

180 DAYS™

Lessons and Activities

Writing for Kindergarten

Table of Contents

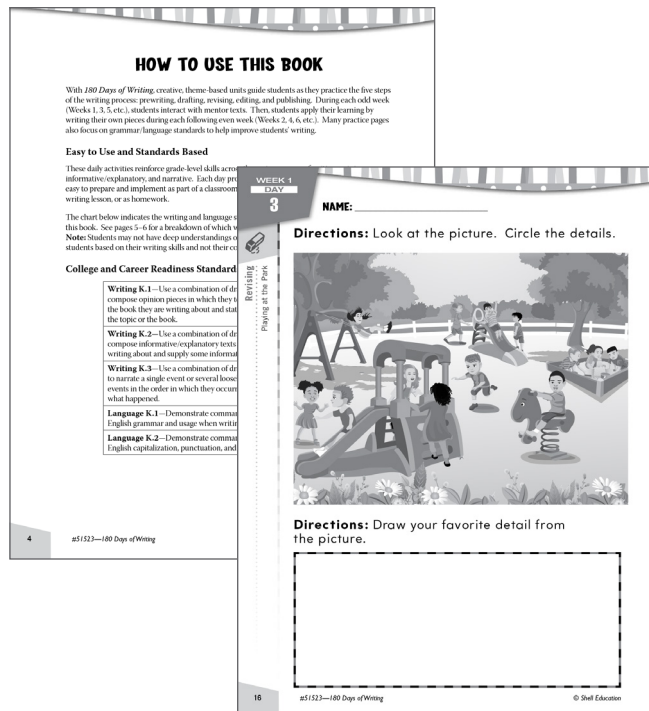
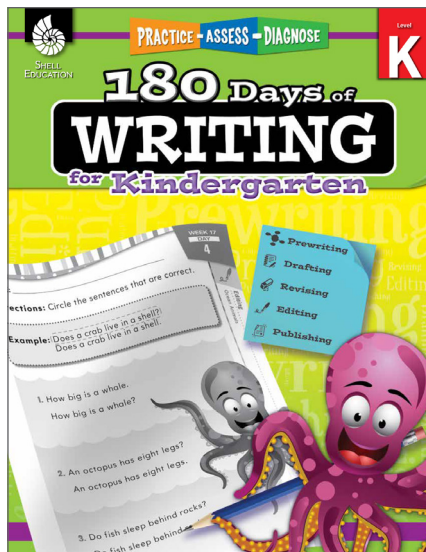
Cover (1 page)

Table of Contents/Introduction (1 page)

How to Use This Book (9 pages)

Lesson Pages (5 pages)

Answer Key (1 page)





