

## **Informative Writing: All-About Unit Introduction**

### **NOTE**

Common Core State Standards are listed in Table of Contents after each lesson title as well as on actual lesson pages. Sometimes, in the process of revising, original lessons were deleted or moved and new lessons added. Lesson numbers were not changed, but the pages were renumbered to be sequential in each unit.

The Common Core State Standards ask students to introduce their topic and have a concluding statement or section. Revisions to this unit were made to meet these expectations.

### **Unit Overview:**

This unit introduces students to the organization and structure of an informational piece. Students will recall information from experiences to write an All-About informational piece that introduces the topic, uses details that support the topic, and provides a concluding statement or section. The organizational structure taught in this unit introduces students to a format that they will again use in the research unit.

The Common Core State Standards asks students to introduce their topic and have a concluding statement or section, so we focus on these skills. This unit also offers students the opportunity to recognize and use elements of nonfiction text, yet the Common Core State Standards do not require this. Please encourage students to use these elements when they support the content of their piece.

The original unit focused on use of grammar. These lessons are now labeled optional. Teach them as needed. Explicit editing lessons are not included. To meet standard W.2.5 students should be given an opportunity, with guidance and support from adults and peers, to strengthen writing by editing. Please weave in classroom editing routines where appropriate.

This unit lends itself to a booklet or a poster. The teacher determines format of final piece and whether or not students will all use the same format. Please note: If students are using a poster format, teacher may omit the table of contents instruction throughout the unit.

Student Goals for this Unit:

1. Students will recall and organize information about a familiar topic.
2. Students will write an informational text that introduces the topic, uses details that support the topic, and provides a concluding statement or section.
3. Students will incorporate nonfiction text features.

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## Informative Writing: All-About (AA1a)

### Elements of Informational Text

**Minilesson Teaching Point:** Defining elements of informational text

**Standard(s):**

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Prior to this lesson, make sure you have exposed students to All-About text i.e. classroom magazines (Scholastic News, Weekly Reader, National Geographic Kids, Time for Kids), nonfiction leveled readers, PPS Science kit libraries, Gail Gibbons text.

**Materials:**

- Chart paper and markers
- Sample All-About Books chart featuring some elements of informational text
- Collect enough familiar All-About texts to pass out one to each partnership

**Connection:**

*“Today we are going to start thinking about **All-About text**. We’ve read several All-About texts this year.”* (Give examples such as: Frogs in Scott Foresman Reading Street Anthology Unit 4 p. 70.)

**Teach (modeling):**

*“All-About texts are meant to teach about one topic. They are organized differently than narrative and opinion pieces. When writing an All-About text, the author uses special elements to make it easier for the reader to learn new information. We are going to look at some examples of All-About texts and notice how they look different than narrative stories or opinion pieces.”*

**Active Engagement (guided practice):**

Pass out All-About texts to students, at least one book for each partnership.

*“Walk through your **All-About text** with your partner. What do you notice that you don’t see in narrative stories or opinion pieces?”* Allow a few moments for students to peruse the text. Then ask what differences they noticed and list on chart paper. To get the students started, you may want to give an example such as, *“In our text, we noticed a table of contents. Put your hands on your head if your text has a table of contents.”* Continue listing what students noticed and name each element. Make sure students notice all elements you are requiring for the final project.

Refer to your list. *“We call these **elements** of informational text.”* See sample All-About Books chart.

**Bridge to Independent Practice:**

*“Writers often like to write about what they know. Today you might want to start your own All-About piece or write an opinion or narrative piece. Turn and talk, telling your partner what you are going to write about today.*

**Closure:**

Partner share.

**Reflection:**

**Resources & References:**

# All-About Books

- teach about one topic
- can have a table of contents
- can begin each section with a heading
- can have labeled diagrams
- can have captions under pictures
- can include an index
- can include a glossary



## Informative Writing: All-About (AA1b) Planning Your Topic

**Minilesson Teaching Point:** Choosing and planning an appropriate topic

**Standard(s):**

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**Materials:**

- Chart paper and markers
- Teacher web and class set of webs
- Sample All-About Books chart or Class Chart from Lesson 1a
- Collection of All-About texts for students to refer to as they work

**Connection:**

*“Yesterday, we listed the elements of All-About text. Authors use these elements to help organize the information and to teach about their topic. Today, we are going to talk about how to choose a topic and organize our ideas about that topic.”*

**Teach (modeling):**

*“Writers know a lot about the topic they choose to write about. Let’s think about topics we know a lot about, topics we could tell at least five (hold up fingers) facts about.”* Choose an example to use throughout the demonstrations in this unit. Our example about mice will be referred to in future lessons. *“For example, I know a lot about mice. I know what they look like. I know what they eat. I know how to take care of them. I know what they like to do. I know about their life cycle.”* Demonstrate touching one finger for each thing you list.

