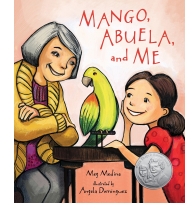
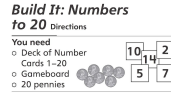


Unit 1: Building Strong Communities



WEEK 1 Day 1

Writing Basics
Deconstruction: Why We Write

Content Objective	I can identify the main purpose of a text. (R.9.1.b)
Language Objectives	I can describe what I observe about a text. (SL.1.1) I can use Think, Pair, Share to communicate about myself. (SL.1.1.a)
Vocabulary	communicate: to share ideas with each other purpose: the reason for doing or creating something author: the writer of a story, book, or other text
Materials and Preparation	<p>Read Writing: Introduction to Writing Basics (in the Introduction documents, Part 2: Components).</p> <p>Before the lesson, consider how children will be partnered during Writing lessons and how they will decide which partner speaks first. For example, children may have assigned Writing partners, or they may turn to the person sitting next to them.</p> <ul style="list-style-type: none"> ● examples of texts written for different purposes: <ul style="list-style-type: none"> ○ <i>Mango, Abuela, and Me</i>, Meg Medina ○ <i>Sea Turtles</i>, Laura Marsh ○ “Build It: Numbers to 20” ● Why We Write sheets: <i>Mango, Abuela, and Me</i>; <i>Sea Turtles</i>; “Build It: Numbers to 20”, cut apart ● marker and chart paper Prepare the following Why We Write chart. <div style="border: 1px solid black; width: 50%; margin: 10px auto; text-align: center; padding: 5px;"> <p>Why We Write</p> </div>

	<div data-bbox="500 149 1362 468" style="border: 1px solid black; height: 152px; width: 531px; margin-bottom: 10px;"></div> <ul style="list-style-type: none"> ● clear tape, for attaching the Why We Write sheets to the chart
<p>Opening 1 minute</p>	<p>Gather the children in a circle on the rug.</p> <p><i>This year in first grade, we are going to communicate—or share—our ideas in many different ways. One way we can communicate with each other is by talking. Another way we can communicate is by drawing and writing. Every day we will have a Writing time, when we will learn about how writers communicate through drawing and writing, and we will draw and write, too!</i></p>
<p>Deconstruction 13 minutes</p>	<p><i>Let’s take a look at some of the texts we will use this year and think about their purpose—why they were written—and how the authors communicate.</i></p> <p>Hold up <i>Mango, Abuela, and Me</i>. <i>Later this week we will read this book: Mango, Abuela, and Me by Meg Medina. I am going to do a picture walk. As you look at the illustrations, think about this question:</i> <i>Why do you think Meg Medina wrote this book?</i></p> <p>After the picture walk, restate the question. Harvest several ideas and record them on the <i>Mango, Abuela, and Me</i> Why We Write sheet.</p> <p><i>Here is another book we will read this year.</i> Hold up <i>Sea Turtles</i> and flip through the pages. <i>This book looks different than Mango, Abuela, and Me. What do you notice about this book?</i></p> <p>Harvest several ideas. <i>Do you think Laura Marsh, the author, wrote this book with the same purpose as Meg Medina, or for a different reason?</i></p> <p>Harvest several ideas and record them on the <i>Sea Turtles</i> Why We Write sheet.</p> <p><i>Here is a text we will use in Writing next week.</i> Hold up “Build It: Numbers to 20.” <i>This text looks different than the others. What do you notice about</i></p>

	<p><i>this text?</i></p> <p>Harvest several ideas.</p> <p><i>Why do you think the authors of Investigations 3 wrote this?</i></p> <p>Harvest several ideas and record them on the “Build It: Numbers to 20” Why We Write sheet.</p> <p>Refer to the Why We Write chart.</p> <p><i>I am going to put all of your ideas about why these authors wrote these different texts here, on this chart. The title of this chart is Why We Write. It will help us keep track of the different purposes writers have when they write. We will keep adding to this chart as we explore more texts.</i></p> <p>Tape the Why We Write sheets to the chart. Note that tape should be used instead of glue so the papers can be moved and grouped as more are added.</p>
<p>Individual Construction 15 minutes</p>	<p><i>We are just getting started as a class community, so this week we are going to communicate about ourselves, to get to know each other better. Today we will communicate about ourselves using talking, and tomorrow we will communicate using drawing and writing.</i></p> <p><i>Today when we communicating by talking, we will use a routine you learned today in Text Talk, called Think, Pair, Share. First you will think about what you want to communicate about yourself. Then you will turn to a partner to tell her or him something about you. Then we will come back together as a group for several people to share about their conversations.</i></p> <p>Choose a child with whom to model the routine.</p> <p><i>Now it’s your turn! Choose something about yourself that you would like to communicate with your partner. It could be about who is in your family, your favorite thing to do, your favorite food... something you would like your classmate to know about you.</i></p> <p>Pair children. As they talk, circulate to support them.</p> <p>Bring the class back together and have several children share with the group.</p>
<p>Closing 1 minute</p>	<p><i>Today we learned that writing is one way to communicate. We also learned that authors write for different purposes.</i></p> <p>Note: Leave the Why We Write chart posted to reference and add to throughout the unit.</p>

<p>Standards</p>	<p>R.9.1.b Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. *Note: Although the Grade 1 version of this standard does not directly address author’s purpose, the anchor standard reads: Assess how point of view or purpose shapes the content and style of a text. SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
<p>Ongoing assessment</p>	<p>Listen for and make note of children’s discussion. What do they notice about the texts? What do children already know about the purposes of writing? How comfortable are they with Think, Pair, Share?</p>

Notes

NAME _____

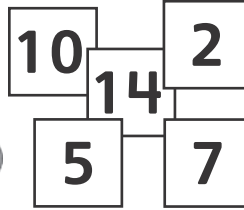
DATE _____

Build It: Numbers to 20

Directions

You need

- Deck of Number Cards 1–20
- Gameboard
- 20 pennies



Play alone.

1 Turn over a Number Card. 7

2 Use pennies to build that number on your gameboard.



3 Record on the recording sheet.

OX GAMES

NAME _____ DATE _____

Build It: Numbers to 20 Recording Sheet

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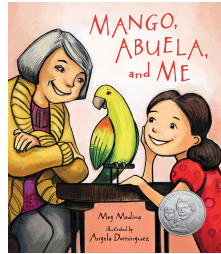
OX GAMES

NAME _____ DATE _____

Build It: Numbers to 20 Gameboard

| G1 | © Pearson Education 1

Why We Write



Why We Write



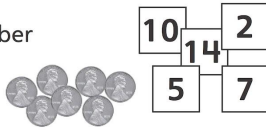
Writing U1 W1 D1

Why We Write

Build It: Numbers to 20 Directions

You need

- Deck of Number Cards 1–20
- Gameboard
- 20 pennies



Why We Write

Title:

Writing U1 W1 D1