SHELL
EDUCATION

PRACTICE - ASSESS - DIAGNOSE

Level

K

180 Days of WRITING for Kindergarten

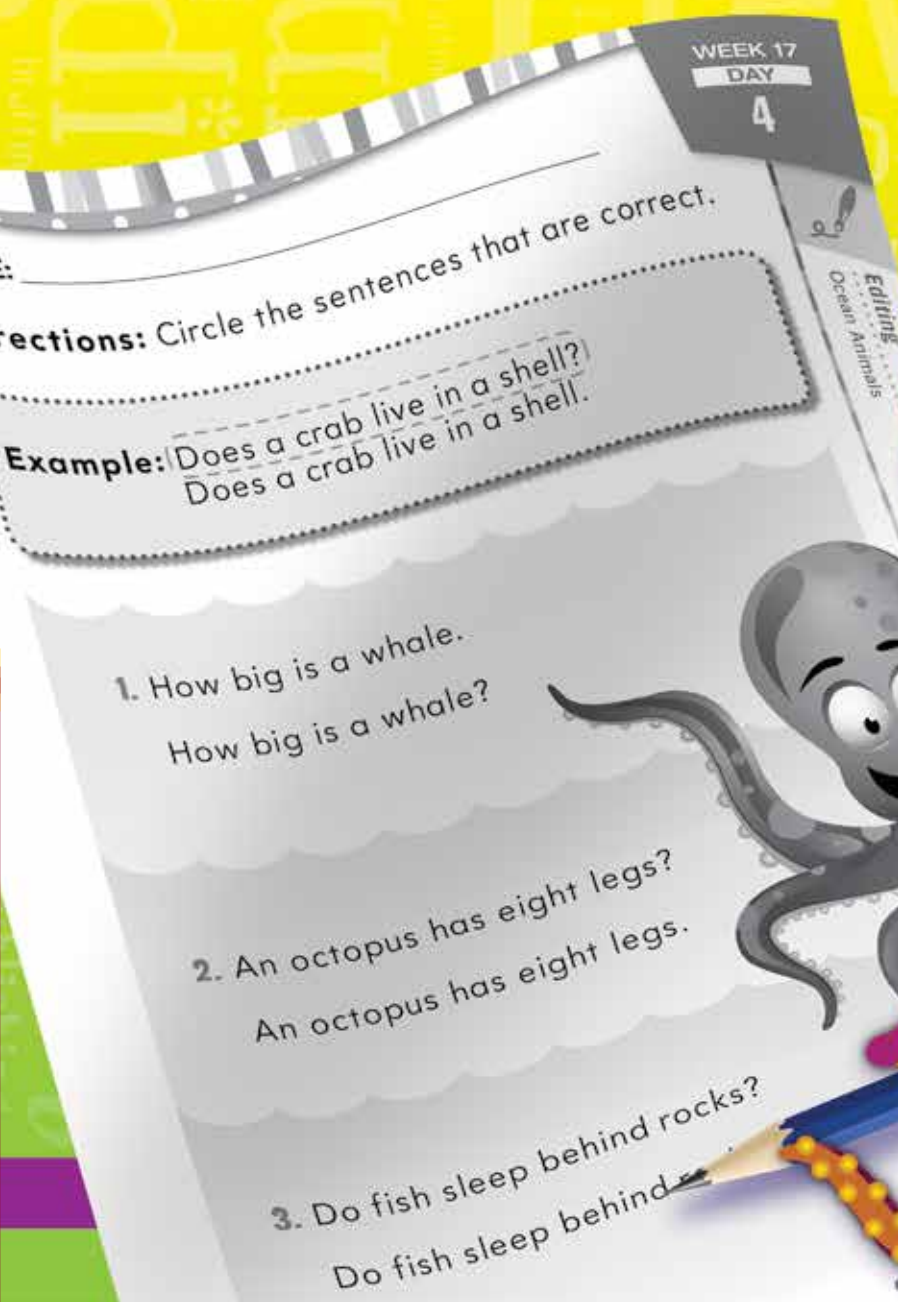


TABLE OF CONTENTS

Introduction.....	3
How to Use This Book.....	4
Standards Correlations	13
Daily Practice Pages	14
Answer Key	194
Writing Rubrics	199
Writing Analyses	202
The Writing Process	205
Editing Marks	206
Writing Tips.....	207
Writing Signs.....	210
Peer/Self-Editing Checklist	213
Contents of the Digital Resource CD.....	214

INTRODUCTION

The Need for Practice

To be successful in today's writing classrooms, students must deeply understand both concepts and procedures so that they can discuss and demonstrate their understanding. Demonstrating understanding is a process that must be continually practiced for students to be successful. Practice is especially important to help students apply their concrete, conceptual understanding of each particular writing skill.

Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students' writing skills. This is important so that teachers can adequately address students' misconceptions, build on their current understandings, and challenge them appropriately. Assessment is a long-term process that involves careful analysis of student responses from a discussion, project, practice sheet, or test. When analyzing the data, it is important for teachers to reflect on how their teaching practices may have influenced students' responses and to identify those areas where additional instruction may be required. In short, the data gathered from assessments should be used to inform instruction: slow down, speed up, or reteach. This type of assessment is called *formative assessment*.

HOW TO USE THIS BOOK

With *180 Days of Writing*, creative, theme-based units guide students as they practice the five steps of the writing process: prewriting, drafting, revising, editing, and publishing. During each odd week (Weeks 1, 3, 5, etc.), students interact with mentor texts. Then, students apply their learning by writing their own pieces during each following even week (Weeks 2, 4, 6, etc.). Many practice pages also focus on grammar/language standards to help improve students' writing.

Easy to Use and Standards Based

These daily activities reinforce grade-level skills across the various genres of writing: opinion, informative/explanatory, and narrative. Each day provides a full practice page, making the activities easy to prepare and implement as part of a classroom morning routine, at the beginning of each writing lesson, or as homework.

The chart below indicates the writing and language standards that are addressed throughout this book. See pages 5–6 for a breakdown of which writing standard is covered in each week.

Note: Students may not have deep understandings of some topics in this book. Remember to assess students based on their writing skills and not their content knowledge.

College and Career Readiness Standards

Writing K.1—Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or the book.

Writing K.2—Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Writing K.3—Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Language K.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language K.2—Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

HOW TO USE THIS BOOK *(cont.)*

Below is a list of overarching themes, corresponding weekly themes, and the writing standards that students will encounter throughout this book. For each overarching theme, students will interact with mentor texts in the odd week and then apply their learning by writing their own pieces in the even week. **Note:** The writing prompt for each week can be found on pages 7–8. You may wish to display the prompts in the classroom for students to reference throughout the appropriate weeks.

Overarching Themes	Weekly Themes	Standards
Park	Week 1: Playing at the Park Week 2: Picnic at the Park	Writing K.3 —Narrate a single event or several loosely linked events. Tell about the events in the order in which they occurred, and provide a reaction to what happened.
School	Week 3: What We Do in School Week 4: School Rules	Writing K.3 —Narrate a single event or several loosely linked events. Tell about the events in the order in which they occurred, and provide a reaction to what happened.
Seasons	Week 5: Spring or Fall? Week 6: Summer or Winter?	Writing K.1 —Compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or the book.
The Five Senses	Week 7: Sight and Smell Week 8: Taste and Touch	Writing K.2 —Compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Community Heroes	Week 9: Firefighters Week 10: Police Officers	Writing K.2 —Compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Nursery Rhymes	Week 11: Humpty Dumpty or Jack and Jill? Week 12: Itsy Bitsy Spider or Little Bo Peep?	Writing K.1 —Compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or the book.
Solar System	Week 13: Sun and Moon Week 14: Earth	Writing K.2 —Compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Holidays	Week 15: Christmas or St. Patrick's Day? Week 16: Valentine's Day or Halloween?	Writing K.1 —Compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or the book.
Animals	Week 17: Ocean Animals Week 18: Land Animals	Writing K.2 —Compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

HOW TO USE THIS BOOK *(cont.)*

Overarching Themes	Weekly Themes	Standards
Nature	Week 19: Farms Week 20: Forests	Writing K.3 —Narrate a single event or several loosely linked events. Tell about the events in the order in which they occurred, and provide a reaction to what happened.
Sports	Week 21: Soccer Week 22: Baseball	Writing K.3 —Narrate a single event or several loosely linked events. Tell about the events in the order in which they occurred, and provide a reaction to what happened.
People We Know	Week 23: Family Week 24: Friends	Writing K.3 —Narrate a single event or several loosely linked events. Tell about the events in the order in which they occurred, and provide a reaction to what happened.
Pets	Week 25: Pet Hamsters or Bunnies? Week 26: Pet Dogs or Cats?	Writing K.1 —Compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or the book.
Birthdays	Week 27: My Birthday Week 28: Favorite Birthday Party	Writing K.3 —Narrate a single event or several loosely linked events. Tell about the events in the order in which they occurred, and provide a reaction to what happened.
Food	Week 29: Apples or Oranges? Week 30: Ice Cream or Cookies?	Writing K.1 —Compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or the book.
Birds	Week 31: Peacocks Week 32: Ducks	Writing K.2 —Compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Weather	Week 33: Hot or Cold? Week 34: Wind or Rain?	Writing K.1 —Compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or the book.
How To . . .	Week 35: How to Make a Peanut Butter and Jelly Sandwich Week 36: How to Wash Your Hands	Writing K.2 —Compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

HOW TO USE THIS BOOK *(cont.)*

Weekly Setup

Write each prompt on the board throughout the appropriate week. Students should reference the prompts as they work through the activity pages so that they stay focused on the topics and the right genre of writing: opinion, informative/explanatory, and narrative. You may wish to print copies of this chart from the Digital Resource CD (filename: writingprompts.pdf) and distribute them to students to keep throughout the school year.