*“I can record my ideas on a web so I can come back later and remember what I want to write. I can add more information as I think of it.”* Demonstrate completing a web with the topic in the center and several things you know on the spokes around the center.

**Active Engagement (guided practice):**

*Think of a topic you know a lot about. Listing what you know on your fingers may help you decide if it’s a good topic. Turn and talk.*

*ELD: “I know a lot about \_\_\_\_\_. I know \_\_\_\_\_.”*

Have students share some topics and create a class list of topics.

**Bridge to Independent Practice:**

*Writers write about what they know. Today you might want to make a list of more topics you know about. You may want to fill out a web. Or, you may want to start writing about your own topic.*

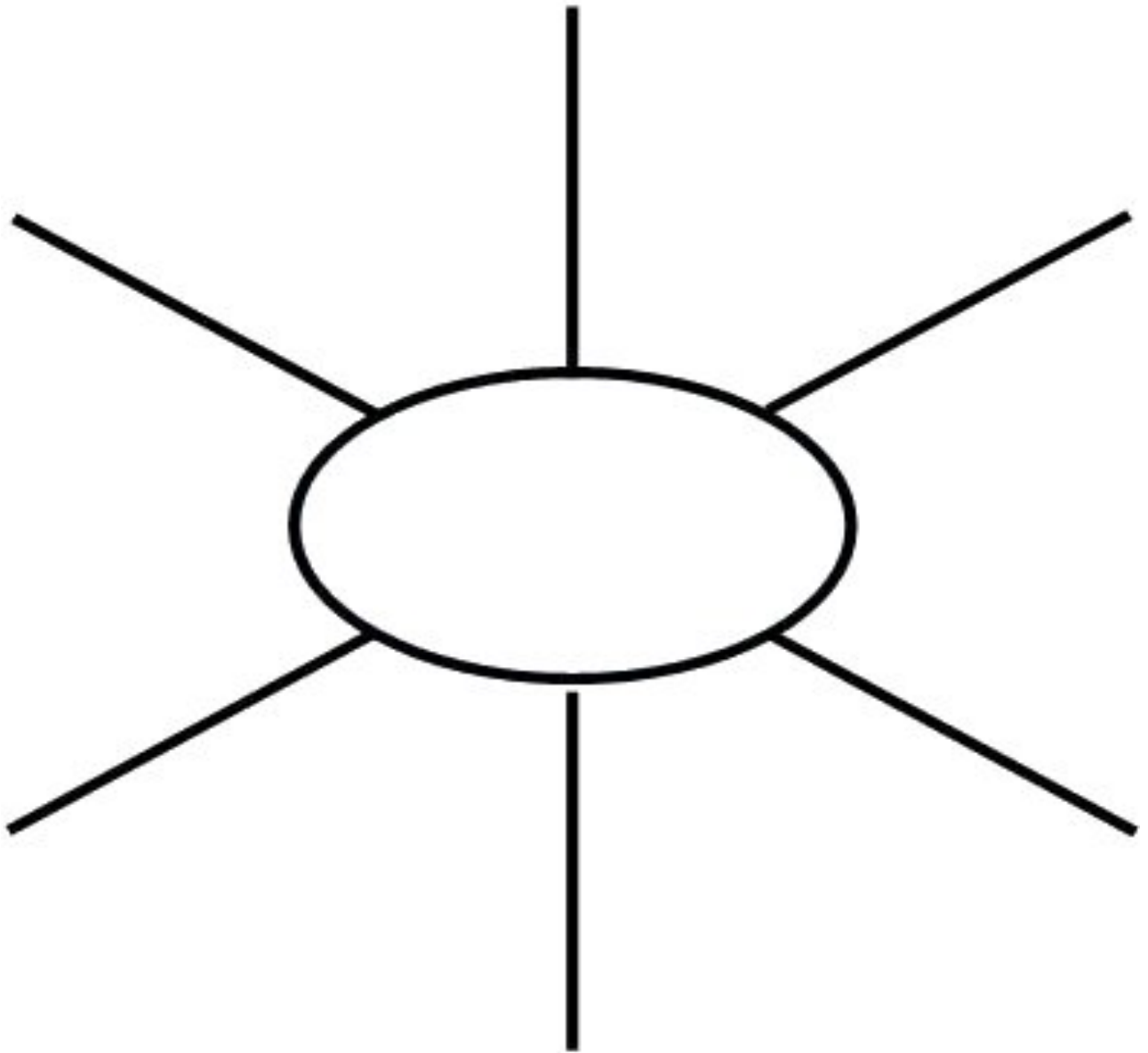
**Closure:**

Students can share topics. Teacher can use a document camera to share student examples.

