



Park Hill School District

Building Successful Futures • Each Student • Every Day

Summer School: Kindergarten Writing Curriculum

Timeframe	Unit	Instructional Topics
24 Days	Kindergarten Writing	Topic 1: Getting Started with Beginning Writers

Summer School: Kindergarten Writing Curriculum

Subject: Writing

Grade: Kindergarten

Name of Unit: Getting Started with Beginning Writers

Length of Unit: 24 Days

Overview of Unit: In this unit, students will identify themselves as a writer by learning participating in shared writing activities and writing independently each day. They will learn how to draw pictures with details and begin to label their illustrations to make their writing understandable to readers. Students will also work on identifying the 26 upper and lowercase letters, as well as, beginning to identifying the 26 consonant and short vowels sounds. Students will work on legibly writing their first name with a capital at the beginning and lowercase for the rest.

Priority Standards for unit:

- K.W.1.A.a Follow a writing process, with assistance, to generate a writing plan using pictures, oral language or written letters and/or words
- K.L.1.A.d In speech and written form, apply standard English grammar to demonstrate the use of complete sentences in shared language activities
- K.L.1.B.a In written text, print in upper- and lowercase letters
- K.L.1.B.c In written text, capitalize own first and last name
- K.L.1.B.i In written text, use correct spelling of own first and last names'
- K.RF.1.A.a Develop print awareness in the reading process by identifying all upper- and lowercase letters
- K.RF.1.A.b Develop print awareness in the reading process by sequencing the letters of the alphabet
- K.RF.3.A.a Develop phonics in the reading process by producing and writing letter(s) for most short vowel and consonant sounds

Supporting Standards for unit:

- K.W.2.B.a With assistance, draw or write informative/ explanatory texts that use a combination of drawing and/or writing to name and inform about a topic or a text being studied
- K.W.2.C.a With assistance, draw or write fiction or non-fiction narratives and poems that use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined
- K.SL.4.A.a Speak clearly and audibly using conventions of language when presenting individually or with a group by describing personal experiences using a prop, picture, or other visual aid

- K.SL.4.A.b Speak clearly and audibly using conventions of language when presenting individually or with a group by speaking in complete sentences

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Writing plan with pictures, oral language, or written letters/words	generate	create	1
Use of complete sentences	demonstrate	apply	1
Upper- and lowercase letters	print	apply	1
Own first name	capitalize	apply	1
Correct spelling of own first name	use	apply	1
All upper- and lowercase letters	identify	remember	1
Letters of the alphabet	Sequence	understand	1
Letters for consonant sounds	Produce and write	apply	1

Essential Questions:

1. How do I use letter sounds to spell and read new words?
2. Why does every letter have two forms? (Upper- and lowercase letters)
3. Why is it important to share my ideas through writing?
4. How do drawing and visual displays help me share information?
5. Why do I speak clearly when presenting to my peers?

Enduring Understanding/Big Ideas:

1. Knowing consonant and vowel sounds allows a reader to spell and read new words.
2. Upper- and lower case letters are used for different purposes.
3. Drawing and writing are important ways to communicate ideas.
4. Drawings and visual displays adds more details to oral presentations.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
order/sequence name identify produce	author illustrator illustration event feelings thoughts/ideas

	people/character label retell consonant vowel letter capital/upper case lowercase
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Topic 1: Developing Beginning Writers

Engaging Experience 1

Title: Interactive Writing

Suggested Length of Time: 24 days, 10 minutes a day

Standards Addressed:

Priority:

- K.L.1.A.d In speech and written form, apply standard English grammar to demonstrate the use of complete sentences in shared language activities
- K.W.1.A.a Follow a writing process, with assistance, to generate a writing plan using pictures, oral language or written letters and/or words

