emphasis on the /n/ sound. Ask students which letter makes that sound. If there is a student in your class whose name begins with the same sound, point this out. Use the alphabet strips, a large alphabet banner or a class name chart to help students match letters to the sounds they hear and to help them form letters correctly. Ask children to “write” a capital N in the air as you write it on the strip. Explain that you wrote a capital N because North America is the name of a continent. Model looking at the word North on a classroom map and show students how you can copy words you don’t know how to spell. Demonstrate leaving a space after the North, then go through the same process with the word America. Stick the label on the middle of the cut-out.
 3. Brainstorm what else could be labeled on the map. Suggestions are cardinal directions, Atlantic and Pacific Oceans, United States, your state’s name and other major land or water forms your students are familiar with such as the Mississippi River, Rocky Mountains etc. Selected students could use markers to draw mountain ranges, rivers or animals on the large cut-out of North America to go with the labels when the writing part of the lesson is finished. You could also have these things drawn on the map already to guide children as to what you want them to write.
 4. After brainstorming, choose what to label next. Call on a student to come up and write the initial sound of the word. To save time and to provide a good model of writing, you finish the word on the label. This lesson focuses on writing initial sounds, spacing, capitalization etc. As the writer is writing the initial sound on the sentence strip label, keep the other students engaged by having them skywrite

the letter, say the name of the letter, produce the letter sound or form the letter on a partner's back.

5. Repeat this procedure with other labels at this sitting or continue the following day. When each label is finished and stuck on the cutout, choose students to use pointers to point to the words as the class reads them aloud.
6. This may be used throughout the next week or two for students to practice reading in a learning center. Students who are interested could copy the labels on a small map of North America, write the words on dry erase boards or on a Magna Doodle.

E. *Assessment/Evaluation*

1. Use class rubric (appendix B) to indicate mastery of skill objectives during the lesson. During this lesson, look for mapping sounds to letters to write messages and generating ideas before writing on assigned tasks. Depending on the dialogue that goes on during the lesson, there may be other objectives that could be assessed.

Lesson Two: Let's Record What We Know About Africa on a Predictable Chart

3-4 days

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student develops the foundations of writing.
 - b. The student will compose original text.
 - c. The student will use writing as a tool for learning and research.
2. Lesson Content
 - a. Know that print goes from left to right across the page and from top to bottom down the page, and that words are separated by spaces.
 - b. Follow print, pointing to each word from left to right, when listening to familiar stories or other texts read aloud.
 - c. Begin to recognize common words by sight, including a, the, I, my, you, is, are.
3. Skill Objective(s)
 - a. Dictate messages such as news and stories for others to write. TEKS LA K.15A
 - b. Generate ideas before writing on assigned tasks. TEKS LA K.15E
 - c. Understand that written words are separated by spaces. TEKS LA K.5C
 - d. Know the difference between individual letters and printed words. TEKS LA K.5D

B. *Materials*

1. Easel
2. Chart paper
3. Markers
4. Correction tape
5. Word wall
6. Classroom alphabet banner or alphabet strips
7. Predictable chart directions (Appendix C)
8. "I see ..." writing page (Appendix D)
9. Class writing rubric - Appendix B

C. *Key Vocabulary*

1. Letter – a written symbol that is part of the alphabet

2. Word – a combination of letters that has a meaning
3. Sentence – a combination of words that makes a statement or asks a questions
4. Africa – one of the seven continents

D. *Procedures/Activities*

1. Brainstorm information students have learned about Africa. This may include animals, the Nile River, Mt. Kilimanjaro, names of countries etc. You could also choose another continent you study near the beginning of the year.
2. Introduce children to a predictable chart. Tell them many of the words on the chart will be the same. Explain how reading words over and over again will help students to learn those words and add to their sight word vocabulary. Show students the chart that you have made on chart paper that says “I see _____ in Africa.” Tape chart to easel or wall where children can reach it.
3. Call on a student to complete the first sentence. Fill in the blank with what the child says. Then write the child’s name beside the sentence in parentheses. Read the completed sentence to the class, pointing to each word.
4. Continue with other students in the class. Use correction tape to correct any mistakes. To keep children engaged, stop occasionally to allow children to “spell” the word as you write in the air or on the floor in front of them. Be sure to explain that altogether the words make a sentence, words in a sentence are separated by spaces, sentences begin with capitals and end with punctuation marks etc. If children begin to repeat what others have said, ask questions to help “jog” their memories about what you’ve studied. Continue as long as the children’s’ attention spans allow. You may need to finish the following day.
5. Review the chart the next day, pointing to the words and reading the sentences. Children who would like to point to and read their own sentence to the class should be welcomed. When re-reading and children say “tigers” instead of “lions” for example, ask the students who read the word correctly how they knew the word was “lions”. Through this conversation, explain how looking at the beginning letter of the word can help them. The word couldn’t be “tigers” because it started with an “l”.
6. After a day or two of reviewing the chart, give each child the “I see...” writing page. (Appendix D) Instruct them to complete their sentence by looking at the predictable chart and filling in the missing blank. After they have written the sentence, have them point to each word to read it aloud to themselves, then to a buddy and finally to you. When they’ve read it, they may illustrate. These papers may then be made into a class book.
7. Display the chart in your room for several weeks so that children may practice reading it.

E. *Assessment/Evaluation*

1. Use class writing rubric to indicate if each student was able to dictate a message and generate ideas before writing. You could also make notes as to which students demonstrated knowledge of word spacing, capitalization, punctuation, and the difference between letters and words. This information could be obtained during the shared writing lesson or as you listen to each child read their own writing page at the conclusion of the lesson. You could ask each child to point to a letter, a word, etc. You could also ask questions about capitalization and punctuation.

Lesson Three: Let’s Write a Letter to a King or Queen

2-3 days

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student develops the foundations of writing.
 - b. The student will compose original text.
 - c. The student will use writing as a tool for learning and research.
 2. Lesson Content
 - a. Know that print goes from left to right across the page and from top to bottom down the page, and that words are separated by spaces.
 - b. Follow print, pointing to each word from left to right, when listening to familiar stories or other texts read aloud.
 - c. Match a letter to a spoken phoneme.
 - d. Write the correct letters to represent a sound or sequence of sounds, up to three consonants or two consonants and a short vowel sound.
 3. Skill Objective(s)
 - a. Use phonological knowledge to map sounds to letters to write messages. TEKS LA K.14C
 - b. Write messages that move left-to-right and top-to-bottom on the page. TEKS LA K.14D
 - c. Recognize how readers use capitalization and punctuation to comprehend. TEKS LA K.5F
- B. *Materials*
1. Easel
 2. Butcher paper
 3. Markers
 4. Word Wall
 5. Dry erase boards with markers and erasers or Magna Doodles for each child
 6. Alphabet strips or classroom alphabet banner
 7. Class writing rubric - Appendix B
- C. *Key Vocabulary*
1. Comma – a punctuation mark used to pause or separate
 2. Indent – to set in from the margin
 3. Letter – a way to communicate through writing
 4. King – a male ruler
 5. Queen – a female ruler
 6. Greeting – the welcome portion of a letter
 7. Body – the main part of a letter
 8. Closing – the end of a letter
- D. *Procedures/Activities*
1. At the conclusion of your study about Europe, remind children that many European countries still have kings or queens. Explain to them that one reason they all need to learn to be successful writers is to communicate with other people. Tell them that today, you will learn about writing a letter by writing a letter to a king or queen. If you've just studied Columbus, you might want to write to King Ferdinand or Queen Isabella. If you have just studied the Pilgrims, you might want to write to the King of England. You could also choose to write to Queen Elizabeth.
 2. Pass out dry erase boards or Magna Doodles to each child. Introduce the basic format of a letter as you and the class compose a letter to a king or queen. Begin

with the greeting. Guide students to come up to butcher paper on an easel or wall and write “Dear (whoever is chosen),”. Be sure to point out that a greeting begins with a capital letter as well as names and titles for people. Explain the use of a comma in this situation. As students assist on the main letter, other classmates should practice writing the greeting on their dry erase boards or Magna Doodles.

3. Move on to the body of the letter. Discuss that this is the part of a letter where you share information and/or ask questions. Ask for suggestions about what to write and help students decide what they want to say to the king or queen. Then call children to come up to the easel and begin writing. Show a child how to indent the body and write the first word. Ask other children to practice this with their own boards. Continue with the first sentence. If children are able to write complete words such as sight words and other easy words, allow them to. On more difficult words, have a child write the beginning sound and you complete the word for them. If the children are motivated and engaged, write one more sentence. If not, wait until the next day to continue.
4. On the next day, review the greeting and beginning of the body as you read the letter together. Complete the body following the same procedures as the day before.
5. Now explain that letters have a closing and signature. Begin the closing yourself so that children can see where it goes. Also discuss the comma after the closing. Allow children to help with the signature line as other practice on their own boards. Re-read the entire letter.
6. Permit students who did not have a turn writing today to decorate the border of the letter on the butcher paper. Hang the letter for the class to see. Children could practice reading this using a pointer in the days to come.

E. *Assessment/Evaluation*

1. Observe students during interactive writing to determine if they map sounds to letters, write messages that move left to right and recognize how to use capitalization and punctuation to comprehend. Record these observations on the class rubric. After this lesson, study the rubric to determine which students may need to work in a small group or one-on-one to master the skills assessed so far.

Lesson Four: Let’s Write to Create an Interactive Bulletin Board about Antarctica

3-4 days

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student develops the foundations of writing.
 - b. The student will compose original text.
 - c. The student will use writing as a tool for learning and research.
2. Lesson Content
 - a. Match a letter to a spoken phoneme.
 - b. Write the correct letters to represent a sound or sequence of sounds, up to three consonants or two consonants and a short vowel sound.
 - c. Begin to recognize common words by sight, including a, the, I, my, you, is, are.
 - d. Write all upper and lowercase letters of the alphabet.
 - e. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds.

3. Skill Objective(s)
 - a. Write each letter of the alphabet, both capital and lowercase. TEKS LA K.14B
 - b. Use phonological knowledge to map sounds to letters to write messages. TEKS LA K.14C
 - c. Write messages that move left-to-right and top-to-bottom on the page. TEKS LA K.14D
 - d. Write to record ideas and reflections. TEKS LA K.15C
 - e. Generate ideas before writing on assigned tasks. TEKS LA K.15E
 - f. Record or dictate own knowledge of a topic in various ways such as by drawing pictures, making lists and showing connections among ideas. TEKS LA K.16B
 - g. Understand that written words are separated by spaces. TEKS LA K.5C
 - h. Know the difference between individual letters and printed words. TEKS LA K.5D
 - i. Understand that spoken words are represented in written language by a specific sequence of letters. TEKS LA K.5G

B. *Materials*

1. Easel
2. Sentence strips
3. Markers
4. Correction tape
5. Word wall
6. Construction paper -8"x11"
7. Crayons
8. Bulletin board
9. Push pins
10. Class writing rubric - Appendix B

C. *Key Vocabulary*

1. Antarctica – the continent located in the South Pole
2. South Pole – the southern end of the Earth’s axis
3. Fact – a statement which is true

D. *Procedures/Activities*

1. This interactive writing lesson should take place after children have acquired background knowledge about Antarctica. You could choose another continent you study in the middle of the year and make adaptations. Tell the students they will be making a bulletin board that is also like a matching game. Tell them they will be writing facts about Antarctica and also drawing pictures to go with the facts. Children will be able to use push pins to match pictures to written facts.
2. Call on a student to give you a fact about Antarctica. Remind children what a fact is. Choose a child to come begin the sentence at the easel on a sentence strip. Support the writer by asking how sentences begin. Have a different student write each word in the sentence and another student punctuate. Use teacher judgment in deciding which students can write longer, more difficult words, which should be given sight words etc. Direct some students to help by pointing to words on the word wall, calling out words from books, etc. to help the writer spell correctly. If errors are made, use correction tape or a blank address label to cover it up. Use this opportunity to provide mini-lessons on spelling

- patterns you may not have studied for diagraphs, long vowel sounds etc. Your role is to help students to construct text that is accurate in spelling, grammar, etc.
3. If sentences become boring and children use the same words over and over, negotiate more exciting words and synonyms for the children to use to make their writing more exciting. After listening to several ideas from students, ask the class if two or more of the sentences could be combined into one sentence. This will allow the children experience with using commas and to understand there are different ways to write the same thing. If sentences students come up with are too long, guide them to eliminate unnecessary words or rephrase the sentence to shorten it.
 4. As in other lessons, keep all children actively learning by counting phonemes in words, clapping syllables, writing words in the air or on a partner's back. Continue composing sentences the following day until you have a good collection of facts.
 5. The day after all the facts have been written, display the sentence strips in a pocket chart or hold them up one at a time for students to read. Allow different students to point to the words as each fact is read by the class. Then assign small groups of children a sentence to illustrate on construction paper. For example if a sentence states "There are many icebergs in Antarctica." the group could draw and cut out an iceberg from construction paper. Provide crayons for each group. When the illustrations are finished, have them laminated if possible so that they will be more durable.
 6. The following day, or when the pictures have been laminated, gather students to watch as you staple the sentence strips to a bulletin board. Re-read the sentences with children. Show children the laminated illustrations and select students to use push pins to hand each illustration beside the corresponding fact. The facts could be left hanging or stored in a file folder attached to the bulletin board. This could become a center activity in your classroom the following week. Students could each use pointers to read the facts and match the pictures.

E. *Assessment/Evaluation*

1. Make notes on the checklist as students write capital and lowercase letters, write to record ideas and record knowledge through pictures, lists etc. If you've not yet assessed to see that children understand that spoken words are represented by written words, this could be done as you observe children reading the sentences in a center.

Lesson Five: Let's Compare Asian Cultures Using a Venn Diagram

2 days

A. *Daily Objectives* (Lesson content, concept objectives, and skill objectives should all be listed in the Overview section as well.)

1. Concept Objective(s)
 - a. The student develops the foundations of writing.
 - b. The student will compose original text.
 - c. The student will use writing as a tool for learning and research.
2. Lesson Content
 - a. Match a letter to a spoken phoneme.
 - b. Write the correct letters to represent a sound or sequence of sounds, up to three consonants or two consonants and a short vowel sound.
 - c. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds.

3. Skill Objective(s)
 - a. Use phonological knowledge to map sounds to letters to write messages. TEKS LA K.14C
 - b. Write labels, notes and captions for illustrations, possessions, charts, and centers. TEKS LA K.15B
 - c. Know the difference between individual letters and printed words. TEKS LA K.5D
 - d. Understand that written words are separated by spaces. TEKS LA K.5C
 - e. Generate ideas before writing on assigned tasks. TEKS LA K.15E
- B. *Materials*
1. Class writing rubric - Appendix B
 2. Butcher paper with a Venn diagram drawn on it
 3. Markers
 4. Alphabet magnets and magnetic board
- C. *Key Vocabulary*
1. Asia – one of the seven continents
 2. Compare – to find similarities and differences
- D. *Procedures/Activities*
1. To complete your study of Asia, introduce this writing comparison lesson. You may choose to compare Asia to North America, or another continent you've studied. You could also compare China to Japan or China to Russia, depending on the content you've covered in your Asian unit.
 2. Display the Venn diagram you've prepared. Explain to children that you will be comparing and contrasting two countries, continents, cultures etc. Tell the children that even diagrams have titles or labels. Ask for suggestions about what to write. When the class has agreed, call on students to come up and write these. Facilitate by asking questions about what needs to be capitalized. Guide students to sound out words, remember to use spaces etc. Be aware of teachable moments that may arise, such as a child asking how to spell the /ch/ sound as in China. Explain that this is a digraph and the letters "c" and "h" work together to make the /ch/ sound.
 3. Now that the labels are in place, the students are ready to share knowledge and decide which part of the Venn it belongs in. As a student shares their idea, have other children point left, right or straight ahead to show which part of the Venn it should be written on. This keeps everyone thinking critically. Use the magnetic letters and magnetic board to show students how to spell words they may have difficulty with.
 4. As students blossom into better writers they may present their ideas in the form of a complete sentence more often than not. Explain that on a diagram you usually just write the main point. It is sometimes difficult for children to pick out the most important words in a sentence. This lesson will give them lots of practice. If students become restless, employ some of the suggestions mentioned in other lessons such as having them trace a word on a partner's back, in the air, or on the floor. You could also have students who are good spellers, position the magnetic letters for students who have more difficulty to copy.
 5. Take two days if necessary to complete the Venn diagram. When finished, be sure to read it together with the class, pointing to each word as it is read. The diagram should be displayed for children to see daily and practice reading it independently.

