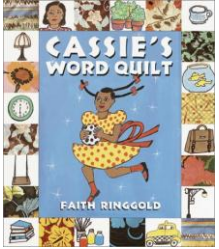


Writer's Workshop Unit

Labeling

Mini Lesson	Lesson Summary	Materials
What Labels Are	<p>Gather students around the carpet area.</p> <p>Tell students that today's book will help us all to become better writers.</p> <p>Share the title of the book.</p> <p>Ask, "What is a quilt? Does anyone here have a quilt at home?" If possible, bring in a quilt, to show the class what one looks like, feels like, etc.</p> <p>Read <i>Cassie's Word Quilt</i> by Faith Ringgold.</p> <p>While reading, show students the illustrations.</p> <p>When finished, close the book.</p> <p>Say, "Labels are writing that authors and illustrators use to tell their audience [readers] what something is."</p> <p>Share with students that you'd like them to find the "labels" in the book.</p> <p>Open the book again and take a picture walk, looking for things that are labeled.</p> <p>Remind students that writers [authors and illustrators] use labels to tell their readers what something is.</p> <p>Model for students how to add a label [or labels] to a story.</p> <p>Encourage students to use labels in their own writing.</p>	 <p>Cassie's Word Quilt by Faith Ringgold</p>

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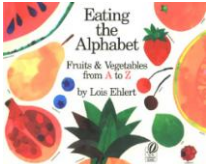
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Writer's Workshop Unit

Labeling

Mini Lesson	Lesson Summary	Materials
Purpose of Labels	<p><i>Bring in a variety of fruits and veggies.</i> Gather students around the carpet area.</p> <p>Tell students that today's book will help us all to become better writers. Ask, "Yesterday we read a book that told us about labels - - what are labels?" Facilitate discussion:</p> <ul style="list-style-type: none"><input type="checkbox"/> what do they look like<input type="checkbox"/> who uses them<input type="checkbox"/> what are they for<input type="checkbox"/> what do they tell us <p>Say, "Today's book also has labels in it, just like yesterday's book. It will help us to become better writers." Share the title of the book. Ask, "Have you ever eaten the alphabet? What do you suppose this book will be about?" Read <i>Eating the Alphabet</i> by Lois Ehlert. While reading, show students the illustrations. When finished, close the book.</p> <p>Say, "Labels are writing that authors and illustrators use to tell their audience [readers] what something is." Share with students that you'd like them to find the "labels" in the book. Open the book again and take a picture walk, looking for things that are labeled. Remind students that writers [authors and illustrators] use labels to tell their readers what something is. Ask, "Why was it important for Lois Ehlert, the author and illustrator of this book, to add labels to her book?" Facilitate Discussion:</p> <ul style="list-style-type: none"><input type="checkbox"/> the labels told us what the name of the fruits and vegetables were<input type="checkbox"/> the labels helped us know what the names were, because some of us might not have known them <p>Remind students that writers [authors and illustrators] use labels to tell their readers what something is. Model for students how to add a label [or labels] to a story – using the fruits and veggies you brought in. Encourage students to use labels in their own writing.</p>	 <p><i>Eating the Alphabet</i> Fruits & Vegetables from A to Z by Lois Ehlert</p> <p><i>Eating the Alphabet</i> by Lois Ehlert</p>

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Writer's Workshop Unit

Labeling

Mini Lesson	Lesson Summary	Materials
What Labels Look Like	<p><i>Bring in a can of vegetable soup.</i></p> <p>Gather students around the carpet area. Tell students that today's book will help us all to become better writers. Ask, "The last two days we read books that told us about labels - - what are labels?" Facilitate discussion: what do they look like who uses them what are they for what do they tell us</p> <p>Say, "Today's book also has labels in it, just like the other books." Share the title of the book. Ask, "Have you ever eaten vegetable soup? Have you ever grown it?" Read <i>Growing Vegetable Soup</i> by Lois Ehlert. While reading, show students the illustrations. When finished, close the book. Say, "Labels are writing that authors and illustrators use to tell their audience [readers] what something is." Share with students that writers often make the labels look different than the words in the story. Open the book again and take a picture walk, observing how the labels look different than the text. Remind students that writers [authors and illustrators] use labels to tell their readers what something is. Ask, "Why was it important for Lois Ehlert, the author and illustrator of this book, to add labels to her book?" Facilitate Discussion. Remind students that writers [authors and illustrators] use labels to tell their readers what something is. Model for students how to add a label [or labels] to a story:</p> <ul style="list-style-type: none"><input type="checkbox"/> write a simple sentence such as "<i>I like vegetable soup.</i>"<input type="checkbox"/> draw a bowl of vegetable soup (or tape the label to your journal)<input type="checkbox"/> talk about what vegetables are in the soup (look on the label)<input type="checkbox"/> draw simple illustrations depicting the veggies that are in the soup<input type="checkbox"/> label the veggies <p>Encourage students to use labels in their own writing. Dismiss for Writer's Workshop.</p>	 <p><i>Growing Vegetable Soup</i> by Lois Ehlert</p>