**Reflection:****Resources & References:**



Name \_\_\_\_\_ Date: \_\_\_\_\_





## Informative Writing: All-About (AA2) Headings

**Minilesson Teaching Point:** Headings

**Standard(s):**

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**Materials:**

- Chart paper and markers
- Poster or some prepared examples ready to attach to poster if you're making poster with your students
- Optional: a set of classroom magazines or a Scott Foresman anthology example

**Connection:**

*"We know in All-About books we want to teach the reader about one topic."*

**Teach (modeling):**

*"When writers want to share or teach information, they organize the information so it's easier to understand. They also tell the reader what they are going to learn about in this **section**, or part, before providing the **details**. We call this a **heading**. It is a title writers put at the top of each **section**. Writers use larger, bolder writing so the **heading** stands out."* Now read through (or write) the poster sharing the examples that show larger, bolder headings above organized information.

**Active Engagement (guided practice):**

Choose a topic from yesterday's brainstormed list (i.e. cats) that you know your class is familiar with already. Ask students to think of four important sections (main ideas) about this topic. Model: *"For example, if I want to write about cats, I might include what cats look like, what they eat, what they like to do, and how to care for them."* Now have students help you select a second topic. Give students private think time to come up with four possible headings. Turn and talk and then share out.

ELD: *"My topic is \_\_\_\_\_. I will write about what/why/how/when\_\_\_\_\_."*

**Bridge to Independent Practice:**

*"Today, writers, if you choose to write an **All-About** piece, you need to write a heading to let your readers know what they are going to learn about in that **section**. Remember to write the **heading** larger and bolder."*

**Closure:** Pop-up share for topic and headings.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

## Informative Writing: All-About (AA3) Table of Contents

**Minilesson Teaching Point:** Table of Contents

**Standard(s):**

**Materials:**

- Chart paper and markers
- Poster or some prepared examples ready to attach to poster if you're making poster with your students
- Enough All-About books that include a table of contents for each pair of students to have a book (possibly the books from lesson 1 of this unit).

**Connection:**

*"Yesterday we talked about how writers organize information with headings to help the reader. We know we read informational text differently than fiction. Readers may not always read your book from the beginning to the end. Today we are going to learn how writers help the reader find information in your book."*

**Teach (modeling):**

*"Writers need to list the **headings** and page numbers so readers can find the **section** they are looking for. We call this list the **table of contents**. The **table of contents** lists all your **section headings** in order. It also includes the page number where each **section** starts." Now read through (or write) the poster sharing the examples that show details of **table of contents**.*

**Active Engagement (guided practice):**

Pass out an All-About book to each pair of students so they can look through the table of contents to see how it helps them know what information is included and where to find it. *"Look through your book with your partner and find out what type of information is included in the book. Choose one section and locate the page on which it starts."* Allow time for looking and then share-out the title of one section and the page where you can find it.

ELD: *"I found a section called \_\_\_\_\_ on page \_\_\_\_."*

**Bridge to Independent Practice:**

*"Today, writers, if you choose to write an **All-About** book, you may want to organize your **headings** into a **table of contents**. You can add the page numbers later if you need to."*

**Closure:** Teacher collects a few student examples to share.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

## Informative Writing: All-About (AA4)

### Model Process for Writing All-About

<b>Minilesson Teaching Point:</b> Model Process for Writing All-About Text
<b>Standard(s):</b> W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
<b>Materials:</b> <ul style="list-style-type: none"><li>• Chart paper and markers (one page for table of contents and one for section)</li><li>• The posters you made for Headings and Table of Contents</li><li>• Predetermined topic and five supporting facts</li></ul>
<b>Connection:</b> <i>“We have talked about how authors pick a topic, decide on the important information, organize the <b>headings</b>, and write the <b>table of contents</b> to help the reader understand the information. Today I’m going to share with you how I get started writing <b>All-About</b> text.”</i>
<b>Teach (modeling):</b> Think aloud about choosing your topic ( <u>choose something broad so you can demonstrate narrowing the topic in a later lesson</u> ), determining if you have at least five facts (demonstrate counting on fingers) relating to your topic and developing the table of contents by listing the headings. Choose one heading and demonstrate writing that page. Remember to think aloud about placing your heading at the top of the page and making it larger. Then model writing some related text under the heading. (If you feel it might be an issue, demonstrate choosing not to include a thought that is an opinion. Stick to the facts.)
<b>Active Engagement (guided practice):</b> Have students do an A/B share. Set a time limit to ensure each child has time to share. <i>“Tell your partner your topic and five related facts.”</i>  ELD: <i>“I know 5 things about _____. I know that _____.”</i>
<b>Bridge to Independent Practice:</b> <i>“As you go off to write today, you may want to start with your <b>table of contents</b> like I did today, or you may decide to start writing a section with a <b>heading</b>.”</i>
<b>Closure:</b> Teacher selects a few samples that show a strong start and shares.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**



## Informative Writing: All About (AA4a) Using a Challenge as an Introduction

**Minilesson Teaching Point:** Using a challenge in an introduction

**Standard(s):**

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**Materials:**

- Chart paper and markers
- Your teacher example or shared piece thus far
- Sentence Frames on chart paper or sentence strips

**Connection:**

*“We know that in **All-About** text we may organize our information into **sections**. In many **informational texts** the first part is called the **introduction**. The **introduction** introduces the **topic** and gets the readers excited about reading more. Today we are going to learn about one way authors make a clear **introduction**—they may start by **posing a challenge**.”*

**Teach (modeling):**

*“When you pose a challenge, you suggest something you think might be difficult for the reader to do. For example, if someone is teaching us all about cheetahs, they might write ‘I’ll bet you can’t run as fast as a cheetah.’ If I am going to write about mice, my challenge might be ‘I’ll bet you couldn’t scare something a hundred times your size.’”*

You may want to show examples that pose a challenge as an introduction. Soccer example: “If you want to score the winning goal, you’ll need to practice your kicking skills every day.”

**Active Engagement (guided practice):**

*“Think about a challenge that goes with your topic. Now turn and talk to your partner about a possible challenge statement for your topic.”*

I’ll bet \_\_\_\_\_.

If you \_\_\_\_\_.

Share and record student ideas. Work together to write an introduction to the whole-group piece. Write the heading “Introduction” clearly in case students want to use the heading and need to see how to spell the word.

**Bridge to Independent Practice:**

*“As you go off to write today, you may start by writing your introduction and then continue working on your other sections.”*

**Closure:**

Do a pop-up share of challenge statements.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

## Informative Writing: All-About (AA4b)

### Circling Back as a Conclusion

**Minilesson Teaching Point:** Statement of value or importance as a conclusion

**Standard(s):**

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**Materials:**

- Challenge introduction samples from previous lesson
- Ant Cities by Arthur Dorros (You should have a set of six copies in the Scott Foresman trade books. If not, there is one copy in the PPS Science First Grade Insect Library.) As an alternative you could use Every Planet Has a Place by Becky Baines.
- Chart paper and markers

**Connection:**

*“Now that we know how to write an **introduction**, and **organize** our middle **sections**, we need to write a **conclusion**. The **conclusion** comes at the end. One way to do this is to **circle back to the beginning** which means say the same thing in a different way.”*

**Teach (modeling):**

*“In the book, Ant Cities the author circles back to the beginning to write the **conclusion**.”* Read the introduction and the conclusion. Talk about how they are both about ants making their home and being busy.

**Introduction:**

*“Have you seen ants busy running over a hill of dirt? They may look like they are just running around. But the ants built that hill to live in, and each ant has work to do.”*

**Conclusion:**

*“Ants can make their cities almost anywhere. Look around and you’ll probably find an ant city, busy with ants.”*

**Active Engagement (guided practice):**

*“Now let’s look at the **introduction** we wrote earlier. Let’s think about how we can say the same thing in a different way for our conclusion. Turn and talk about your ideas for saying the same thing in a different way.”*

Work together to write several possible conclusions.

