Sample Pages from

# TCM | Teacher Created Materials

Created *by* Teachers *for* Teachers and Students

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## Write TIME FOR KIDS— Level K

### This sample includes the following:

**Best Practices Guide Cover** (1 page)
**Best Practices Guide Table of Contents** (1 page)
**How to Use This Product** (5 pages)
**Lesson Plan** (16 pages)
**Card** (2 pages)

To **Create** a *World* in which *Children* love to *Learn!*

# Write TIME FOR KIDS

# Best Practices Guide

# Program Welcome

# Best Practices

# Program Features

# Appendices

# How to Use This Product

## Program Components

### Teacher's Guides
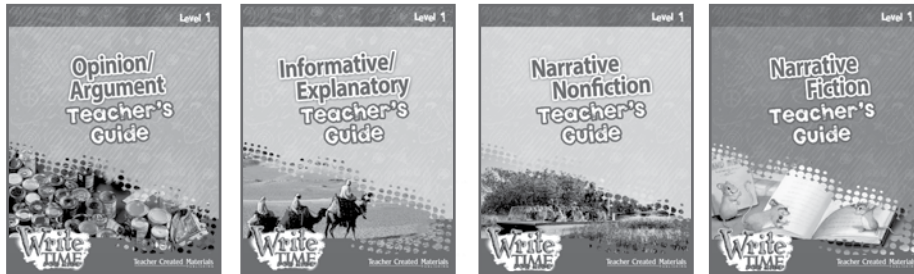


### 32 Mentor Text Cards



### Student Handbook
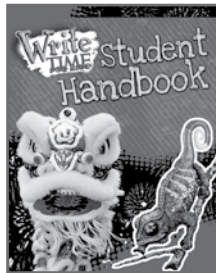


### Best Practices Guide



### Technology Platform

Program Features
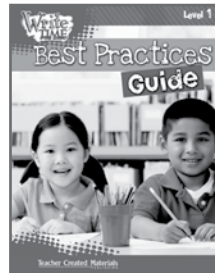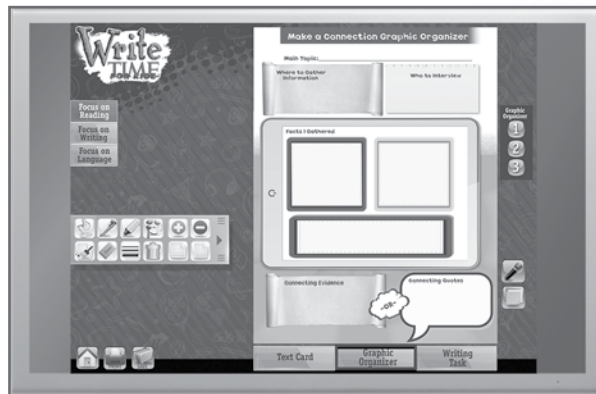
# How to Use This Product (cont.)

## Lesson Components
## Teacher's Guide

Each lesson is organized in a consistent format for easy use. Teachers may choose to complete some or all of the lesson activities in order to best meet the needs of their students. The final lesson of each genre provides a culminating writing piece to showcase skills learned.

**Overview:**
Includes key information for planning (standards and a list of materials).

**The Writing Process:**
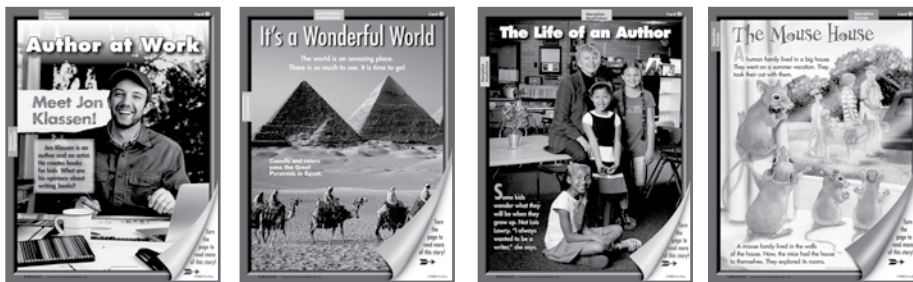Includes Prewriting and Drafting instruction, using a graphic organizer, frame, and draft page.

**Analyzing the Mentor Text:**
Introduces the text and key vocabulary words, as well as provides close reading instruction.

**The Writing Process:**
Includes Revising, Editing, Assessment, and Publishing Ideas.

**Annotating the Mentor Text:**
Introduces annotations to support Analyzing the Mentor Text and to build a reading and writing connection.

**Writing Rubric:**
Features a writing rubric, specifically tailored to the lesson's writing task.

**Language Practice:**
Addresses the language skill and makes authentic connections to the Mentor Text.

**Lesson Extensions:**
Offers answers to the "Think Like a Reader" and "Think Like a Writer" questions, a Digital Writing Practice activity, and suggestions for Home Extensions.

## Student Handbook

Each lesson in the *Teacher's Guide* corresponds to pages in the *Student Handbook*.

**Mentor Text Card:**
Supports close reading with a student-friendly version of the card for easy annotations and highlights.
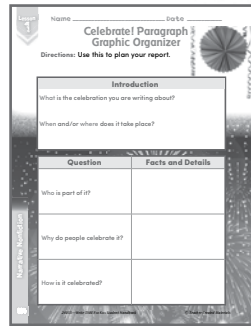
**Graphic Organizer:**
Supports the prewriting and planning stages of the writing process.
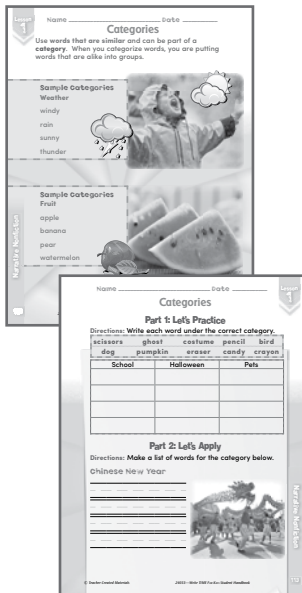
**Language Practice:**
Includes an introduction and mini-lesson for the target language skill and a practice activity to check for understanding of the skill, as well as an application activity to demonstrate mastery of the skill.
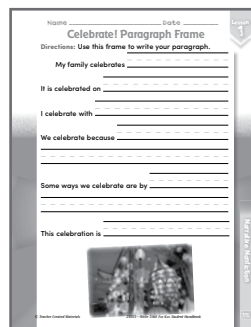
**Draft Frame:**
Supports struggling writers and English language learners as they transition from the prewriting stage to the drafting stage of the writing process.
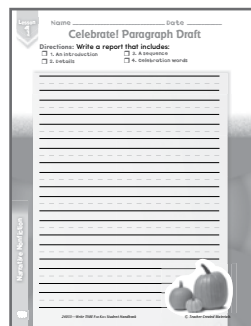
**Draft:**
Includes a student-friendly rubric to remind students what information to include in their writing pieces, and provides a place for students to draft their writing.

# How to Use This Product (cont.)

## Using the Technology Platform



### Getting Started

- Select from one of the four genres.
- Select the card for the day's lesson.
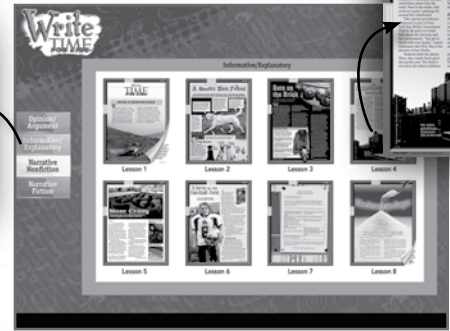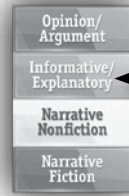
### Analyzing the Mentor Text Card

On the **Text Card** tab:

- Select from the three standards: Reading, Writing, or Language.
- View the highlighted annotations provided for each standard to show the reading and writing connections.
- Click on each highlighted section to receive a detailed annotation that describes how that standard is used/addressed on the Mentor Text Card.
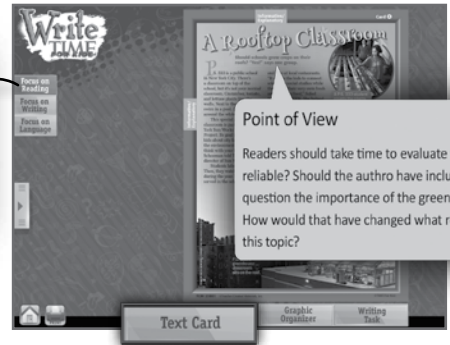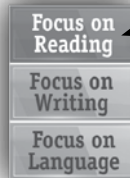


### The Writing Process

#### Prewriting: Scaffolded Graphic Organizers

On the **Graphic Organize**r tab:

- Select from three graphic organizers that support the prewriting/brainstorming component of the lesson, as well as various levels of writing needed.



#### Drafting, Revising, and Editing: Writing Task Draft Page

On the **Writing Task** tab:

- Complete the drafting stage of the writing process in the *Student Handbook* or digitally by selecting Writing Task.
- Use the formatting tools provided (spacing, color coding, font size, style options) in the writing toolbar to complete the revising and editing stages.

Program Features
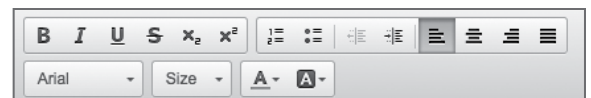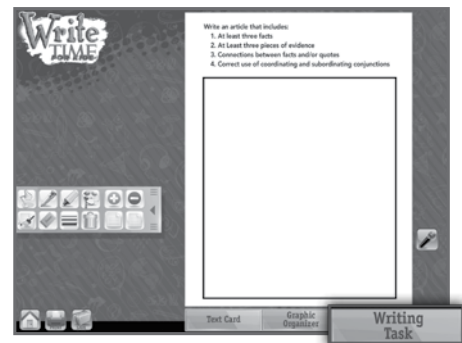
## Assessment Preparation

On the **Writing from Sources** tab in Lesson 8 of each genre:

- Use the Writing from Sources task to prepare students for today's assessments and testing environment. Students will read and compare the information from two texts and respond to a writing prompt.

Read "Goodbye, Bullies!" and "Watch Your Step." Then, write an informative article that gives three steps people can take to stay safe online or at school. To support your ideas, explain how each step will keep people safe.
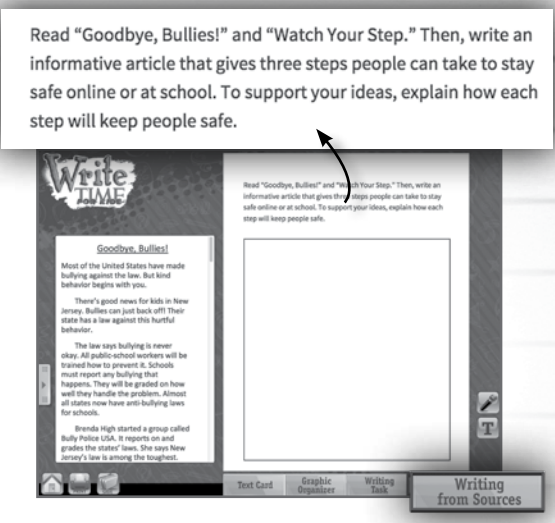
## Bonus Features

There are a variety of tools available for the user, including but not limited to print, save, record, highlight, erase, zoom in, zoom out, and delete.

**Save**—Students may save their completed work in PDF and/or Word formats, making it simple for teachers to import student work into their system(s) of choice.

**Print**—Students may print all the work they complete in the Technology Platform.

**Record**—Teachers may ask questions and provide feedback. Students may record themselves reading and respond to teachers. All recordings may be saved.

**Notes**—Teachers and students can easily collaborate using this tool.

**Note:** The Technology Platform may be found on the Digital Resources USB Device.

# Revising Your Writing

## Objective

To write and revise a labeled illustration expressing an opinion about the most beautiful animal in the wild.

### Essential Question

How can we improve our writing by adding details and additional information?

## Overview

Use the lesson plan on pages 59–66. As a class, you will study **Card 7**, "Birds Are Brainy," and practice asking and answering questions about unfamiliar words in the text. Students will then create a labeled illustration showing their opinion about the most beautiful wild animal. A showing meaning activity is provided to support students' writing.

## Standards

**Writing:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**Reading:** With prompting and support, ask and answer questions about unknown words in a text.

**Language:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

**Speaking and Listening:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

## Materials

- Opinion/Argument **Card 7**, "Birds Are Brainy"
- *Student Handbook* activity sheets (pages 55–62)
- paper, pencils, highlighters, and coloring supplies
- twigs
- *Write TIME For Kids* Technology Platform
- technology for writing digitally and a printer (*optional*)
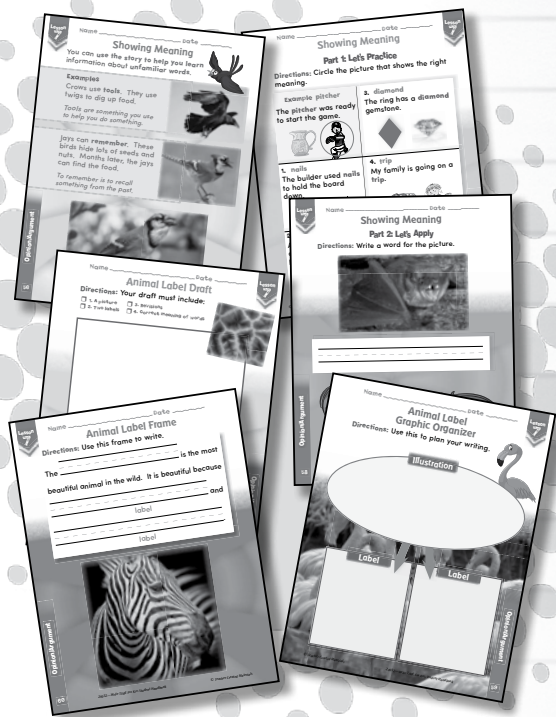
For detailed support on how to integrate the *Write TIME For Kids* Technology Platform, please reference pages 58–59 of the *Best Practices Guide* and the User Guide found on the USB Device. Be sure to look for the technology integration icon throughout the lesson.

# Analyzing the Mentor Text

**Establishing a Purpose:** Students will read **Card 7**, "Birds Are Brainy," and practice asking and answering questions about unfamiliar words in the text.

**1.** When writing an opinion piece, authors pick a topic they have a feeling about and then give reasons to support it. This card gives an opinion about birds and then gives reasons to support it. Before we read it, let's think about what we can learn from the title, 'Birds Are Brainy.' What do you think it means? Talk to a partner about it. (*The title means that birds are smart.*) What is the author's opinion of birds? (*Birds are brainy, or smart.*) Now, let's read the card and see what reasons the author gives to support this. As you listen to me read, pay special attention to any words you hear that don't make sense or you have never heard before.

**2.** Display **Card 7**, "Birds Are Brainy." Read the card aloud to students. As you read, have students follow along in their *Student Handbooks*, page 55, by tracking the words with their fingers.

**Note:** For additional support, play the audio recording of the card from the Technology Platform or engage students in an echo read.

**Vocabulary:** See the reverse side of the card for a potentially challenging vocabulary word (*twigs*). To familiarize students with the word, bring in a collection of twigs for student pairs to examine. Give each pair a twig to study. Ask each pair to describe their twig, recording their answers on the board. (*short, thin, fragile, wood*) Review the definition with the class (*small, thin pieces of a tree or a bush*) and discuss how the words listed on the board relate to the definition.