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Writer's Workshop Unit

Labeling

Mini Lesson	Lesson Summary	Materials
What Can We Label	<p>Gather students around the carpet area.</p> <p>Tell students that today's book will help us all to become better writers. Ask, "We've been talking and learning about labels - - what are labels?" Facilitate discussion:</p> <ul style="list-style-type: none">what do they look likewho uses themwhat are they forwhat do they tell us <p>Say, "Today's book will also help us learn more about labels and how to write them." Share the title of the book. Ask, "Do you think you can help me read this book?" Read <i>Of Colors and Things</i> by Tana Hoban. While reading, show students the illustrations, and allow them to help read the book (missing words).</p> <p>Open the book again and take a picture walk, observing how adding labels will help us to read the book better. Remind students that writers [authors and illustrators] use labels to tell their readers what something is.</p> <p>Ask, "What labels could Tana Hoban have added to her book?" Facilitate Discussion. Say, "Let's add labels to Tana Hoban's book. We will use post it notes, so we don't make marks in the book."</p> <p>Remind students that writers [authors and illustrators] use labels to tell their readers what something is. Page by page, work with students to add labels to the book.</p> <p>Encourage students to use labels in their own writing. Dismiss for Writer's Workshop.</p>	 <p><i>Of Colors and Things</i> TANA HOBAN</p> <p><i>Of Colors and Things</i> by Tana Hoban</p>

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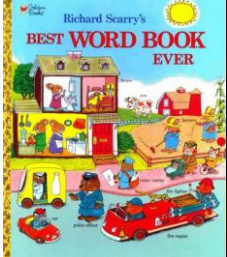
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Writer's Workshop Unit

Labeling

Mini Lesson	Lesson Summary	Materials
What We Can Label	<p>Gather students around the carpet area.</p> <p>Tell students that today's book will help us all to become better writers. Ask, "We've been talking and learning about labels - - what are labels?" Facilitate discussion: what do they look like who uses them what are they for what do they tell us</p> <p>Say, "Today's book will also help us learn more about labels and what kinds of things we can label." Share the title of the book. Read <i>The Best Word Book</i> by Richard Scarry. While reading, show students the illustrations, making note of the labels.</p> <p>Remind students that writers [authors and illustrators] use labels to tell their readers what something is.</p> <p>Ask, "What kinds of things did Richard Scarry label?" Facilitate Discussion.</p> <p>Remind students that writers [authors and illustrators] use labels to tell their readers what something is.</p> <p>Model for students how to label a story by illustrating a simple story/picture and then adding a label to it.</p> <p>Encourage students to use labels in their own writing.</p> <p>Dismiss for Writer's Workshop.</p>	 <p>Richard Scarry's Best Word Book Ever by Richard Scarry</p>

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Writer's Workshop Unit

Labeling

Mini Lesson	Lesson Summary	Materials
What We Can Label in our Classroom	<p>Gather students around the carpet area.</p> <p>Ask, "We've been talking and learning about labels - - what are labels?"</p> <p>Facilitate discussion:</p> <ul style="list-style-type: none"><input type="checkbox"/> what do they look like<input type="checkbox"/> who uses them<input type="checkbox"/> what are they for<input type="checkbox"/> what do they tell us <p>Say, "Today we are going to work together to label our room!"</p> <p>Ask, "What kinds of things could we label in our room?" Facilitate Discussion.</p> <p>Using blank, unlined index cards (4x6), work together to label items in the classroom - - ideas to follow:</p> <ul style="list-style-type: none"><input type="checkbox"/> clock<input type="checkbox"/> table<input type="checkbox"/> desk<input type="checkbox"/> lamp<input type="checkbox"/> plant<input type="checkbox"/> trash<input type="checkbox"/> recycle<input type="checkbox"/> computer<input type="checkbox"/> books<input type="checkbox"/> centers/workstations/reading & writing options/etc.<input type="checkbox"/> easel<input type="checkbox"/> chair<input type="checkbox"/> calendar<input type="checkbox"/> overhead<input type="checkbox"/> rug <p>Remind students that writers [authors and illustrators] use labels to tell their readers what something is.</p> <p>Encourage students to use labels in their own writing.</p> <p>Dismiss for Writer's Workshop.</p>	 <p>Your Classroom!</p>

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