Detailed Description/Instructions: During this engaging experience, students will participate in interactive writing to create a class written text in response to a read aloud or topic. The teacher will skillfully facilitates a discussion focused on the craft of writing by strategically engaging and guiding students to compose a single sentence. Together, teacher and the students will focus on important craft elements (organization, word choice, sentence fluency, vocabulary and voice) and negotiate the precise language of the text. The teacher and students write the message on paper through an innovative approach called Share the Pen (or Share the Keyboard) The teacher writes parts of the message and then selects students to write at points of high instructional value Editing for conventions is done by the student (with teacher support) at the point of error so that the final piece is in “publishable” form

Bloom’s Level: Create

Webb’s DOK: 1

Engaging Experience 2

Title: Independent Writing

Suggested Length of Time: 24 days, 10 minutes a day

Standards Addressed:

Priority:

- K.W.1.A.a Follow a writing process, with assistance, to generate a writing plan using pictures, oral language or written letters and/or words
- K.L.1.B.a In written text, print in upper- and lowercase letters
- K.L.1.B.c In written text, capitalize own first and last name
- K.L.1.B.i In written text, use correct spelling of own first and last names’

Support

- K.W.2.B.a With assistance, draw or write informative/ explanatory texts that use a combination of drawing and/or writing to name and inform about a topic or a text being studied

- K.W.2.C.a With assistance, draw or write fiction or non-fiction narratives and poems that use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined

Detailed Description/Instructions: During this engaging experience, students will spend time each day independently, drawing and writing to communicate a message. Student may draw and label pictures as an extension of interactive writing or a topic of their own choice.

Bloom's Level: Understand, Apply

Webb's DOK: 1, 2

Engaging Experience 3

Title: Letter Work

Suggested Length of Time: 24 Days, 10 minutes a day

Standards Addressed:

Priority:

- K.RF.1.A.a Develop print awareness in the reading process by identifying all upper- and lowercase letters
- K.RF.1.A.b Develop print awareness in the reading process by sequencing the letters of the alphabet
- K.RF.3.A.a Develop phonics in the reading process by producing and writing letter(s) for most short vowel and consonant sounds

Detailed Description/Instructions: During this engaging experience, students will learn 26 letter names and sounds through songs, actions and hands on activities. They will apply their letter and sound knowledge to blend and segment words. Students will also learn proper letter formation.

Bloom's Level: Understand, Apply

Webb's DOK: 1, 2

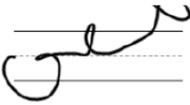
Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Description: At the end of this unit, students will partner with another kindergarten class to share some of their writing.

Rubric for Engaging Scenario:

Check your work! Can you get ☆☆☆☆ ?

	☆	☆☆	☆☆☆	☆☆☆☆
Name		ROBERT	ROBERT	Robert
Picture				
Coloring				
Writing		of Joe	ICANPIA	I can play.

Getting Ready for the Unit:

- Familiarize yourself with the Jolly Phonics Interactive Smart Board Resource.
- Prepare writing supplies: writing folders, paper choices, writing tools, etc.
- Select mentor texts to use during the unit. Some possible titles may include: Growing Vegetable Soup by Lois Ehlert, Of Color and Things by Tana Hoban, Cassie's Word Quilt by Faith Ringgold, and Eating the Alphabet by Lois Ehlert

All Resources needed for Unit:

- Writer's Workshop paper (blank, 1 line,)
- pencils
- markers (1 ten pack per student)
- 2 pocket folder (1 per student)
- erasers (1 per student)
- chart paper
- Post-It notes
- Mat-Man pieces (from Handwriting Without Tears)
- Handwriting Without Tears CD "Get Set For School Sing Along"
- White Boards (1 per student)
- Black EXPO markers (1 per student)
- Mentor texts
 - *Growing Vegetable Soup* By: Lois Ehlert
 - *Of Colors and Things* By: Tana Hoban
 - *Cassie's Word Quilt* By: Faith Ringgold
 - *Eating the Alphabet* By: Lois Ehlert