**3.** Read the card aloud once more. This time, conduct a choral reading with students. As you read, draw attention to the annotations on page 61. Have students circle the key words (*smart, nests, seeds, nuts, tools*) in their *Student Handbooks*, page 55.

Sometimes, authors use words that are confusing or words we don't know. It is hard to understand the story if you don't know the meaning of the words. As you listened to this story, what words did you find confusing? Turn to a partner and share one word. (*danger*) When we find a word we don't know, we can stop and ask ourselves questions to try to figure out its meaning. For example, if I don't know the meaning of the word *danger*, I can ask the question, *Does danger mean the same thing as scary?* Someone else can tell me, *Danger means something that can cause harm. Birds sing to warn other birds that something is out there that could hurt them.* Now, it is your turn. Turn to a partner and ask a question about a different word in the text. (*What is a bowerbird?*) Then, have your partner try to answer the question. (*A bowerbird is a type of bird that builds homes out of sticks.*) If your partner doesn't know the answer, work together to look at the card and see if you can find the answer. Today, we'll pick a wild animal and explain why it's the most beautiful, just like the author did. Then, we'll ask our friends to help us add details to our writing.

This activity can also be completed digitally using the **Focus on Reading** and **Focus on Writing** sections of the Technology Platform.

**Reading Extension:** On the back of the card, look at the "Think Like a Reader" questions. To support a collaborative environment, have students turn to a partner to discuss each question. Then, come together as a group to share. Suggested answers can be found on page 66.

**Organization**

In this article, the author gives **four examples** to support the idea that *birds are smart*.

**Word Choice**

The author **added variety** to the sentences by using the word *they* instead of repeating *birds*.

Opinion/Argument

Card ❼

# Birds Are Brainy

Birds are smart. They have good memories. They make nests. They sing songs.

### Jays can remember.

These birds hide lots of seeds and nuts. Months later, the jays find the food.

### Crows use tools.

These birds use twigs to dig up food.

### Bowerbirds build.

A bowerbird builds a home of sticks. It puts colorful things in its home.

### Sparrows sing.

Sparrows talk to each other with songs. One kind of song means danger is near.

*—By TFK Staff*

**Ask and Answer Questions**

Here the author included an unfamiliar word, but **gave clues in the text** to help readers understand.

This activity can also be completed digitally using the **Focus on Reading** and **Focus on Writing** sections of the Technology Platform.

# Language Practice

Students will practice determining the meaning of unknown or unfamiliar words.

**1.** Explain that all writing has to be clear for readers to understand it.  One way to do that is to use words that have a clear meaning in the context of the story.  Even *if a word is unfamiliar, readers can often figure out the meaning by thinking about how it fits into the rest of the story*.  Using the examples to the right and in the *Student Handbook*, page 56, think aloud as you demonstrate how to use the story to learn information about unfamiliar words.

**2.** Have students turn to the Showing Meaning activity sheets (*Student Handbook*, pages 57–58).  Read the directions aloud.  Then, read the example word aloud.  Next, read the sentence containing the word.  Discuss how you can use the sentence to understand the meaning of the word.  Demonstrate how to circle the correct picture showing the meaning of the word according to the sentence.  Have students circle the correct answer on their activity sheets, too.  Read the next word and sentence aloud.  Give students time to circle the correct picture.  Repeat this process for the remaining words.

**3.** When complete, share and discuss, using the Answer Keys below.

## Examples

Crows use **tools.**  They use twigs to dig up food.
*Tools* are something you use to help you do something.

Jays can **remember.**  These birds hide lots of seeds and nuts.  Months later, the jays can find the food.
To *remember* is to recall something from the past.

Use the **Focus on Language** section of the Technology Platform to show students authentic application of the Language Skill.

# The Writing Process

Students will create a labeled illustration about their opinion of the most beautiful wild animal. Before beginning the writing process, introduce the lesson's rubric as well as revisit the Opinion/Argument Model Lesson in the *Best Practices Guide* (pages 60–71) as needed.

