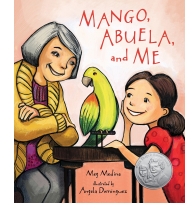
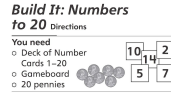


Unit 1: Building Strong Communities



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 <p>Prepare the following Why We Write chart.</p> <div style="border: 1px solid black; width: fit-content; margin: 10px auto; padding: 5px; text-align: center;"> <p>Why We Write</p> </div>

	<div data-bbox="500 149 1362 468" data-label="Image"> </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 _____

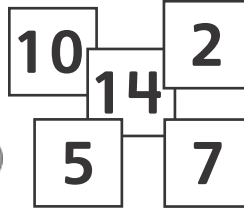
DATE _____

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

X	X	X	X	X				
X	X							

7

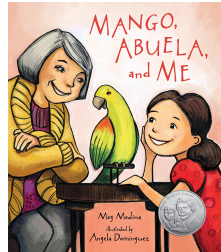
OX GAMES

NAME _____ DATE _____

Build It: Numbers to 20 Gameboard

| G1 | © Pearson Education 1

Why We Write



Why We Write



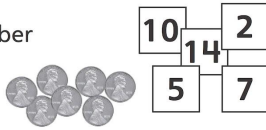
Writing U1 W1 D1

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

Unit 1: Building Strong Communities

WEEK 1 Day 2

Writing Basics
Individual Construction

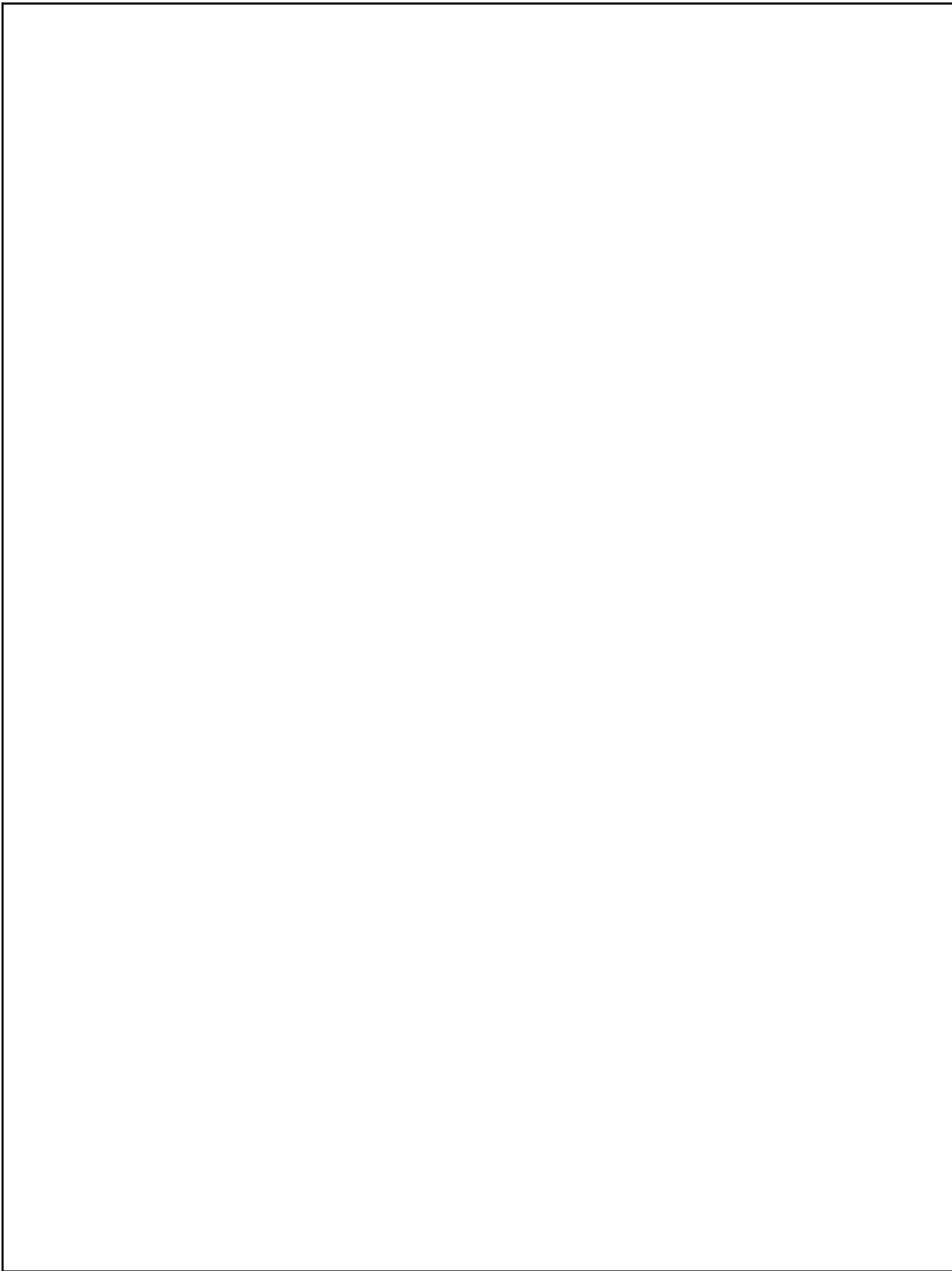
Content Objective	I can draw and write to communicate about myself. (W.3.1.b)
Language Objective	I can talk with a partner about our writing. (SL.1.1.a)
Vocabulary	communicate: to share ideas with each other
Materials and Preparation	<ul style="list-style-type: none">• writing tools, such as pencils, colored pencils, and crayons• blank paper, one for each child <p>On the whiteboard, write: I notice _____.</p> <ul style="list-style-type: none">• writing folders, one for each child
Opening 1 minute	<i>Yesterday we talked about how writers communicate different things in different ways, and you communicated about yourselves by talking. Today you are going to communicate about yourselves by drawing and writing.</i>
Individual Construction 15 minutes	<p>Introduce writing materials. Explain classroom-specific expectations for where they will be stored, how to indicate that pencils need sharpening, etc.</p> <p><i>We have been exploring the question “Who am I, and who are we together?” Today and tomorrow you will draw and write to communicate about yourself. Then, as a class, we will put your writing together on a bulletin board that communicates about each member of our classroom community. This will help us learn about each other, and it will help visitors learn about us.</i></p> <p><i>Today you will write about yourself and the important people in your life. Think about the people and activities that are most</i></p>