6. If you choose, pictures to go with words could be printed from the internet or drawn by students and glued to the Venn diagram.
- E. *Assessment/Evaluation*
1. As students write, monitor to see if they are mapping sounds to letters. You can observe the writer to determine this or make notes as to what students give out clues to assist the writer. When re-reading the chart with the class, ask students to come up and point to a letter or a word. Document mastery of this objective on the class writing rubric as well.

Lesson Six: Let's Write About South America with Rainforest Riddles

5 days

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student develops the foundations of writing.
 - b. The student will compose original text.
 - c. The student will use writing as a tool for learning and research.
2. Lesson Content
 - a. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds.
 - b. Write the correct letters to represent a sound or sequence of sounds, up to three consonants or two consonants and a short vowel sound.
 - c. Begin to recognize common words by sight, including a, the, I, my, you, is, are.
 - d. Write all upper and lowercase letters of the alphabet.
3. Skill Objective(s)
 - a. Write each letter of the alphabet, both capital and lowercase. TEKS LA K.14B
 - b. Recognize how readers use capitalization and punctuation to comprehend. TEKS LA K.5F
 - c. Understand that spoken words are represented in written language by a specific sequence of letters. TEKS LA K.5G
 - d. Write labels, notes and captions for illustrations, possessions, charts, and centers. TEKS LA K.15B
 - e. Record or dictate own knowledge of a topic in various ways such as by drawing pictures, making lists and showing connections among ideas. TEKS LA K.16B

B. *Materials*

1. Any riddle book
2. Pre-assembled book pages – see Appendix E
3. Correction tape
4. Markers
5. Easel
6. Photos of rainforest animals
7. Word wall or chart of sight words to be used in book – Appendix F
8. Poster/visual of rainforest layers
9. Class writing rubric - Appendix B
10. Metal rings or yarn

C. *Key Vocabulary*

1. Riddle – a question requiring thought to understand
2. South America – one of the seven continents

D. *Procedures/Activities*

1. Read students several riddles from a riddle book or make up your own riddles to share with them. Discuss the structure of riddles. Ex: Most riddles are made up of several short statements that give clues. They end with a question such as “What I am?” Tell the class they will be making their own class riddle book to share with another class.
2. Review the animals you have studied that live in the rainforest in South America. You could also adapt this to animals from another continent you’ve studied in the spring, when students are able to write well.
3. Call on a student to pick an animal that the class will construct a riddle about. After the animal has been picked, brainstorm facts about that animal. As a class choose approximately 3 facts to put into sentences. For example, if the animal chosen was a sloth the facts might be that it lives in the canopy, it is slow and it sleeps during the day.
4. Through interactive writing, guide students to write the facts on a book page. (Appendix E) Choose students to write words they are capable of. Some children may go to the word wall and call out words for the writer. Others may find an animal name in a book you’ve read in class. Problem solve about ways to find help for the words they want to write. Use the word wall, letter/sound knowledge, usage rules the children have learned etc. to help the students correctly write the riddle. Use correction tape if needed for any “boo-boos”. Be sure to remind students about correct spacing, when to use capital letters and correct punctuation for statements. Read the riddle together, pointing to each word.
5. Select students to write “What Am I?” or “Who am I?” on the flap of the book page. Take this opportunity to review questions and the appropriate use of question marks.
6. Repeat this procedure with other pages for the book throughout the week. Completing one or two pages per day is recommended. I like to compose at least 5 pages, then have children split up in groups to illustrate and label. Each group should draw a picture of the animal under the flap. Each group of students should also label the picture, being sure to keep the label and drawing under the flap. Provide students with markers and photos to look at as they are illustrating.
7. When the riddle pages are complete, use the same interactive writing strategies to construct a cover. Bind the book using metal rings or yarn.
8. Read the book together as a class then share with another class at your school. Two or more classes could make the riddle books then share them with each other. The children get really excited about this and feel so proud of themselves when they use their knowledge to answer the riddles others have written.