*“Now, since we wrote ‘Introduction’ as a **heading**, we will be consistent and write ‘Conclusion’ as a **heading**, too.”*

**Bridge to Independent Practice:**

*“After you finish writing your **introduction**, you will want to circle back and rewrite your **introduction** in a different way to make sure you have a **conclusion**. Remember, if you used the word ‘**introduction**’ as a **heading**, you will need to be consistent and write ‘**conclusion**’ as a **heading** as well.”*

**Closure:**

Choose a few students who have finished to show how they circled back by reading their introduction and conclusion aloud.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

## Informative Writing: All-About (AA5) Diagrams/Captions

**Minilesson Teaching Point:** Diagrams/Captions

**Standard(s):**

**Materials:**

- Chart paper and markers
- Poster or some prepared examples ready to attach to poster if you're making poster with your students
- Second Grade Scott Foresman Reading Street Anthology Unit 4 p. 70 Frogs or a copy of any Gail Gibbons book with labeled diagrams.
- Collection of pictures on paper with room to write a caption and/or add labels

**Connection:**

*“So far we have talked about how writers include **headings** and a **table of contents** to help readers understand what the book includes. Now we will look at how writers add words to the pictures or **diagrams** to help readers understand the information.”*

**Teach (modeling):**

*“Writers use words connected to the illustrations to give the reader more detailed information. This type of labeled **illustration** is called a **diagram**. A **diagram** can be a map. A **diagram** can be a picture of an animal with the body parts labeled like Gail Gibbons does in Frogs.”* Now read through (or write) the poster sharing the examples that show diagrams.

*“Writers also use words to tell more about a picture. These words are located next to the picture. We call these words a **caption**.”*

Now read through (or write) the poster sharing the examples that show captions.

**Active Engagement (guided practice):**

Have students get with partners. Pass out a picture to each pair and ask students to work together to write a caption or add labels to make the picture a diagram. Share out.

ELD: *“This is a picture of \_\_\_\_\_. This label shows the \_\_\_\_\_.”*

**Bridge to Independent Practice:**

*“As you go to work today, writers, you may want to write labels or captions for your illustrations.”*

**Closure:**

Gather students together. *“Raise your hand if you added a caption to a picture. Raise your hand if you added labels to turn an illustration into a diagram.”*

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

## Informative Writing: All-About (AA6) Subject/Verb Agreement

**Minilesson Teaching Point:** Subject/Verb Agreement

**Standard(s):**

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Materials:**

- pocket chart
- sentence strips
- Prepare word cards with nouns written in orange and verbs in green to demonstrate subject/verb agreement (dog, student, bird, car and move, run, talk, eat)
- You will also need cards with “the” written in black and “-s” and “-es” in black

**Connection:**

*“Writers, we are always working on making sure our ideas are clear. Part of that is making sure each sentence is clear and nouns and verbs agree.”*

**Teach (modeling):**

*“For example, if I am writing about my cat, I will write ‘The cat runs.’”* (Put the appropriate cards in the pocket chart.) *“Now if I want to tell you more than one cat is running, I will write ‘The cats run.’”* (Move the “-s” from runs to cats.)

In the English language, this is one way we made subjects and verbs agree.

**Active Engagement (guided practice):**

Build some sentences together with your other word cards. Read the sentences together. Have students agree or disagree with your choices by indicating thumbs up or thumbs down.

**Bridge to Independent Practice:**

*“Writers, as you are writing today, reread to make sure your subjects and verbs agree and your sentences are clear. At the end of today’s writing workshop, everyone will share one sentence showing subject/verb agreement.”*

**Closure:**

*“Pick out one sentence where you are confident your subject and verb agree and be ready to read it when I call on you. You’ll have a moment to check with your partner before I start calling on students to read.”*

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**



## Informative Writing: All-About (AA7) Irregular Verbs

**Minilesson Teaching Point:** Irregular Verbs

**Standard(s):**

L.2.1.d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

**Materials:**

- Chart paper and markers

**Connection:**

*“During writing this year many of us have noticed that not all **verbs** follow the pattern of adding ‘-ed’ when we want to indicate something already happened. I think we should start a chart so we can keep track.”*

**Teach (modeling):**

*“For example, I remember our math activity called Sink and Float. To describe what happened with each item, we said, ‘it sinks’ or ‘it sank,’ not ‘it sinked.’”* Give another example or two. *The **verbs** that do not follow the ‘-ed’ pattern are called **irregular verbs**. One form tells what is happening now and the other form tells what already happened.”* Draw two columns on your chart and label them ‘present—things happening now’ and ‘past—things that already happened.’

**Active Engagement (guided practice):**

*“Now, writers think of your own examples of irregular verbs. Turn and Talk”*

ELD: *“Another irregular verb is \_\_\_\_\_.”*

Have students share and write their ideas on the chart.

**Bridge to Independent Practice:**

*“As you go off and write today, be a detective looking for irregular verbs. When you find one, write it on a post-it to share at the end of our writing time.”*

**Closure:**

Share the words the students have written on the post-its and add them to your chart. Remind students that we will continue to add to the chart.

**Reflection:**

**Resources & References: (adapted from, acknowledgments**

## Informative Writing: All-About (AA8)

### Identifying and Using Pronouns

**Minilesson Teaching Point:** Identifying and Using Pronouns

**Standard(s):**

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**Materials:**

- Chart paper and markers
- A sample paragraph you have written where only pronouns are used so the readers can't identify the nouns (but you can fill them in for them during the lesson)

**Connection:**

*“Writers, in reading some of your pieces I am becoming confused. I am confused because writers are starting sentences with **pronouns**. I am wondering who the author is talking about?”*

**Teach (modeling):**

*“A **pronoun** is a word that stands for a noun. For example you can say ‘the children are here’ or ‘they are here.’ You can say ‘Timothy came’ or ‘he came.’ The important thing to remember is that you need to use the **noun** before you use the **pronoun** so the reader knows who or what the **pronoun** refers to.*

Show your sample paragraph (on the overhead or ELMO, or prewritten on chart paper) and read aloud. Here's an example you can use:

There they go again, sneaking past the window. She nearly caught the little rascals. She keeps a close eye on them because they have such creative ideas. Yesterday they dropped the cat out the second story window to see if it would land on its feet. Luckily it did!

*“Let's identify the **pronouns** in this piece of writing.” (Highlight or underline as students identify the pronouns.) Think aloud i.e. “Here I used ‘they’ and you don't know I mean my brothers.” (Cross out the pronoun and replace with noun.) “Now I used ‘she’ so it can't be my brothers. I actually meant ‘Mom.’” (Replace ‘she’ with ‘Mom’). “The next pronoun is also ‘she’ but now we know ‘she’ **refers** to Mom so I don't need to change this one.”*

Do more examples as you deem appropriate for your students.

**Active Engagement (guided practice):**

*“Think of a **pronoun** you might use in your writing. Turn and tell your partner one **pronoun** and who or what that **pronoun** would refer to.”*

ELD: “I might use the pronoun \_\_\_\_\_ to refer to \_\_\_\_\_.”

Brainstorm a list of pronouns. *“Tell me the pronouns you thought of and I'll write them on this list.”*

**Bridge to Independent Practice:**

*“Writers, as you go off today, read what you have written and check to make sure your **pronouns** refer back to a **noun** that is clear to the reader.”*

**Closure:**

Let students share a pronoun and the noun it refers to in their piece.

ELD: *“I used the pronoun \_\_\_\_\_. It refers to \_\_\_\_\_.”*

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

## Informative Writing: All-About (AA9)

### FINAL PROJECT—Day 1 Overview

#### Student Goals:

1. Students will gather and organize information about a familiar topic.
2. Students will write an informational text including five or more sentences on related topic.
3. Students will use nonfiction text features including headings, diagrams, and table of contents.
4. Students will use subject/verb agreement, correct pronouns and plurals most of the time.

#### Standard(s):

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

#### Description of Project:

Students will write an **All-About Book** including a table of contents, at least four sections with headings, a labeled diagram or picture with caption, and a cover with title and author's name. (Please feel free to adjust the expectations to meet the needs of your students. If you have taught other elements such as index, glossary, about-the-author you may want to require these or list them as additional options.)

#### Day 1 Materials:

- Chart paper and markers
- Optional: poster of project criteria (sample at end of unit)
- Paper choices for book writing (may want some pages oriented portrait and some oriented landscape, some with picture space, some with lines only, and some blank)
- Sample blank books made from a few sheets of paper you are providing (including a cover).

#### Day 1 Connection:

*“Writers, we have been learning about **All-About** books. Today, writers, we are all going to begin writing our own **All-About** book.”* (If a student tells you they have already started, congratulate them on having a head start and continue with the lesson.)

#### Day 1 Teach (modeling):

Review the elements of an All-About book and set the criteria for this project. Post the criteria in writing as a poster and/or checklist and go over each item on the list. Show the paper choices and blank books stapled together using each of the paper choices. Model thinking about what type of booklet will work best for your topic. *“I am going to write about my chickens. I want to include some pictures and I like lots of room for words. I wonder which book will work the best for me?”* Make the paper/book choices fit the needs of your students.

