

Unit 1: Building Strong Communities

WEEK 3 Day 1

Writing Basics

Individual Construction and Peer-to-Peer Feedback: Draw for Meaning

Content Objectives	I can draw and write a sentence to demonstrate the meaning of a vocabulary word. (W.3.1.b, L.6.) I can use feedback to choose how to revise my writing. (W.2.1.a, W.3.1.b)
Language Objective	I can write a complete sentence that shows the meaning of a word. I can use the Simple and Expanded Sentences charts for support as needed. (ELD-SI.K-3.Inform)
Vocabulary	feedback: specific, helpful suggestions given to improve work revise: make changes to writing Week 2 Words benefit: (n): something good or positive that you get; (v): to get something good from doing something or being in a situation collaborate/collaborative: (v): to work together with others to reach a goal or solve a problem; (adj): describing something that's done together by people working as a team contribute/contribution: (v): to give something (time, ideas, help, money) to help meet a goal /(n): what someone gives (time, ideas, help, money) to help something succeed empathy/empathetic: (n): being able to understand how someone else feels; (adj): being kind and caring to show you understand how someone feels neighbor/neighborhood: (n): a person that lives near you; (n): the area around where you live positive: (adj): good, helpful, or happy

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Materials and Preparation	● Week 2 Vocabulary cards Display the cards so they are visible to all in the meeting area. ● Draw for Meaning sheets, one for each child ● writing folders ● drawing and writing tools ● CUPS checklist, one for each child ● charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ Expanded Sentences chart and table copies ○ Independent Writing Routine chart and table copies ○ Simple Sentences chart and table copies ○ Wh- Questions visual
Opening 1 minute	<i>Today you will draw and write about another vocabulary word using Draw for Meaning. Then you will give and receive feedback about one of your sentences and use that feedback to revise your work.</i>
Individual Construction 13 minutes	<i>Look at the vocabulary words and choose a new one to write about today.</i> Distribute children’s folders, Draw for Meaning sheets, and pencils. <i>Write the vocabulary word on your paper.</i> Point to the Independent Writing Routine chart: Step 1. <i>Take a moment to think. What can you draw, and what sentence can you write to represent the meaning of that word? When you have an idea, put a silent thumbs up in front of your chest.</i> Model the silent signal. Point to Step 2. Review the routine for Think, Pair, Share with 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. <i>The first partner will tell their plan, and the second partner will ask a question. Then the second partner will tell their plan, and the first partner will ask a question.</i> As the children talk to their partners, circulate to support them. Support could include: ● reminding children of the routine for talking to a partner; ● reviewing the definition of vocabulary words; ● referring to the Simple and Expanded Sentences charts to provide a sentence frame; ● restating what the speaker has said, to check for understanding;

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	● asking questions to prompt the speaker to add more detail; ● modeling asking <i>wh</i>- questions. Bring the class back together, and point to Steps 3 and 4. <i>Now you will draw and write what you just told your partner.</i> Send children with papers and folders. As they write, circulate or pull small groups to support them. