

# Kindergarten ▶

## Unit Four

### PRE-INSTRUCTION CHECKLIST

ACQUAINTANCE & ANALYSIS	WRITING ON DEMAND
<input type="checkbox"/> Expository: Descriptive	<input type="checkbox"/> ongoing, all disciplines

### PATTERN STATEMENT

We can share even when we are not together.

### NOTES

Young children are natural describers, but their accounts are often direct and sparse. “It’s read and big,” for example. Use this unit to encourage students to use all their senses to explore an object and then put words to their experience. Help them weave connected thoughts and build sentences with more than a couple words. As much as possible, challenge the students to make their collaborative paragraphs coherent and to have good flow when read.

Keep students practicing this skill throughout the year. Choose a different object every other week (or so) and engage the students in writing a paragraph that describes it. To add intrigue to the activity, bring in a “mystery object” to serve as the focus of the activity.

### ADDITIONAL NOTES

The pattern, *We can share even when we are not together*, may seem unusual for the unit. However, the idea captures the essence of description: sharing the experience of a thing or place with someone who could not experience it directly. To make it effective, this “sharing” needs to recreate, with words, the original experience as closely as possible.

The pattern can be illustrated by bringing in something to share with students, such as a couple oranges or a loaf of bread (EX-ex). Before students eat or use whatever is shared, ask them to really examine it, using as many senses as are appropriate for the shared item(s). Then engage them in discussing the following (EX-co):

- What did I do to share the \_\_\_\_\_ with you?
- What did you get to see/hear/smell/feel/taste because I shared \_\_\_\_\_ with you?
- What does it mean when we say, “I will share this with you”?
- Is there any way we could share what we just enjoyed with someone who is not here?

Using additional questioning, the teacher can then guide students to recognize the pattern: *We can share even when we are not together* (EX-el). The EXperience strand can conclude with students ways to share with people who are not present to actually experience (see/hear/smell/feel/taste) things (e.g., photos, drawings, words) (EX-ap).



**GENRE**

<b>EXPOSITORY: Descriptive</b>			
Definition		Objective	
Describes, either objectively or subjectively, in such detail that the reader can visualize the subject.		With teacher prompting and support, students write, as a class with the teacher taking dictation, a cohesive (unified and complete) and coherent (clear and logical) paragraph describing a three-dimensional object present in the classroom (e.g, a rock or leaf brought inside, a lunchbox).	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> <li>▶ Writing presents a cohesive and coherent paragraph describing a three-dimensional object present in the classroom.</li> <li>▶ Writing makes use of all appropriate senses to provide a thorough description of the object.</li> <li>▶ Writing uses tools like comparative statements that help the reader imagine what is being described.</li> <li>▶ The thoughts are nicely connected, giving the paragraph flow.</li> <li>▶ Additional revisions may minimally improve the paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing presents a cohesive and coherent paragraph describing a three-dimensional object present in the classroom.</li> <li>▶ Writing makes use of all appropriate senses to provide a thorough description of the object.</li> <li>▶ Additional development or revision could strengthen the paragraph by including comparative statements (e.g, It is about the size of a ___ ) or by connecting the thoughts to improve flow.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing presents a cohesive and coherent paragraph describing a three-dimensional object present in the classroom.</li> <li>▶ Additional development or revision could improve the paragraph's content (the description) or structure (flow).</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing fails to present a cohesive and coherent paragraph describing a three-dimensional object present in the classroom.</li> <li>▶ Additional development or revision could significantly improve the paragraph's content and/or structure.</li> </ul>