#### Day 1 Active Engagement (guided practice):

Brainstorm topics. Record as a web or a list on the chart paper. *“Now writers, think about a topic you can write about. Think of at least four sections you can write about your topic. Demonstrate counting out the sections on your fingers. “Turn and talk.”* Watch as students turn and talk to make sure everyone is counting out the ideas. This may be a time you want to structure your turn and talk with time limits so all students participate fully.

**Day 1 Bridge to Independent Practice:**

*“Writers, now that you have your ideas, you can get started by writing your table of contents or by beginning one of your sections including the heading. You may even want to write a web to make sure you have your sections planned. Think about the style you want your finished book to be and choose the paper for that style.”*

**Day 1 Closure:**

Collect today’s work to analyze and help inform your instruction and possible groupings for tomorrow. It will probably become clear which students need more help getting started and you can gather them as a small group on Day 2.

**Reflection:**

## Informative Writing: All-About (AA10)

### FINAL PROJECT—Day 2 Pictures and Diagrams

**Standard(s):**

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**Day 2 Materials:**

- **Drafts** from yesterday
- Table of contents and section class wrote together during modeled writing (lesson 4 in this unit) and web if you made one

**Day 2 Connection:**

*“Yesterday we began writing our **All-About** books. Some of you wrote your **table of contents** and some of you started writing sections with **headings**.”*

**Day 2 Teach (modeling):**

*“Today you may want to think about which **section** or **sections** will have a **diagram** or picture with a caption. I’m going to look back at my **table of contents**” (generated during lesson 4—modeled writing). *“Read the **section headings** with me and help me decide.”**

(For example, our topic was pet mice and we decided the section on habitat should have a labeled diagram showing the items in the cage such as water bottle, food dish, hide, bedding, paper tube.) Write the section together including a quick sketch for the labeled diagram.

**Day 2 Active Engagement (guided practice):**

*“Writers, remembering the **sections** you have planned for your book, think of one **section** that would be easier for your reader to understand if you included a picture or **labeled diagram**. Now turn and talk.”*

ELD: *“I will use a picture in the section about \_\_\_\_\_.”*

**Day 2 Bridge to Independent Practice:**

*“When you get your **draft** back, think about which **section** you will write next. Perhaps it will be the **section** with your picture or **diagram**. Today, writers, I will be collecting your **drafts** again to see where you are with your book. Try to write at least one more **section** today.”*

Keep students you determined need help getting started at the carpet with you.

**Day 2 Closure:** Collect the drafts to analyze and help inform your instruction and possible groupings for tomorrow.

NOTE: Write two more sections of the class sample book so tomorrow you can show students how to organize the sections and reread for clarity.

**Reflection:**



## Informative Writing: All-About (AA11)

### FINAL PROJECT—Day 3 Narrowing Your Topic

#### Standard(s):

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

#### Day 3 Materials:

- Revised and edited **drafts**
- Prepare two more sections of the class sample book to show students how to reread for clarity and narrow topic if necessary
- Two sections class wrote together for All-About book sample
- Web for class book if you did one together earlier

#### Day 3 Connection:

*“Writers, yesterday you worked on writing more **sections** of your **All-About** book. I tried to write the next two **sections** of our **All-About** book and discovered I have too much information. When I started writing about the life cycle of a mouse I had three pages! I need your help **narrowing** our topic further. **Narrowing** in this case means to take out extra information or focusing in on a smaller moment.”*

#### Day 3 Teach (modeling):

*“Let’s go back to our **web** and look at our **headings**.”* (Our web for Pet Mice showed headings of habitat, description, caring for them, and life cycle. We had already written the habitat section and description section together as a class.) *“As we look at this **web**, writers, I realize we can actually write four or more **sections** for each of these **headings!**”* (Demonstrate by writing the more specific details around each heading.) *“I think we could actually write a whole **All-About** book for each one of our **sections**. Let’s choose our favorite **section** and make it into its own book.”* (We chose life cycle.)

NOTE: You may not be able to break all of your headings into enough subheadings, but hopefully there is at least one section that can be narrowed. Another option is to use an example from a student you conferenced with yesterday who needed help narrowing a topic. Make sure you have the student’s permission to use their piece.

#### Day 3 Active Engagement (guided practice):

Show the long section you wrote and have students help you break it into four or five more specific, shorter sections based on the new details you just added to your web. Actually cut apart the sections so that the students can see them. (You will mix the sections up for tomorrow’s lesson.)

