

## Writing Project Planner

Project Name:     Mystery Bird Game    

Part 1: Big Picture Planning: A worthy task, well-framed	
Writing Project Snapshot	Students will write mystery clues individually and in small groups to provide the reader with hints about a specific bird they have researched.
Timeframe	1 month
Focus Question/Prompt	How can we write and organize clues to create mystery?
Learning Targets	<p>I can collect research about my bird with support from peers and adults</p> <p>I can write clues about my mystery bird.</p> <ul style="list-style-type: none"> <li>● I can name the topic of my writing. (W.K.2)</li> <li>● I can share facts from our research. (W.K.2)</li> <li>● I can use a capital to begin a sentence. (L.K.2)</li> <li>● I can use a period to end a sentence. (L.K.2)</li> </ul> <p>I can revise my writing using feedback from friends and adults (W.K.5)</p> <ul style="list-style-type: none"> <li>● I can organize sentences to engage the reader.</li> </ul>
Models to use with students	<a href="#">Mystery Fruit Game</a>
Criteria (align to learning targets)	<ul style="list-style-type: none"> <li>● Named the topic in my writing.</li> <li>● Used facts from shared research.</li> <li>● Sentences provide the reader with clues about a specific bird.</li> <li>● I used a capital letter to begin my sentences.</li> <li>● I used a period to end my sentences.</li> <li>● I revised my writing after getting feedback from a friend and the teacher.</li> </ul>

<b>Part 2: Test Driving the Task: Questions to ask yourself as you write</b>	
<b>To what extent is the task clear, doable and worthwhile?</b>	This writing task should be appropriate for Kindergarten students at the end of the year. Each stage will be modeled for them, followed by guided practice, and scaffolded independent work. The audience for the product will be friends, family, community members, and visitors to the Greenway and the Wildlife Bird Refuge.
<b>Does the focus question require students to use evidence from their research/reading?</b>	The project asks students to use research done by the group to share what they think is important or interesting about their research bird.
<b>What knowledge do students need to successfully complete this task?</b>	<ul style="list-style-type: none"> <li>● Understand why birds are important and interesting</li> <li>● How to conduct research with support from adults.               <ul style="list-style-type: none"> <li>○ Non-fiction conventions</li> </ul> </li> <li>● Select facts from our research to use in their writing.</li> <li>● Distinguish between upper and lower case letters.</li> <li>● Spell phonetically</li> <li>● Know how to show their ideas with drawings and labels.</li> </ul>
<b>What writing skills/knowledge about the writing process do students need to successfully complete this task?</b>	<ul style="list-style-type: none"> <li>● Form most upper and lowercase letters.</li> <li>● How to word their sentence as a clue.</li> <li>● Compose (orally) a complete sentence.</li> <li>● Find the beginning and ending of sentences.</li> <li>● Organize their clues to build suspense for the reader (or at least not give the answer away too quickly).</li> <li>● Check their work against the criteria (many experiences with revision and using criteria)</li> <li>● Giving and receiving feedback</li> </ul>

<b>Part 3: Scaffolding Towards Success: Focus writing lessons</b>
New steps (fit into previous sequence):

1. Create a purpose for the writing
  - a. Visit a bird refuge off-site (Bear River Wildlife Refuge or Southeast Idaho NWR in Camas 208-237-6615, or Massacre Rocks State Park).
  - b. Invite a Greenway Foundation Representative or Museum employee to challenge the class to help educate the community on birds.
  - c. “Dr. Fowl” will send us a letter calling us to action!
2. Introduce the product of a Mystery Game. Look at the model and discuss several examples. Discuss aspects of giving a good clue.
3. Introduce a morning routine: Cut and Paste sentences. Students will choose a sentence to cut apart. Each day they will reassemble the sentence and read it to a partner or adult. On the 5th day, they will paste the sentence onto a new sheet and copy the sentence. Conduct this routine until the following goals are met.

**Goals:**

  - Build sight word vocabulary
  - practice adding capitals and punctuation to our sentences
  - handwriting, finger spacing is neat and legible
  - assembled sentences make sense and students can hear when sentences don’t make sense as they are read out loud.
4. With another adult, model using think aloud how to write a mystery clue about a unfamiliar bird. One person gives their clues. The other person writes them down. Demonstrate it using the smartboard or document camera.
  - students get an opportunity to tell their clues orally, while an adult writes them down. (1st draft)
5. Pull out several sentence starters using sight words from the students’ drafts. Teach them to the entire class. Students write more clues about their research bird using the common sentence starters.
  - Lesson 1: Discuss adding detail. Use a model from previous year or create one on sentence strips. Ask the students to help you read the sentences. Ask them to guess the mystery bird. How do you know? Which clues made it the easiest to guess?
  - Lesson 2: Make our clues interesting. Use the same model from lesson 1 and demonstrate how to make the clues interesting. Which clues have new information? Which would be well known to the reader?
  - Lesson 3: Organize our clues to build suspense. Use the same model from lesson to and reorganize the sentence strips to build suspense, saving the best clues for last.

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| <p>6. Combine student clues for each bird into a single set of clues on sentence strips. At a center, provide students independent opportunities to organize the sentences to build mystery and suspense. Provide students with an ipad, camera, or other device to take a picture of their sentences in the pocket chart. (Use the pictures as assessment evidence for the target about organization).</p>   |
| <p>7. Each research group will meet to decide on the final organization of the sentences. Type them into a document using a dotted line font for students to trace. Students will trace the words for their final product.</p>  |
| <p>7. Collage of the bird that will be the answer on the back of the game card.</p> <ul style="list-style-type: none"><li>● students receive their scientific photo as a model and the black and white outline of the bird they will fill with paper.</li><li>● they watercolor paint several full-sized sheets of paper in the shades needed for their birds. The sheets are shredded and separated into bags for each bird group.</li><li>● students begin the collages</li><li>● once work shows aspects of quality, students participate in an <a href="#">Adapted Quality Work protocol</a> using work from both crews. An adult will record their thinking on the <a href="#">AQWP note catcher</a>. They identify the criteria that will guide their work on the project.</li><li>● self-assessment using the <a href="#">criteria</a> from the AQWP and revision (the criteria will change a little with each year based on the AQWP).</li><li>● conduct <a href="#">peer critique</a> and revision.</li><li>● teacher feedback and final revisions</li></ul> |
| <p>8. Students present their final product to to an authentic audience of parents and community members (ie Greenway Foundation Board meeting, Portneuf Vision Study open-house, <a href="#">Portneuf Valley Audubon Society</a>, <a href="#">Idaho Birding Trail</a>)</p>  |
| <p>Assessment Tools and other Resources:</p> <ul style="list-style-type: none"><li>● Writing and Collage <a href="#">Rubrics</a></li></ul>  |