## Prewriting

**1.** " When we write an opinion piece, we give our opinion, or claim. In 'Birds Are Brainy,' the author makes the claim that birds are smart. The author also gives several reasons this is true. Today, we'll give our opinion of the most beautiful wild animal. We'll draw the animal. We will label two parts that make it beautiful. Then we'll write a sentence. When we are done, we'll ask each other for another detail. Then we can go back and add it in. "

**2.** As a class, brainstorm beautiful animals in the wild, sharing details about what makes each beautiful. (*peacock, toucan, lion*)

**Collaborative Writing:** As a group, discuss the animal students will write about, and make a list of animal characteristics.

**3.** Model how to plan your writing using sketches on the Animal Label Graphic Organizer, (*Student Handbook*, page 59) with the examples provided in Drafting Step 1. Scaffolded graphic organizers are available on the Technology Platform.

**4.** Provide assistance as students complete the graphic organizer independently or in pairs.

### Art of Persuasion

In order to persuade readers that their animal is beautiful, students can create convincing illustrations that include details and accurate colors. Their labels can also highlight the beautiful aspects of the animal.

## Drafting

**1.** Model how to use the graphic organizer to transfer ideas onto the Animal Label Frame (*Student Handbook*, page 60).

" As I plan my writing, I can use my graphic organizer to help me. In my opinion, the giraffe is the most beautiful wild animal. My first sentence will be *The giraffe is the most beautiful animal in the wild*. On my graphic organizer, I drew two parts of the giraffe that make it beautiful. One is its long neck. The other is its eyes. I think giraffes have unique long necks. I also think they have beautiful big eyes with long eyelashes. So, my second sentence will be *It is beautiful because it has a long neck and big eyes*. "

**2.** Once the frame is complete, you can choose to have students rewrite their sentences on the Animal Label Draft (*Student Handbook*, pages 61–62). Use the reverse side of the page for additional space, if needed.

## Differentiated Instruction

❶ **Language Support:** In pairs, have students share the reasons they think their animal is the most beautiful, recording key vocabulary words based on their explanations.

❷ **Challenge:** Invite students to include descriptive terms of the animal's beautiful traits. (*The giraffe has long eyelashes. The giraffe has a long, skinny neck.*) In their sentences, encourage students to include reasons to support their stated opinion.

This activity can also be completed digitally using the **Graphic Organizer** and **Writing Task** sections of the Technology Platform.

# The Writing Process

## Revising and Editing

1. After the piece is complete, demonstrate how to revise and edit your own writing. Read your labels and highlight your opinion sentence and two details. Discuss how you can add more labels in order to highlight other beautiful aspects of the animal. Also, consider how to expand your opinion sentence to include an additional reason to support the opinion. Invite students to offer suggestions on how to improve your drawing by including an additional detail to make it more realistic. Model how you will revise and edit your writing based on the feedback you received.

2. Invite students to independently review their own labels. Ask them to highlight their opinion, and two details. Also, encourage them to think about how they could add more details to their drawing.

**Collaborative Writing:** In pairs, have students share their labels. When each student finishes reading, ask the other student either to share one thing they liked about the writing or ask a question about the text. Model how to use sentence starters, such as *Another detail you can add is _____* or *I agree your animal is beautiful because _____*. Specificity is the heart of feedback. Circulate and monitor student feedback as they share. Remind students that their projects should include a detailed drawing, two labels, and a sentence stating the student's opinion about the animal. Invite students to revise and edit their writing based on peer feedback.

## ✔ Assessment

1. Revisit the Essential Question by having students explain how they were able to improve their writing by adding details and additional information to the written text and/or the drawing.

2. Have students self-assess their writing using their draft activity sheet directions (*Student Handbook,* page 61). Then, assess students' writing using the rubric on page 65. If possible, conference individually with each student, providing your feedback and offering next steps.

**Collaborative Writing:** In pairs, have students assess each other's writing using the draft activity sheet directions as a guideline.