E. *Assessment/Evaluation*

1. Use the rubric to determine who can successfully write labels for the illustrations and use correct capitalization and punctuation, in particular, question marks.

Lesson Seven: Let’s Write an Australian Alphabet Book

2 days

A. *Daily Objectives*

1. Concept Objective(s)

- a. The student develops the foundations of writing.
 - b. The student will compose original text.
 - c. The student will use writing as a tool for learning and research.
2. Lesson Content
- a. Know that print goes from left to right across the page and from top to bottom down the page, and that words are separated by spaces.
 - b. Write the correct letters to represent a sound or sequence of sounds, up to three consonants or two consonants and a short vowel sound.
 - c. Begin to recognize common words by sight, including a, the, I, my, you, is, are.
 - d. Write all upper and lowercase letters of the alphabet.
 - e. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds.
3. Skill Objective(s)
- a. Write messages that move left-to-right and top-to-bottom on the page. TEKS LA K.14D
 - b. Write to record ideas and reflections. TEKS LA K.15C
 - c. Record or dictate own knowledge of a topic in various ways such as by drawing pictures, making lists and showing connections among ideas. TEKS LA K.16B
 - d. Write each letter of the alphabet, both capital and lowercase. TEKS LA K.14B
 - e. Use phonological knowledge to map sounds to letters to write messages. TEKS LA K.14C
 - f. Generate ideas before writing on assigned tasks. TEKS LA K.15E
 - g. Understand that written words are separated by spaces. TEKS LA K.5C
 - h. Know the difference between individual letters and printed words. TEKS LA K.5D
 - i. Recognize how readers use capitalization and punctuation to comprehend. TEKS LA K.5F
 - j. Understand that spoken words are represented in written language by a specific sequence of letters. TEKS LA K.5G

B. *Materials*

- 1. White paper (12” squares)
- 2. Crayons
- 3. Pencils
- 4. Word wall
- 5. Books about Australia
- 6. Alphabet book idea chart
- 7. Idea sheet for book pages Appendix G

C. *Key Vocabulary*

- 1. Australia – one of the seven continents

D. *Procedures/Activities*

- 1. This lesson is designed to begin after your class has studied Australia. Discuss with children that you are going to make an Australian Alphabet book and that everyone will get to write and illustrate one page of the book. Tell them you will work together as a class to think of ideas then you will assign them a page.

2. On chart paper, write each letter of the alphabet vertically from A to Z. Brainstorm words associated with Australia that begin with each letter. Model using capital letters for proper nouns as you list what the children have thought of. Use the idea sheet (Appendix G) for letters you cannot think of anything for. Using books about Australia or www.enchantedlearning.com would also be helpful.
 3. The following day, assign each child a letter of the alphabet and provide ideas and books/pictures for the child to use at school to learn more. Hopefully you will have read several books, studied maps etc. about Australia so that this will not be too hard.
 4. When children have all chosen a topic for their letter, pass out paper to be used for the alphabet book. Model for students the process of thinking about what to write, writing it down, and then illustrating the page. Remind them about correct spacing, capitalization, using the word wall, sounding words out etc. Be sure to tell children which way to turn the paper, horizontally or vertically. I like to cut white construction paper in 12" squares when we make books so that it doesn't matter which way students turn the paper.
 5. Direct students to think of a sentence about their topic. Go around and have students verbalize this to you, checking to see that it is a complete sentence. If a child's sentence sounds okay, allow him/her to begin at the top of the page and begin writing the sentence with a pencil.
 6. Make your way around the room helping students in any way possible and offering tips for editing. Students who are advanced could write more than one sentence. Students who struggle could be given as much assistance as needed to be successful. When students finish the writing, allow them to illustrate their sentence at the bottom of the page.
 7. Construct a book with the pages, assigning extra pages to students who need a challenge or complete them together as a class using the interactive writing approach. Also add a cover. Students can help decide on a title etc. Read the book aloud to students or ask each child to read his/her own page to the class.
- E. *Assessment/Evaluation*
1. Use the class checklist to determine if students wrote capital and lowercase letters correctly, moved from left to right, generated an idea before writing, recorded knowledge with pictures, and separated words with spaces.