**Day 3 Bridge to Independent Practice:**

*“Think about the **sections** you have planned for your book. Are you having trouble coming to an end for your **section**? If so, try dividing your **section** into even smaller **sections**. You may want to work with a partner or conference with an adult. Today you will continue writing your **sections**. If you need to, **narrow** your piece down. I will collect the **drafts** again at the end of the day.”*

(You may want to pull a small group of students who clearly need narrowing and give them specific guidance.)

**Day 3 Closure:** Collect the drafts for review. Plan lessons for students needing support.

**Reflection:**

## Informative Writing: All-About (AA12)

### FINAL PROJECT—Days 4 & 5 Organization of Sections and Finishing

#### Day 4 Materials:

- Revised and edited **drafts**
- The sections of the latest class draft (developed yesterday) in a pile

#### Day 4 Connection:

*“Writers, I noticed when I was looking over your **drafts**, that many of you have completed nearly all of your **sections**. Today we are going to work on the **organization** of our books.”*

#### Day 4 Teach (modeling):

*“Sometimes as we are writing, we change our mind on what order makes sense for the **sections**. Let’s look at the **sections** of our book (about mouse life cycle) we wrote yesterday. Let’s read our **sections** from yesterday and decide how to arrange them in an order that makes sense.”* (Tape up a section and read it together. Then hold up a second section and read it.) *“Does this **section** come before or after the first **section** we read?”* Tape it in place according to class decision. Continue this process with the rest of the sections. Number the sections when you like the order.

#### Day 4 Active Engagement (guided practice):

Pass out the student drafts and have students look over the drafts and number the sections to show the desired order. The sections may already be in order, which is fine. *“Writers, check to see which parts of your **All-About** book you have completed. Do you have four **sections** with **headings**? Do you have a **table of contents**? What about a **labeled diagram** or picture with **caption**? Have you written your **About-the-Author** section?”*

#### Day 4 Bridge to Independent Practice:

*“When you know which part of your book you are ready to work on next, go to work. Today would be a good day to finish the **draft** for all your **sections**. Remember, too, that when you are finished writing, you will read your **sections** with a partner.”*

**Day 4 Closure:** Collect the drafts for review.

#### Reflection:

**Day 5:** Students continue with the process until finished. Support individually and in small groups as needed. When finished, students return to independent writing workshop projects.

**OPTION:** If you have the time (or assistance), conferencing with students individually about their draft can be very enlightening. You can assist with spelling and minor editing and revisions if desired. You can send students back to work on a section that may be unclear. If desired, you can have blank books available in the variety of styles you chose to offer, and have students recopy to make a final book.

After all the books have been written, have a partner share time for 15 minutes. Put all the books out on the table and let partners choose books to read together. Then get together and ask students to share compliments about books, diagrams, sections, etc.

**Reflection on this Unit:**

# Mentor Texts

## All-About Books

The following books are part of your Scott Foresman advanced leveled readers. Each includes a table of contents, headings, and captions.

Baseball Heroes (Unit 6, Week 1) (biography)

Explore the Galaxy (Unit 1, Week 2)

Family Traditions and Celebrations (Unit 6, Week 3)

Many Plants, Many Places (Unit 4, Week 2)

Wonderful World of Birds (Unit 4, Week 3)

The following are Lead Stories in your Scott Foresman anthologies.

A Walk in the Desert (uses captions and maps) (Unit 1, Week 4)

Frogs (uses labeled diagrams and captions) (Unit 4, Week 3)

Life Cycle of a Pumpkin (uses headings and captions) (Unit 4, Week 2)

This is a Scott Foresman trade book set:

A Day in the Life of a Builder (uses headings and captions)

Search your classroom, school, and public library for books by these authors or publishers as they are a great resource:

Crabapples

DK Eye Wonder

Pebble Books

Rigby PM Plus

Scholastic Question & Answer Series

Scholastic Reader

The Wright Group

Time for Kids

True Books

World's Weirdest

Gail Gibbons

Check your PPS Science Kit Libraries for All-About books:

Weather Kit

Balance and Motion Kit

Habitats Kit

# When I revise my All-About book, I can ask myself . . .

- What is my topic?
- What elements of nonfiction did I choose to include?
- Is there anything I can add to help my reader understand?
- Do my headings match my information?

# End of Unit Checklist: All-About

Marking Key: X = Independently / = With Support — = Not Yet Demonstrating		Organizes information	Introduces the topic	Adds details that support topic	Incorporates nonfiction text features	Provides concluding statement	Uses subject verb agreement	Uses correct pronouns	Uses plurals correctly
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