

Planning Sheet for Integrated Shared/Interactive Writing Projects

READING

Grade Level Indicator:

- RP** - 7. Recall information from a story by sequencing pictures & events. 6
- RA** - 1. Identify characters/setting 4
- 3. Retell a story that has been heard. 3
- 5. Recognize predictable patterns in stories. 7

WRITING

Grade Level Indicator:

- WP** - 1. Generate writing ideas through discussions with others. 8
- WA** - 1. Dictate or write simple stories, using letters, words, OR pictures. 5

RESEARCH & COMMUNICATIONS

Grade Level Indicator:

- C** - 1. Listen attentively to speakers, stories, poems, and songs. 9

SOCIAL STUDIES

Grade Level Indicator:

Assessment:

SCIENCE

Grade Level Indicator:

Assessment:

MATH

Grade Level Indicator:

Assessment:

Topic:

Lunch 1

by
Denise Fleming

Format:

Chart 2

Lunch Mural

Planning Parts of a Shared/Interactive Writing Lesson

1. **Experience:** *Providing Background and Engaging Children's Interest*

Read Lunch by Denise Fleming

2. **Talk:** *Determining a Text's Purpose*

Make a chart to share this story with others.

3. **Composing:** *Helping Children Decide What to Write*

If want to tell others the story, have to start at the beginning.

4. **Construction:** *Engaging Children in Writing the Message*

Put the first picture up.

5. **Rereading:** *Teaching Children to Check Their Writing*

Revisit the book, and then revisit first picture to make sure we have the right beginning.

6. **Revisiting:** *Noticing the details of the Text*

Noticed details of first picture to help us form the oral language we would use to retell the beginning.

7. **Summarizing:** *Focusing on What Was Learned*

Storytellers can get their message across by using pictures.

8. **Extending:** *Helping Children Understand the Uses of Writing*

Became a "Read Around the Room" literacy center.

Planning Sheet for Integrated Shared/Interactive Writing Projects

READING

Grade Level Indicator:

- PAWRF** - 4. Distinguish, name all UC and LC letters 6
- 5. Recognize, say and write the common sounds of letters. 7
- RP** - 3. Know the difference between illustrations and print 4
- RA-I** - 4. Identify and discuss simple maps, charts and graphs. 5

WRITING

Grade Level Indicator:

- WP** - 2. Choose a topic for writing. 8
- 3. Determine audience. 9
- 4. Organize/group related ideas. 10
- WA** - 2. Name and label objects or places. 3

RESEARCH & COMMUNICATIONS

Grade Level Indicator:

- R** - 3. Recall information about a topic, with teacher assistance. 11

SOCIAL STUDIES

Grade Level Indicator:

Assessment:

SCIENCE

Grade Level Indicator:

- 1 **Life Sciences** - 1. Explore differences between living and non-living things (e.g. plant-rock).

MATH

Grade Level Indicator:

Assessment:

Topic:

2 Living Things
vs.
Non-Living
Things

Format:

Chart

Living Things/Non-Living Things Mural

Planning Parts of a Shared/Interactive Writing Lesson

1. **Experience:** *Providing Background and Engaging Children's Interest*

Review their learning from science class.

5. **Rereading:** *Teaching Children to Check Their Writing*

Reread the labels of the pictures to make sure words go with the right pictures.

2. **Talk:** *Determining a Text's Purpose*

- 1.) **Scientists share their learning with others.**
- 2.) **Decide where pictures should go on the chart.**

6. **Revisiting:** *Noticing the details of the Text*

Noticed individual letters.

3. **Composing:** *Helping Children Decide What to Write*

Storytellers also share their message with letters. Label items.

7. **Summarizing:** *Focusing on What Was Learned*

- 1.) **Storytellers get their message across by using pictures AND letters.**
- 2.) **Construction routine.**
- 3.) **Living/Non-living things.**

4. **Construction:** *Engaging Children in Writing the Message*

- 1.) **Get your mouth ready to word's first sound.**
- 2.) **Write the letter that makes that sound.**
- 3.) **Alphabet chart**

8. **Extending:** *Helping Children Understand the Uses of Writing*

Became a "Read Around the Room" literacy center.

READING

Grade Level Indicator:

PAWRF - 6. Distinguish letters from words by recognizing that words are separated by spaces. (4)

5. Read 1 syllable words by sight. (3)

RP - 3. Know the difference between illustrations and print. R

RA-I - 1. Use pictures/illustrations to aid comprehension. [6]

WRITING

Grade Level Indicator:

WP - 2. Choose a topic for writing. R

3. Determine audience. R

7. Reread own writing. [7]

WC - 2. Leave spaces between words when writing. (5)

3. Show characteristics of early letter name alphabetic spelling. [8]

RESEARCH & COMMUNICATIONS

Grade Level Indicator:

R - 2. Use books or observations to gather information, with teacher assistance, to explain a topic or unit of study. [9]

SOCIAL STUDIES

Grade Level Indicator:

Assessment:

SCIENCE

Grade Level Indicator: (1)

Life Sciences - 5. Investigate observable features of plants and animals that help them live in different kinds of places.

MATH

Grade Level Indicator:

Topic:

(2) Parts of a Sunflower

Format:

Chart

Sunflower Mural

Planning Parts of a Shared/Interactive Writing Lesson

1. **Experience:** *Providing Background and Engaging Children's Interest*

Review their learning from science class.

