

Unit 1: Building Strong Communities

WEEK 1 Day 3

**Writing Basics**  
Individual Construction

<b>Content Objective</b>	I can write to communicate about myself. (W.3.1.b)
<b>Language Objective</b>	I can talk with a partner about our writing. (SL.1.1.a)
<b>Vocabulary</b>	<b>communicate:</b> to share ideas with each other
<b>Materials and Preparation</b>	<p>Before the lesson, identify a space to display children’s work from Days 2 and 3. A bulletin board can be created in or outside of the classroom that includes the Week 1 Weekly Question Chart and children’s writing.</p> <p>In this lesson, children will share their writing with new partners. Before the lesson, consider how children will be paired.</p> <ul style="list-style-type: none"><li>● children’s writing folders, including writing from Day 2</li><li>● writing tools</li></ul> <p>On the whiteboard, write: I notice _____.</p>
<b>Opening</b> 1 minute	<i>Yesterday you began writing to communicate about yourselves. Today you will have a chance to finish your writing and to share with different partners.</i>
<b>Individual Construction</b> 14 minutes	<p>Send the children to work with folders and writing tools. As children write, circulate to support them, by (for example)</p> <ul style="list-style-type: none"><li>● asking questions to help generate ideas;</li><li>● helping children segment and encode sounds in words;</li><li>● directing children to classroom resources for writing words.</li></ul>
<b>Pair Sharing</b> 14 minutes	<p>Gather the children back on the rug. Model sharing work in pairs. Sit shoulder-to-shoulder with a child partner.</p> <p><i>First my partner will share her work with me by reading her words</i></p>

	<p><i>and showing me her illustration.</i></p> <p>Have the child partner read her work.  <i>Now I will respond to my partner’s work. I will begin by saying, “I notice _____.”</i></p> <p>Point to the sentence frame on the board. Then use the frame to respond. Pair children and have them share their work and respond to their partner’s work using the sentence frames.</p> <p>Repeat the process with new pairs, as time allows.</p> <p>After sharing, have several children share what they learned about their partners.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today you shared your writing, communicating about you and the people who are important to you. We will display your work so that everyone in the classroom community will get a chance to know you better.</i></p> <p>Collect children’s work to be hung on the bulletin board.</p>
<p><b>Standards</b></p>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>SL.1.1.a</b> 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><b>Ongoing assessment</b></p>	<p>After the lesson, review children’s writing.</p> <p>What do they communicate about themselves?  How do they communicate about themselves (using drawings, labels, words, sentences, etc.)?  How effectively do they use the writing tools?  How effectively do they use the space on the page?</p>

**Notes**