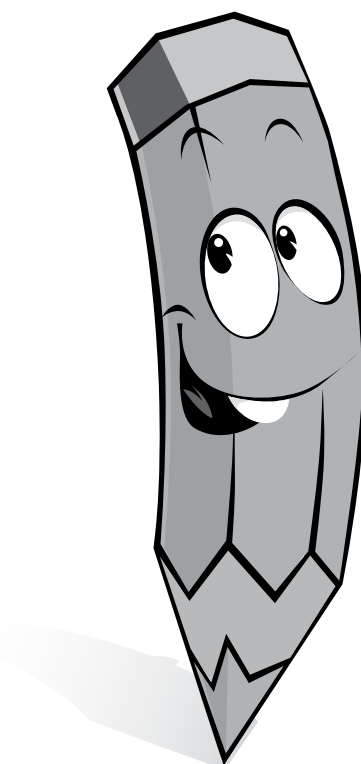
Week	Prompt
1	Write about a time you played at the park.
2	Write about a time you had a picnic.
3	Write about what you do at school.
4	Write about a school rule that you follow.
5	Write about spring or fall.
6	Write about summer or winter.
7	Write about something you see or smell.
8	Write about something you taste or touch.
9	Write about firefighters. Tell what they do.
10	Write about police officers. Tell what they do.

Week	Prompt
11	Write about <i>Humpty Dumpty</i> or <i>Jack and Jill</i> .
12	Write about <i>The Itsy Bitsy Spider</i> or <i>Little Bo Peep</i> .
13	Write about the sun or the moon.
14	Write about Earth.
15	Write about Christmas or St. Patrick's Day.
16	Write about Valentine's Day or Halloween.
17	Write about ocean animals.
18	Write about land animals.
19	Write about spending time on a farm.
20	Write about spending time in a forest.
21	Write about a soccer game.

HOW TO USE THIS BOOK *(cont.)*

Week	Prompt
22	Write about a baseball game.
23	Write about spending a day with your family.
24	Write about spending a day with a friend.
25	Write about a hamster or a bunny.
26	Write about a dog or a cat.
27	Write about a birthday party you have had.
28	Write about your favorite birthday party.
29	Write about apples or oranges.
30	Write about ice cream or cookies.
31	Write about peacocks.

Week	Prompt
32	Write about ducks.
33	Write about hot or cold weather.
34	Write about wind or rain.
35	Write about making a peanut butter and jelly sandwich.
36	Write about washing your hands.



HOW TO USE THIS BOOK *(cont.)*

Using the Practice Pages

The activity pages provide practice and assessment opportunities for each day of the school year. For this age level, teachers may wish to complete the pages together as a class. Teachers may wish to prepare packets of weekly practice pages for the classroom or for homework. As outlined on pages 5–6, each two-week unit is aligned to one writing standard. **Note:** Before implementing each week's activity pages, review the corresponding prompt on pages 7–8 with students and have students brainstorm thoughts about each topic.

On odd weeks, students practice the daily skills using mentor texts. On even weeks, students use what they have learned in the previous week and apply it to their own writing.


Each day focuses on one of the steps in the writing process: prewriting, drafting, revising, editing, and publishing.

There are 18 overarching themes. Each odd week and the following even week focus on unique themes that fit under one overarching theme. For a list of the overarching themes and individual weekly themes, see pages 5–6.

WEEK 1 DAY 1

NAME: _____

Directions: Read the notes about playing at a park. Choose and underline one note in each box.

Who?	Where?
my friend(s) and I	outside
my sister and I	near my house
When?	Event 1
on Sunday	I climbed a tree.
on Monday	I ate lunch.
Event 2	
I went on the swings.	
I played soccer.	

14 #51523—180 Days of Writing © Shell Education

Using the Resources

The following resources will be helpful to students as they complete the activity pages. Print copies of these resources and provide them to students to keep at their desks.

Rubrics for the three genres of writing (opinion, informative/explanatory, and narrative) can be found on pages 199–201. Use the rubrics to assess students' writing at the end of each even week. Be sure to share these rubrics with students often so that they know what is expected of them.

NARRATIVE WRITING RUBRIC

Directions: Evaluate students' work in each category by circling one number in each row. Students have opportunities to score up to five points in each row and up to 15 points total.

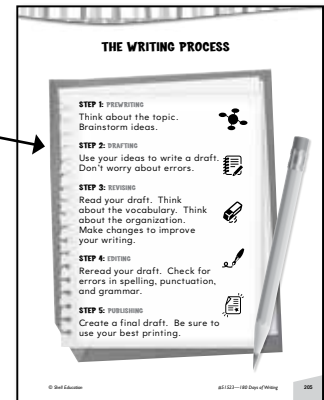
	Exceptional Writing	Quality Writing	Developing Writing
Purpose and Organization	States a clear introduction. Includes lots of events. Includes a strong closing.	States an introduction. Includes at least one event. Includes a closing.	States an unclear introduction. Includes few or no events. Does not include a closing.
Points	5	4	3
Language Expression	Uses vivid and interesting descriptive words. Maintains a consistent voice and uses a tone that supports meaning.	Uses even descriptive words. Maintains a consistent voice.	Uses a limited or no descriptive vocabulary. Formulas an inconsistent voice.
Points	5	4	3
Language Conventions	Sentences begin with capital letters. Sentences end in correct punctuation. Words in sentences have correct spacing between them.	Some sentences begin with capital letters. Some sentences end in correct punctuation. Most words in sentences have correct spacing between them.	Most sentences begin with lowercase letters. Sentences and an incorrect punctuation or no punctuation placed. Words have incorrect spacing between them.
Points	5	4	3
Total Points:	_____		

© Shell Education
#51523—180 Days of Writing

HOW TO USE THIS BOOK (cont.)

Using the Resources (cont.)

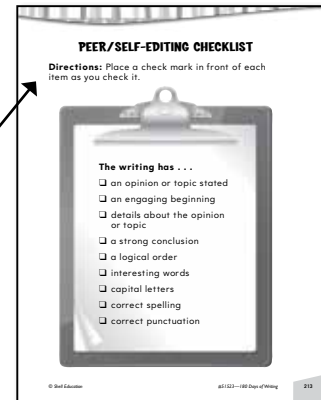
The Writing Process can be found on page 205 and on the Digital Resource CD (filename: writingprocess.pdf). Students can reference each step of the writing process as they move through each week.



EDITING MARKS		
Editing Marks	Symbol Names	Example
≡	capitalization symbol	David ate grapes.
/	lowercase symbol	My mother hugged Me.
○	insert period symbol	The clouds are in the sky.
⊞	check spelling symbol	I (affed) at the story.
↔	transpose symbol	How you are?
^	insert symbol	Would you pass the pizza?
,	insert comma symbol	I have cats, dogs, and goldfish.
“ ”	insert quotations symbol	“That is amazing,” she shouted.
⋈	deletion symbol	Will you call me?
#	add space symbol	I run to the tree.

Editing Marks can be found on page 206 and on the Digital Resource CD (filename: editingmarks.pdf). Students may need to reference this page as they work on the editing activities (Day 4s).

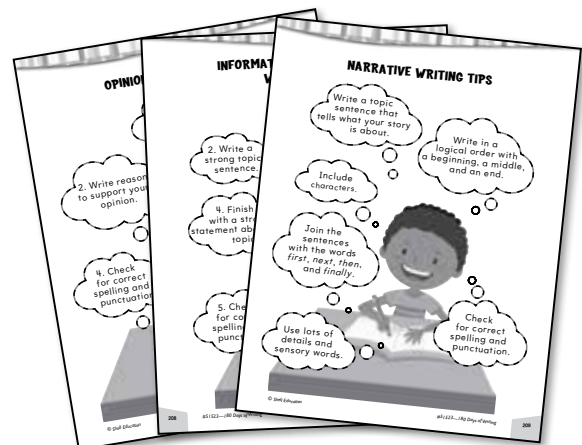
If you wish to have students peer or self-edit their writing, a *Peer/Self-Editing Checklist* is provided on page 213 and on the Digital Resource CD (filename: editingchecklist.pdf).



Writing Signs for each of the writing genres are on pages 210-212 and on the Digital Resource CD (filename: writingsigns.pdf). Hang the signs up during the appropriate two-week units to remind students which type of writing they are focusing on.



Writing Tips for each of the writing genres can be found on pages 207-209 and on the Digital Resource CD (filename: writingtips.pdf). Students can reference the appropriate *Writing Tips* pages as they work through the weeks.



HOW TO USE THIS BOOK (cont.)

Diagnostic Assessment

Teachers can use the practice pages as diagnostic assessments. The data analysis tools included with the book enable teachers or parents to quickly score students' work and monitor their progress. Teachers and parents can quickly see which writing skills students may need to target further to develop proficiency.