5. **Rereading:** *Teaching Children to Check Their Writing*

Reread to see 1.) what we've done and need to do, 2.) if the labels of the sunflower go with the right sunflower parts.

2. **Talk:** *Determining a Text's Purpose*

1.) Scientists share their learning with others.

6. **Revisiting:** *Noticing the details of the Text*

Noticed individual letters, "the."

3. **Composing:** *Helping Children Decide What to Write*

Which parts of the sunflower should we label? Could we say "the seeds?"

7. **Summarizing:** *Focusing on What Was Learned*

**1.) Storytellers get their message across by using pictures AND words.
2.) Construction routine.
3.) Sunflower parts.**

4. **Construction:** *Engaging Children in Writing the Message*

8. **Extending:** *Helping Children Understand the Uses of Writing*

**1.) Recording beginning sounds of words, use of ABC chart.
2.) Word wall can help with words like "the."
3.) Spacing**

Make "Sunflower Parts" book in writing center using the pattern "the _____."

READING

Grade Level Indicator:

RP - 1. Demonstrates an understanding that print has meaning by explaining that text provides information or tells a story. (4)

2. Hold books right side up, know that people read pages from front to back and read words from left to right. (5)

RA-I - 3. Tell the main idea of a selection that has been read aloud. (9)

WRITING

Grade Level Indicator:

WP - 5. Write from left to right and top to bottom. (6)

6. Use correct sentence structures when expressing thoughts or ideas. (7)

7. Use resources (e.g., a word wall) to enhance vocabulary. (10)

WC - 2. Place punctuation marks at end of sentences. (8)

RESEARCH & COMMUNICATIONS

Grade Level Indicator:

R - 3. Recall information about a topic, with teacher assistance. (R)

4. Share findings visually or orally. (11)

SOCIAL STUDIES

Grade Level Indicator:

History - 4. Recognize state and federal holidays and explain their significance. (1)

SCIENCE

Grade Level Indicator:

MATH

Grade Level Indicator:

Topic:

Holidays (2)

Format:

Book (3)

Planning Parts of a Shared/Interactive Writing Lesson

1. **Experience:** *Providing Background and Engaging Children's Interest*

5. **Rereading:** *Teaching Children to Check Their Writing*

Review their learning from social studies class.

Reread to see 1.) what we've done and need to do, 2.) if the sentence conveys our message.

2. **Talk:** *Determining a Text's Purpose*

6. **Revisiting:** *Noticing the details of the Text*

1.) **Social Scientists share their learning with others.**
2.) **Scientists also publish their learnina in books.**

Noticed individual letters, "a."

3. **Composing:** *Helping Children Decide What to Write*

7. **Summarizing:** *Focusing on What Was Learned*

How are we going to tell our readers that we know Thanksgiving is a holiday?

1.) **Storytellers get their message across by using pictures and words in books.**
2.) **Construction routine.**
3.) **Holiday learning.**

4. **Construction:** *Engaging Children in Writing the Message*

8. **Extending:** *Helping Children Understand the Uses of Writing*

1.) **Recording beginning sounds of words, use of ABC chart.**
2.) **Word wall**
3.) **Spacing**
4.) **Left to Right, Top to Bottom**

Made class book available for shared reading and in the classroom library for independent reading.

READING

Grade Level Indicator:

RP - 1. Demonstrates an understanding that print has meaning by explaining that text provides information or tells a story. R

2. Hold books right side up, know that people read pages from front to back and read words from left to right. R

RAI - 3. Tell the main idea of a selection that has been read aloud. R

AV - 1. Identify words in common categories, such as color words, number words, and directional words. 3

WRITING

Grade Level Indicator:

WP - 5. Write from left to right and top to bottom. R

6. Use correct sentence structures when expressing thoughts or ideas. R

7. Use resources (e.g., a word wall) to enhance vocabulary. R

WC - 1. Print capital and lowercase letters, correctly spacing the letters. 4

RESEARCH & COMMUNICATIONS

Grade Level Indicator:

C - 2. Connect what is heard with prior knowledge and experience. 5

SOCIAL STUDIES

Grade Level Indicator:

SCIENCE

Grade Level Indicator:

MATH

Grade Level Indicator:

1 **Number, Number Sense, and Operations** -

4. Determine "how many" in sets (groups) of 10 or fewer objects.

Topic:

2.
Thanksgiving
Dinner

Format:

Book

Planning Parts of a Shared/Interactive Writing Lesson

1. **Experience:** *Providing Background and Engaging Children's Interest*

Review their learning about numbers from math class.

5. **Rereading:** *Teaching Children to Check Their Writing*

Reread to see 1.) what we've done and need to do, 2.) if the sentence conveys our message.

2. **Talk:** *Determining a Text's Purpose*

6. **Revisiting:** *Noticing the details of the Text*

1.) Wouldn't it be great to have a book that you wrote to read to your Thanksgiving guests?

Noticed individual letters, "I" and "see," numbers.

3. **Composing:** *Helping Children Decide What to Write*

7. **Summarizing:** *Focusing on What Was Learned*

How are we going to tell our readers that you see one turkey?

**1.) Construction routine.
2.) Number learning.**

4. **Construction:** *Engaging Children in Writing the Message*

8. **Extending:** *Helping Children Understand the Uses of Writing*

**) Recording beginning sounds of words, use of ABC chart.
) Word wall for multiple words
) Spacing
) Left to Right, Top to Bottom**

Make copies of book for independent reading and to take home to share.