3. Store students' labels in their writing folders.

## Publishing Ideas

Provide time for students to share their work with the rest of the class. Have students stand up, show their illustration, and read the labels, describing the beautiful aspects of their animal. After everyone has shared, have students vote for their favorite animal in several different categories. (*most beautiful feathers, best color, best design pattern, best facial expression*)

**Digital Writing Practice**: If possible, students should complete their revising and editing using the Technology Platform from which they can print their final drafts.

### Learn from the Experts

For more information about the craft of writing, read what the author has to say in "Listen to the Author" on the back of the card.

# Writing Rubric

Use this rubric to assess students' writing, assigning a number to each part and averaging the four for a final mark. For example, a 4 for Drawing, a 3 for Labels, a 2 for Revisions, and a 3 for Language averages to a 3 overall (12 ÷ 4 = 3).

| | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| **Drawing** | Includes a relevant and recognizable drawing that clearly depicts the animal with a high level of detail. | Includes a relevant and recognizable drawing depicting the animal with some details. | Includes a basic recognizable drawing depicting the animal with few details. | Includes an unrelated or unrecognizable drawing. |
| **Labels** | Clear and accurate labels for two beautiful qualities of the animal. | Clearly labels two beautiful qualities of the animal. | Labels one beautiful quality of the animal. | Attempts to include one label. |
| **Revisions** | Independently incorporates feedback and effectively revises and improves writing. | With some guidance, incorporates feedback and revises writing. | With considerable guidance and support, revises and improves writing. | Attempts to revise writing with constant guidance and support. |
| **Language (Grammar, Usage, and Mechanics)** | Always uses words appropriately and accurately, according to their meanings. | Usually uses words appropriately and accurately, according to their meanings. | Sometimes uses words appropriately and accurately, according to their meanings. | Attempts to use words appropriately and accurately, according to their meanings. |

# Lesson Extensions

## Think Like a Reader Suggested Answers

1. Crows use twigs as tools. They use them to dig up food.

2. Sparrows tell each other with their songs if there is danger nearby.

## Think Like a Writer Suggested Answers

1. The author explains that birds are smart because they remember where they hid food months later, warn each other about danger by singing, using tools, and building houses.

2. Jays are smart because they hide their food and can remember where it is hidden months later.

## Digital Writing Practice

Encourage students to think about today's lesson about opinion/argument writing. Then, read aloud and discuss the Lesson 7 Writing Prompt found on the Digital Resources USB Device.

**Note:** To set up students for success, brainstorm ideas along with key words and offer genre-specific support.

## Home Extensions

1. Have students ask a family member to list reasons why he or she is smart. Have them create an *I Am Smart!* poster showing at least two things that make their family member smart.

2. If desired, ask students to complete the *Write TIME For Kids* activity on the back of the card as a homework activity or as an in-class extension.

# Birds Are Brainy

1 Birds are smart. They have good memories. They make nests. They sing songs.

## Jays can remember.

2 These birds hide lots of seeds and nuts. Months later, the jays find the food.

## Crows use tools.

3 These birds use twigs to dig up food.

## Bowerbirds build.

5 A bowerbird builds a home of sticks. It puts colorful things in its home.

## Sparrows sing.

4 Sparrows talk to each other with songs. One kind of song means danger is near.

–By TFK Staff

PATRICK BARRY | DREAMSTIME.COM

STEVE MASLOWSKI / SCIENCE SOURCE

THIERRY VAN BAELINGHEM/SCIENCE SOURCE

TIM LAMAN/NATIONAL GEOGRAPHIC/GETTY IMAGES

JIM ZIPP / SCIENCE SOURCE

Opinion/Argument

Opinion/Argument

# Showing Meaning

You can **use the story to help you learn** information about **unfamiliar words**.

### Examples

Crows use **tools**.  They use twigs to dig up food.

*Tools are something you use to help you do something.*

Jays can **remember**.  These birds hide lots of seeds and nuts.  Months later, the jays can find the food.

