

Writer's Workshop: Nonfiction

Writing about Things We Know About: #1

3 min.	<p>Hold up the <i>Community Vehicles</i> book series by Marcia S. Freeman.</p> <p>Ask the class what they think these books are about.</p> <p>Say, "The author, Marcia Freeman, KNOWS a lot about community vehicles."</p> <p>Say, "The author, Marcia Freeman, KNOWS so much about them that she decided to write four stories about them."</p> <p>Before reading the book, ask the class, "Do you KNOW anything about community vehicles?"</p> <p>Allow them to share a few facts that they KNOW.</p>
4 min.	<p>Display the "KNOW" card on the teaching easel.</p> <p>Say, "Let's read the books to discover what Marcia Freeman KNOWS [point to sign] about community vehicles."</p> <p>Read the books.</p>
3 min.	<p>Ask, "Did the author write 'I like..., I love..., ...is cool, ...is nice' stories?"</p> <p>Say, "No. She didn't write those kinds of sentences. She didn't have to, because we already know she likes, loves, and thinks they are nice, cool because she wrote about them. I read these books this morning before you came to school, and they reminded me that I KNOW a lot, too. I am going to write a non-fiction story today about computers, because I KNOW [point to "know" card/sign] a lot about computers."</p>
3 min.	<p>Display your journal for the class [at this point in the year, I always illustrate ahead of time, to save time].</p> <p>Write a non-fiction piece about computers, thinking aloud as you do.</p> <p>Accept student help for word spelling sight words, and encourage students to "stretch" unknown words with you.</p> <p>When finished, say "I'm glad that I can write about things that I KNOW [point to "know" card/sign] about."</p>
1 min.	<p>By this time, students may have made the connection between "no" and "know."</p> <p>Talk about the "KN" in <i>know</i>. Discuss the differences between <i>know</i> and <i>no</i>.</p> <p>Add "KNOW" to the word wall.</p>
1 min.	<p>Remind students that they can use it to remind them that they can write about things that they KNOW about.</p> <p>Dismiss for Writer's Workshop.</p>



Community Helpers by Marcia S. Freeman

Jessica Meacham

2008 - 2009

Writer's Workshop: Nonfiction

Writing about Things We Know About: #2

1 min.	Refer to the KNOW word wall word card. Ask students what the word <i>know</i> means. Remind students that authors/writers write about things that they KNOW about.
4 min.	Hold up the <i>Honeybees</i> book series by Lola M. Schaefer. Ask the class what they think these books are about. Say, "The author, Lola Schaefer, KNOWS a lot about honeybees." Say, "The author, Lola Schaefer, KNOWS so much about them that she decided to write four stories about them." Before reading the book, ask the class, "Do you KNOW anything about honeybees?" Allow them to share a few facts that the KNOW.
4 min.	Say, "Let's read the books to discover what Lola Schaefer KNOWS [point to sign] about honeybees." Read the books.
3 min.	Ask, "Did the author write 'I like..., I love..., ...is cool, ...is nice' stories?" Say, "No. She didn't write those kinds of sentences." Say, "She didn't have to; because we already know she likes, loves, and thinks they are nice, cool because she wrote about them." Say, "I read these books this morning before you came to school, and they reminded me that I KNOW a lot, too." Say, "I am going to write a non-fiction story today about snow days, because I KNOW [point to "know" card/sign] a lot about snow days."
2 min.	Display your journal for the class [at this point in the year, I always illustrate ahead of time, to save time]. Write a non-fiction piece about snow days, thinking aloud as you do. Accept student help for word spelling sight words, and encourage students to "stretch" unknown words with you.
1 min.	When finished, say "I'm glad that I can write about things that I KNOW [point to "know" card/sign] about." Ask/say, "What do you KNOW a lot about? Remember, you can write about things that you KNOW about!"



Honeybees Series by Lola M. Schaefer

Jessica Meacham

2008 - 2009

Writer's Workshop: Nonfiction

Writing about Things We Know About: #3

1 min.	Refer to the KNOW word wall word card. Ask students what the word <i>know</i> means. Remind students that authors/writers write about things that they KNOW about.
4 min.	Hold up the <i>Growing Flowers</i> book series by Gail Saunders-Smith. Ask the class what they think these books are about. Say, "The author, Gail Saunders-Smith, KNOWS a lot about growing flowers." Say, "The author, Gail Saunders-Smith, KNOWS so much about them that she decided to write four stories about them." Before reading the book, ask the class, "Do you KNOW anything about growing flowers?" Allow them to share a few facts that they KNOW.
4 min.	Say, "Let's read the books to discover what Gail Saunders-Smith KNOWS [point to sign] about growing flowers." Read the books.
3 min.	Ask, "Did the author write 'I like..., I love..., ...is cool, ...is nice' stories?" Say, "No. She didn't write those kinds of sentences." Say, "She didn't have to; because we already know she likes, loves, and thinks they are nice, cool because she wrote about them." Say, "I read these books this morning before you came to school, and they reminded me that I KNOW a lot, too." Say, "I am going to write a non-fiction story today about cats, because I KNOW [point to "know" card/sign] a lot about cats."
2 min.	Display your journal for the class [at this point in the year, I always illustrate ahead of time, to save time]. Write a non-fiction piece about cats, thinking aloud as you do. Accept student help for word spelling sight words, and encourage students to "stretch" unknown words with you.
1 min.	When finished, say "I'm glad that I can write about things that I KNOW [point to "know" card/sign] about." Ask/say, "What do you KNOW a lot about? Remember, you can write about things that you KNOW about!"



Growing Flowers Series by Gail Saunders-Smith

Jessica Meacham

2008 - 2009

Writer's Workshop: Nonfiction

Writing about Things We Know About: #4

1 min.	Refer to the KNOW word wall word card. Ask students what the word <i>know</i> means. Remind students that authors/writers write about things that they KNOW about.
4 min.	Hold up the <i>Butterflies</i> book series by Helen Frost. Ask the class what they think these books are about. Say, "The author, Helen Frost, KNOWS a lot about butterflies." Say, "The author, Helen Frost, KNOWS so much about them that she decided to write four stories about them." Before reading the book, ask the class, "Do you KNOW anything about butterflies?" Allow them to share a few facts that they KNOW.
4 min.	Say, "Let's read the books to discover what Helen Frost KNOWS [point to sign] about butterflies." Read the books.
3 min.	Ask, "Did the author write 'I like..., I love..., ...is cool, ...is nice' stories?" Say, "No. She didn't write those kinds of sentences." Say, "She didn't have to; because we already know she likes, loves, and thinks they are nice, cool because she wrote about them." Say, "I read these books this morning before you came to school, and they reminded me that I KNOW a lot, too." Say, "I am going to write a non-fiction story today about telephones, because I KNOW [point to "know" card/sign] a lot about telephones.
2 min.	Display your journal for the class [at this point in the year, I always illustrate ahead of time, to save time]. Write a non-fiction piece about telephones, thinking aloud as you do. Accept student help for word spelling sight words, and encourage students to "stretch" unknown words with you.
1 min.	When finished, say "I'm glad that I can write about things that I KNOW [point to "know" card/sign] about." Ask/say, "What do you KNOW a lot about? Remember, you can write about things that you KNOW about!"



Butterflies Series by Helen Frost

Jessica Meacham

2008 - 2009

Writer's Workshop: Nonfiction

Writing about Things We Know About: #5

1 min.	Refer to the KNOW word wall word card. Ask students what the word <i>know</i> means. Remind students that authors/writers write about things that they KNOW about.
4 min.	Hold up the <i>Out in Space</i> book series by Martha Rustad. Ask the class what they think these books are about. Say, "The author, Martha Rustad, KNOWS a lot about space." Say, "The author, Martha Rustad, KNOWS so much about it that she decided to write four stories about it." Before reading the book, ask the class, "Do you KNOW anything about space?" Allow them to share a few facts that they KNOW.
4 min.	Say, "Let's read the books to discover what Martha Rustad KNOWS [point to sign] about space." Read the books.
3 min.	Ask, "Did the author write 'I like..., I love..., ...is cool, ...is nice' stories?" Say, "No. She didn't write those kinds of sentences." Say, "She didn't have to; because we already know she likes, loves, and thinks they are nice, cool because she wrote about them." Say, "I read these books this morning before you came to school, and they reminded me that I KNOW a lot, too." Say, "I am going to write a non-fiction story today about dogs, because I KNOW [point to "know" card/sign] a lot about dogs."
2 min.	Display your journal for the class [at this point in the year, I always illustrate ahead of time, to save time]. Write a non-fiction piece about dogs, thinking aloud as you do. Accept student help for word spelling sight words, and encourage students to "stretch" unknown words with you.
1 min.	When finished, say "I'm glad that I can write about things that I KNOW [point to "know" card/sign] about." Ask/say, "What do you KNOW a lot about? Remember, you can write about things that you KNOW about!"



Out in Space Series by Martha E. H. Rustad

Jessica Meacham

2008 - 2009

Writer's Workshop: Nonfiction

Adding Nonfiction Text Features to our Writing: #1 – *More than Just Words*

1 min.	Remind students that authors often write about the things they know the most about. Share that, "Today, I'd like to share this big book with you. It's called ____ and it is written by ____." Share that, "The author ____, knows a lot about _____. Let's read the book to discover what they shared."
5 min.	Read the book. After reading the book, ask students to share some information from the book that the author wrote about.
5 min.	Tell students that you've enjoyed reading their own non-fiction stories. Remind students that authors often write about the things they know the most about. Share with students that you've enjoyed hearing their non-fiction pieces, about the things they know about. Share a few pieces that students have written, drawing attention to the detailed information.
3 min.	Say, "There are a few special things that many authors add to their non-fiction pieces." Say, "Let's revisit the story we read today and look for some of these special things." As you take another picture walk, point out <i>captions, titles, pictures, etc.</i>
1 min.	As you dismiss students, remind them that they, too, can add those special things to their own writing.

Writer's Workshop: Nonfiction

Adding Nonfiction Text Features to our Writing: #2 – *Hunting for Nonfiction Text Features*

1 min.	Read a non-fiction book that has the non-fiction text conventions you've been talking about. After reading, remind students that many authors add special features to their non-fiction pieces. Ask students to name/identify these features (use the book as a reference).
5 min.	Tell students "You will be going on a non-fiction text convention HUNT." Let students know that they will be using classroom books (non-fiction) to find these special features. Divide students into pairs. Before dismissing, go through a BIG BOOK non-fiction book that contains these special features. Remind students what they are looking for. Their task is to find an example of each special feature for share time. They can flag pages they'd like to share with a post it note.
5 min.	Allow time to work (hunt). Bring the class back together for a share time. Allow groups to share their examples of non-fiction text features.
3 min.	Remind students that when they write, they can write about things they KNOW about. Remind students that authors often add special features to their non-fiction pieces. As you dismiss students, remind them that they, too, can add those special things to their own writing.



Writer's Workshop: Nonfiction

Adding Nonfiction Text Features to our Writing: #3 – Naming Nonfiction Text Features

4 min.	Read a non-fiction book that has the non-fiction text conventions you've been talking about. After reading, remind students that many authors add special features to their non-fiction pieces.
5 min.	Ask students to name/identify these features (use the book as a reference). <ul style="list-style-type: none"><input type="checkbox"/> Titles<input type="checkbox"/> Types of Print: bolding, highlighting, italicizing, underlining, coloring<input type="checkbox"/> Labels<input type="checkbox"/> Captions<input type="checkbox"/> Pictures, cutaways, close-ups<input type="checkbox"/> Charts, diagrams, graphs, maps<input type="checkbox"/> Comparisons<input type="checkbox"/> Pronunciation help<input type="checkbox"/> Table of contents<input type="checkbox"/> Index<input type="checkbox"/> Glossary
5 min.	Show students your prepared non-fiction piece. It should not have any of the special features (yet). Read the piece, and ask for feedback from the class. "How could I make this even better?"
3 min.	Add <i>captions, a title, and pictures</i> as appropriate.
1 min.	As you dismiss students, remind them that they, too, can add those special things to their own writing.

Writer's Workshop: Nonfiction

Adding Nonfiction Text Features to our Writing: #4 – Purpose for Nonfiction Text Features

4 min.	<p>Display the prepped anchor chart for Nonfiction Text Conventions. It will primarily be empty with just the skeleton created so that it can be easily added to as students work with you during the mini lessons.</p> <p>Ask students to quickly brainstorm some of the nonfiction text conventions we've been learning about.</p> <ul style="list-style-type: none"><input type="checkbox"/> Titles<input type="checkbox"/> Types of Print: bolding, highlighting, italicizing, underlining, coloring<input type="checkbox"/> Labels<input type="checkbox"/> Captions<input type="checkbox"/> Pictures, cutaways, close-ups<input type="checkbox"/> Charts, diagrams, graphs, maps<input type="checkbox"/> Comparisons<input type="checkbox"/> Pronunciation help<input type="checkbox"/> Table of contents<input type="checkbox"/> Index<input type="checkbox"/> Glossary <p>Write them down on the chart under the "Nonfiction Text Conventions" column.</p>
1 min.	<p>Say, "Today we are going to talk about WHY (purpose) authors add these (point to chart) to their writing. Some of you may already have a good idea for the reasons authors add labels, captions, pictures and other text features. Let's get our thinking down on the chart. We will also decide how these (point to them) help us as readers."</p>
9 min.	<p>Over the course of the next several days, read nonfiction texts that have these features in them. Make copies of them if possible and add them to the chart under the "example" column. Discuss as a class the purpose for the text feature and how they help readers.</p>
1 min.	<p>As you dismiss students, remind them that they, too, can add those special things to their own writing.</p>