After students complete each two-week unit, score each students' even week Day 5 published piece using the appropriate, genre-specific rubric (pages 199–201). Then, complete the *Practice Page Item Analysis* (pages 202–204) that matches the writing genre. These charts are also provided on the Digital Resource CD as PDFs, Microsoft Word® files, and Microsoft Excel® files (filenames: opinionpageitem.pdf, opinionpageitem.doc, opinionpageitem.xls; informativepageitem.pdf, informativepageitem.doc, informativepageitem.xls; narrativepageitem.pdf, narrativepageitem.doc, narrativepageitem.xls). Teachers can input data into the electronic files directly on the computer, or they can print the pages and analyze students' work using paper and pencil.

To Complete the Practice Page Item Analyses:

- Write or type students' names in the far-left column. Depending on the number of students, more than one copy of the form may be needed or you may need to add rows.
- The weeks in which the particular writing genres are the focus are indicated across the tops of the charts. **Note:** Students are only assessed on the even weeks, therefore the odd weeks are not included on the charts.
- For each student, record his or her rubric score in the appropriate column.
- Add the scores for each student after they've focused on a particular writing genre twice. Place that sum in the far right column. Use these scores as benchmarks to determine how each student is performing. This allows for three benchmarks during the year that you can use to gather formative diagnostic data.

The image shows three overlapping 'Practice Page Item Analysis' charts. The top chart is titled 'NARRATIVE WRITING ANALYSIS' and features a grid with columns for 'Student Name', 'Week 2', 'Week 4', 'Week 6', 'Week 8', 'Week 10', 'Week 12', 'Week 14', 'Week 16', 'Week 18', 'Week 20', 'Week 22', 'Week 24', 'Week 26', 'Week 28', 'Week 30', 'Total Scores', and 'Average Classroom Score'. The middle chart is titled 'INFORMATIVE WRITING ANALYSIS' and has a similar grid structure. The bottom chart is titled 'OPINION WRITING ANALYSIS' and also has a similar grid structure. Each chart includes instructions for how to use the form and a copyright notice for Shell Education.

HOW TO USE THIS BOOK *(cont.)*

Using the Results to Differentiate Instruction

Once results are gathered and analyzed, teachers can use the results to inform the way they differentiate instruction. The data can help determine which writing types are the most difficult for students and which students need additional instructional support and continued practice.

Whole-Class Support

The results of the diagnostic analysis may show that the entire class is struggling with a particular writing genre. If these concepts have been taught in the past, this indicates that further instruction or reteaching is necessary. If these concepts have not been taught in the past, this data is a great preassessment and may demonstrate that students do not have a working knowledge of the concepts. Thus, careful planning for the length of the unit(s) or lesson(s) must be considered, and additional front-loading may be required.

Small-Group or Individual Support

The results of the diagnostic analysis may show that an individual student or a small group of students is struggling with a particular writing genre. If these concepts have been taught in the past, this indicates that further instruction or reteaching is necessary. Consider pulling these students aside to instruct them further on the concept(s), while others are working independently. Students may also benefit from extra practice using games or computer-based resources. Teachers can also use the results to help identify individual students or groups of proficient students who are ready for enrichment or above-grade-level instruction. These students may benefit from independent learning contracts or more challenging activities.

Digital Resource CD

The Digital Resource CD contains digital copies of the activity pages, the diagnostic pages, and additional resources, such as the *Editing Marks* and *Writing Tips* pages, for the students. The list of resources on the Digital Resource CD can be found on page 214.

NAME: _____

Directions: Read the notes about playing at a park. Choose and underline one note in each box.

Who?

my friend(s)
and I
my sister and I

Where?

outside
near my house

When?

on Sunday
on Monday

Event 1

I climbed a tree.
I ate lunch.

Event 2

I went on the
swings.
I played soccer.



NAME: _____

Directions: Read the text. Then, underline each sentence in green, red, or blue.

Green:
introduction

Red:
event

Blue:
closure

I went to the park
on Sunday with my
sister. First, we
played on the swings.
Then, we went down
the slide. We had a
great day.