*To **remember** is to recall something from the past.*

# Showing Meaning

## Part 1: Let's Practice

**Directions:** Circle the picture that shows the right meaning.

**Example** **pitcher**

The **pitcher** was ready to start the game.

**3.** **diamond**

The ring has a **diamond** gemstone.

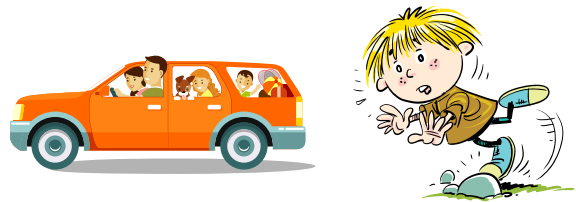**1.** **nails**

The builder used **nails** to hold the board down.

**4.** **trip**

My family is going on a **trip**.

**2.** **wave**

A huge ocean **wave** crashed onto the beach.

**5.** **park**

I am going to **park** the car.
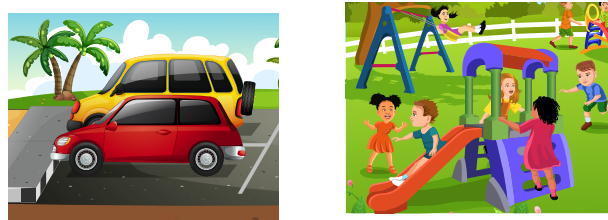
Opinion/Argument

# Showing Meaning

## Part 2: Let's Apply

**Directions:** Write a word for the picture.



_____

- - - - - - - - - - - - - - - - - - -

_____

# Animal Label
# Graphic Organizer

**Directions:** Use this to plan your writing.

**Illustration**

**Label**

**Label**

Opinion/Argument

# Animal Label Frame

**Directions:** Use this frame to write.

_____

The _____ is the most

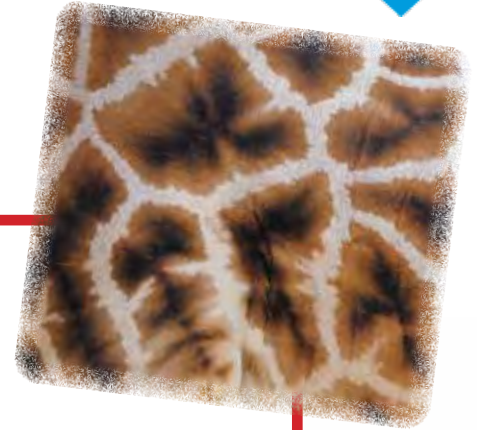beautiful animal in the wild.  It is beautiful because

_____

_____ and

**label**

_____

_____.

**label**

# Animal Label Draft

**Directions:** Your draft must include:

☐ 1. A picture    ☐ 3. Revisions
☐ 2. Two labels   ☐ 4. Correct meaning of words

# Animal Label Draft

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# Birds Are Brainy

Birds are smart. They have good memories. They make nests. They sing songs.

## Jays can remember.

These birds hide lots of seeds and nuts. Months later, the jays find the food.

## Crows use tools.

These birds use twigs to dig up food.

## Sparrows sing.

Sparrows talk to each other with songs. One kind of song means danger is near.

## Bowerbirds build.

A bowerbird builds a home of sticks. It puts colorful things in its home.

*–By TFK Staff*

# Revising Your Writing

## Vocabulary

**twigs** (*noun*): Twigs are small, thin pieces of a tree or bush.

## Think Like a Reader

❶ What tools do crows use? How do they use them?

❷ What do sparrows tell each other with songs?

## Write TIME

What animal do you think is smart? Draw it and write about why you think it is smart.

## Think Like a Writer

❶ What examples does the author give to show that birds are smart?

❷ What can jays do that shows they are smart?

## Listen to the Author

You want what you write to be clear and fun. Other people can help you. Let your friends, family, and teacher read the first draft. Ask them to show you what they do not understand. Do they have any ideas for you? Make changes based on what they say. That is how good authors make their writing better.