VI. CULMINATING ACTIVITY

- A. After lesson 7, have a "We Wrote Around the World" celebration. Hang up all of the charts and display the class books that you were able to save from the seven lessons. This could be done in the classroom or in the school cafeteria, gym etc. Divide children into four groups. Allow children to rotate through the four activities. You may wish to invite parents or do this activity as part of an open house.
- B. **Materials**
 1. Pointers
 2. Writing samples from each lesson
 3. Around the World writing page – Appendix H
 4. Clipboards
 5. 12"x18" manila paper

6. Crayons
 7. Pencils
 8. 12" to 18" dowel rods
 9. Crayola Model Magic modeling compound in green and blue
- C. Procedures/Activities
1. Read the Room – Children all use pointers to read the writing samples displayed around the room.
 2. Write Around the Room – Use Appendix H for students to record words they can read from the writing hung all around the room. Provide clipboards for students to use as they browse the room and write.
 3. World Awareness – Provide 12"x18" manila paper for each child to make a map. Students should use crayons to draw the seven continents on a map. They should then write labels for the continents, oceans etc. Assist students to fold the map similar to a travel map you would have in your car.
 4. Art – Make mini-globe pointers to encourage students to continue to write and to read the writing they encounter. Provide 12" to 18" dowel rods and Crayola Model Magic modeling compound for the children. Students can make miniature globes out of the modeling compound and attach them to the end of their pointers. Be sure to label each child's dowel rod with his/her name.

VII. HANDOUTS/WORKSHEETS

- A. North American Map Cut-out Directions
- B. Class Writing Rubric
- C. Predictable Chart Directions
- D. I See... Writing Page
- E. Riddle Book Page Directions
- F. Suggested Word Wall Words for Riddle Book
- G. Australian Alphabet Book Page Suggestions
- H. Around the World Writing Page

VIII. BIBLIOGRAPHY

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Appendix A

Make a transparency of an outline map of North America. Using an overhead projector, trace onto a large sheet of butcher paper. It is only necessary to trace the outer borders of the continent however you might also want to trace the country borders of Canada, the U.S., Mexico and your home state.

Outline maps can be found at: www.graphicmaps.com
www.enchantedlearning.com
www.eduplace.com

Appendix C

Write the following sentences on chart paper or butcher paper. Write the sentence multiple times so that each child in your class will be able to complete a sentence. Be sure to line up the words that are the same vertically so that students notice the pattern of predictable words. Leave enough room at the end of each sentence to write the composer's name.

I see _____ in Africa. (Student's name here)

I see _____ in Africa. (Student's name here)

I see _____ in Africa. (Student's name here)

I see _____ in Africa. (Student's name here)

Name _____

I see _____
in Africa.

Appendix E

12 inches

Students write clues here with markers.

18 inches

This square flap is taped or glued onto the page only at the top, so it can be lifted up. This is where the question is written.

Rainforest Riddles

This is a list of suggested words to have on word wall or on a word chart.

I
live
am
canopy
under story
emergent layer
forest floor
what
who
the

For a list and pictures of rainforest animals, visit www.enchantedlearning.com .

Australian Alphabet Book Page Suggestions

A Aborigines, Aussie

B bilby, blowfish, boomerang, bloke

C Canberra, cockatoo, clown fish, coral

D dingo, didgeridoo

E emu, eucalyptus

F frilled lizard, flag

G Great Barrier Reef

H humpback whale

I Indian Ocean

J jellyfish

K kangaroo, koala, kookaburra

L Lake Eyre

M marsupial, Murray-Darling River, manatee, mate

N numbat

O octopus, outback, opera house

P platypus

Q quokka

R ringtail possum

S Sydney, sugar glider, seahorse, shark, sheep, sheila

T Tasmania

U ute

V vedgies

W wallaby, wombat

X

Y yabber

Z zooplankton

Name _____



Look around the room at all of the writing about the seven continents. Find one word you can read for each letter listed below. Write the word beside the letter it begins with.

A

R

O

U

N

D

T

H

E

W

O

R

L

D