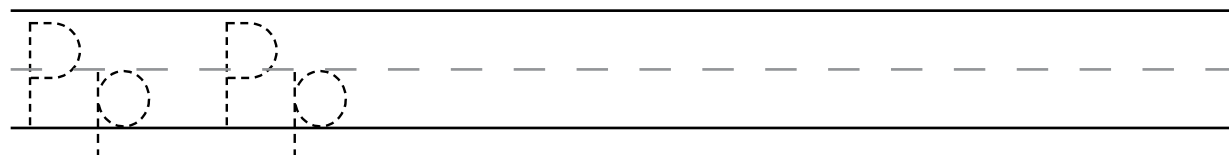


Drafting

Playing at the Park

Printing Practice abc

Directions: Trace the *Pp*'s. Write your own.



NAME: _____

Directions: Look at the picture. Circle the details.



Directions: Draw your favorite detail from the picture.



Revising

Playing at the Park

NAME: _____

Directions: Look for periods. Circle the correct sentences.

Example: (Pat rides on the swings.)
Pat rides on the swings

1. Al goes down the slide

Al goes down the slide.

2. Liz plays in the sand.

Liz plays in the sand

3. She runs to the swings.

She runs to the swings

4. I am on the seesaw

I am on the seesaw.



Editing
Playing at the Park

NAME: _____

Directions: Read the text. Draw a picture. Fill in the checklist.

I went to the park on Sunday with my sister.
First, we played on the swings. Then, we went
down the slide. We had a great day.

Checklist ☒

- ☐ Sentences begin with capital letters.
- ☐ Sentences end with punctuation.
- ☐ There are spaces between the words.



ANSWER KEY

The activity pages that do not have specific answers to them are not included in this answer key. Students' answers will vary on these activity pages, so check that students are staying on task.

Week 1: Playing at the Park

Day 2 (page 15)

Introduction: I went to the park on Sunday with my sister.

Events: First, we played on the swings. Then, we went down the slide.

Closure: We had a great day.

Day 3 (page 16)

Students may circle the children playing, the flowers, the playground equipment, or any of the scenery.

Day 4 (page 17)

1. Al goes down the slide.
2. Liz plays in the sand.
3. She runs to the swings.
4. I am on the seesaw.

Week 2: Picnic at the Park

Day 3 (page 21)

Students may add food items or any other detail to the scenery.

Day 4 (page 22)

1. Nic sits on a blanket.
2. She eats a roll.
3. I look in the basket.
4. The park is fun.

Day 5 (page 23)

See Narrative Writing Rubric on page 201.

Week 3: What We Do in School

Day 2 (page 25)

Introduction: Today, I went to school.

Events: First, we did school work. Then, we went to recess.

Closure: I had a lot of fun at school.

Day 3 (page 26)

Students may circle the students or any of the details in the classroom.

Day 4 (page 27)

1. I read a story.
2. He eats lunch.
3. Luz plays at recess.
4. We do a puzzle.

Week 4: School Rules

Day 3 (page 31)

Students may draw students or items that belong in a classroom.

Day 4 (page 32)

1. Zan raises **his hand**.
2. **He is** a good listener.
3. She shares **her toys**.

Day 5 (page 33)

See Narrative Writing Rubric on page 201.

Week 5: Spring or Fall?






Day 2 (page 35)

Opinion: I like spring more than fall.

Details: I like it because there are lots of fun things I can do.

Closure: Spring is the best season.

Day 3 (page 36)

1. He likes the pumpkin. 
2. I plant flowers. 
3. She bounces a ball. 
4. The sun is bright. 
5. I see a leaf. 

Day 4 (page 37)

1. It is raining.
2. Here is a pumpkin.
3. The flower is pink.
4. I like the rain.

Week 6: Summer or Winter?

Day 4 (page 42)

1. I like to swim.
2. The bear sleeps.
3. They play in snow.
4. I go to the beach.
5. I wear a coat.

Day 5 (page 43)

See Opinion Writing Rubric on page 199.

Week 7: Sight and Smell

Day 1 (page 44)

Students may circle all of the items except the ear.

Day 2 (page 45)

Topic: We have five senses.

Details: We use our eyes to see. We use our noses to smell.

Closure: It is great to have senses!

Day 4 (page 47)

1. She smells pizza.
2. I see flowers.
3. They smell muffins.

Week 8: Taste and Touch

Day 1 (page 49)

Students may trace all of the items.

Day 4 (page 52)

1. I taste the apple.
2. **He** feels the crayon.
3. **She** feels a horse.
4. I eat cookies.

Day 5 (page 53)

See Informative/Explanatory Writing Rubric on page 200.