	<p><i>important to you. What do you want to communicate about yourself? Let's use Think, Pair, Share again.</i></p> <p>Harvest several children's ideas.</p> <p><i>Today you will begin to draw and write about the people and things that are important to you. At the end of today's Writing lesson, you will meet with a partner to share your work. You may not be finished. Tomorrow you will have a chance to finish your writing.</i></p> <p>Send the children to work with paper and writing tools. As children write, circulate to support them.</p>
<p>Pair Sharing 9 minutes</p>	<p><i>During Writing and throughout our day, we will be sharing our work with each other a lot. We will work together to make our work even better. Today you will share with a partner what you have drawn and written so far.</i></p> <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 his work with me by reading his words and showing me his illustration.</i></p> <p>Have the child partner read his work.</p> <p><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.</p> <p>Pair children and have them share their work and respond to their partner's work using the sentence frame.</p> <p>After sharing, have several children share what they learned about their partners.</p>
<p>Closing 5 minutes</p>	<p>Introduce writing folders and teach the children classroom-specific routines for putting work in folders and putting folders away.</p> <p><i>Today we began writing to communicate about ourselves. Tomorrow we will continue this work.</i></p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>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>After the lesson, review children's writing.</p> <p>What do they communicate about themselves? How do they communicate about themselves?</p>

	How effectively do they use the writing tools? How effectively do they use the space on the page?
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Notes

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Unit 1: Building Strong Communities

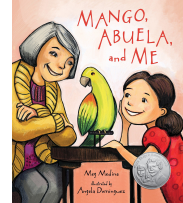
WEEK 1 Day 3

Writing Basics
Individual Construction

Content Objective	I can write to communicate about myself. (W.3.1.b)
Language Objective	I can talk with a partner about our writing. (SL.1.1.a)
Vocabulary	communicate: to share ideas with each other
Materials and Preparation	<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">● children’s writing folders, including writing from Day 2● writing tools <p>On the whiteboard, write: I notice _____.</p>
Opening 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>
Individual Construction 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">● asking questions to help generate ideas;● helping children segment and encode sounds in words;● directing children to classroom resources for writing words.
Pair Sharing 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>Closing 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>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>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>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



WEEK 1 Day 4

Writing Basics
Individual Construction: Telling and Writing Stories

Content Objective	I can tell and write a true story about my life. (W.3.1.b)
Language Objective	I can ask questions to understand a story. (SL.2.1.b)
Vocabulary	<p>communicate: to share ideas with each other</p> <p>purpose: the reason for doing or creating something</p> <p>information: facts or details about a subject</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Mango, Abuela, and Me</i>, Meg Medina ● writing notebooks, one for each child ● writing tools
Opening 1 minute	<p><i>We have been talking about communicating in different ways, for different purposes. One way that people communicate is through storytelling.</i></p>
Modeling 8 minutes	<p><i>People tell different types of stories for different purposes. Sometimes we tell true stories about themselves, and sometimes we tell stories we make up. In Mango, Abuela, and Me Mia tells the story of her abuela coming to live with her and of them teaching each other new languages.</i></p> <p><i>In our class this year we are going to tell lots of stories to each other! Today I would like to tell you a true story about myself, so that you can get to know me better.</i></p> <p>Model telling a story to a partner. Tell a true story from your life. After telling the story, invite your partner to ask a question to clarify his understanding.</p>

<p>Individual Construction 8 minutes</p>	<p><i>Now it's your turn! First you will think of a story that you would like to tell your partner. It could be about something you did this weekend or something you like to do with your family—anything that will help your partner get to know you better. Take a moment to think. When you have an idea for your story, put a silent thumbs up in front of your chest.</i></p> <p>Model the silent signal. Allow children several minutes to prepare for telling their stories.</p> <p>Introduce the routine for choosing who will talk first. <i>The first partner will tell her story, and the second partner will ask a question. Then the second partner will tell his story, and the first partner will ask a question.</i></p> <p>As the children tell stories to their partners, circulate to support them.</p>
<p>Individual Construction 12 minutes</p>	<p>Hold up a writing notebook. <i>Today you get to try out a new material for writing—a writing notebook! Each person will have a notebook. Each page has space for illustration and lines to write on.</i></p> <p>Introduce class-specific routines for using writing notebooks.</p> <p><i>Now you will use pictures and words to write the story you told your partner. Think about how you will communicate your story with drawing and writing. What will you draw? What words will you write?</i></p> <p>Send the children with writing notebooks and writing tools. As children write, circulate to support them, by (for example)</p> <ul style="list-style-type: none"> ● asking questions to help generate ideas; ● helping children segment and encode sounds in words; ● directing children to classroom resources for writing words.
<p>Closing 1 minute</p>	<p><i>Today we communicated true stories about ourselves. Tomorrow we will communicate information.</i></p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>SL.2.1.b Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
<p>Ongoing assessment</p>	<p>As children work in pairs, circulate to take notes about how children work in pairs and the effectiveness of their storytelling.</p> <p>Are children following the routines for talking with a partner? What needs to be reinforced/retaught?</p>

	<p>How effective is their storytelling? Do children’s partners understand their stories? What types of questions do they ask each other? What can be learned about the children from the stories they tell?</p> <p>After the lesson, review children’s writing. What do they communicate about themselves? How do they communicate about themselves? How effectively do they tell their stories with illustrations? How effectively do they tell their stories with words?</p>
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Notes





WEEK 1 Day 5

Writing Basics
Individual Construction: Telling and Writing Information

Content Objective	I can tell and write what I know about a topic. (W.3.1.b)
Language Objective	I can ask questions to understand my partner. (SL.2.1.b)
Vocabulary	<p>purpose: the reason for doing or creating something</p> <p>communicate: to share ideas with each other</p> <p>information: facts or details about a subject</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Sea Turtles</i>, Laura Marsh ● writing notebooks ● writing tools
Opening 1 minute	<p>Refer to the Why We Write chart.</p> <p><i>We have learned that writers write for different purposes to communicate different things. Yesterday we told true stories about our lives so that we could learn more about each other. Today I am going to do something different. I will tell you information that I know, to teach you something, just like this book: Sea Turtles.</i></p>
Modeling 8 minutes	<p><i>Writers write about what they know. We know a lot about our own lives, and we also know about other things in the world. Something I know a lot about is _____.</i></p> <p>Model telling information about a topic to a partner. Use authoritative statements, rather than including yourself in the information. See the following example.</p> <p><i>Sea turtles live in warm ocean waters, traveling all over the world! They are born on the beach, though, and take a long, dangerous journey to get to the ocean. When sea turtles are born, they are only about three inches long. The largest sea turtles can grow to be seven feet long!</i></p>

	After telling the information, invite your partner to ask a question.
Individual Construction 8 minutes	<p><i>Now it's your turn to tell information about something. Think about something you know a lot about. For example, if you know about dinosaurs, you can tell your partner many things you know about them. Take a moment to think. When you have an idea for what you would like to tell your partner, put a silent thumbs up in front of your chest.</i></p> <p>Model the silent signal. Allow children several minutes to prepare for telling information.</p> <p>Review the routine for turning to talk to a partner. Guide children to move so they are sitting knee to knee with their partners. Review the routine for choosing who will talk first.</p> <p><i>The first partner will tell her information, and the second partner will ask a question. Then the second partner will tell his information, and the first partner will ask a question.</i></p> <p>As the children talk to their partners, circulate to support them.</p>
Individual Construction 12 minutes	<p><i>Now you will use pictures and words to write the information you told your partner. Think about how you will communicate the information with drawing and writing. What will you draw? What words will you write?</i></p> <p>Send the children to work with writing notebooks and writing tools. As they write, circulate to support them.</p>
Closing 1 minute	<i>Today we communicated information. Next we will learn about another purpose for writing: giving directions.</i>
Standards	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>SL.2.1.b Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
Ongoing assessment	<p>While circulating, take notes about how children work in pairs and the effectiveness of their information telling.</p> <p>Are children following the routines for talking with a partner? What needs to be reinforced/taught?</p> <p>How effective are children at telling information? Do their partners understand? What types of questions do they ask each other? What can be learned about the children from the information they tell?</p>

	<p>After the lesson, review children’s writing. What topics do they write about? How effectively do they tell information with illustrations? How effectively do they tell information with words?</p>
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Notes

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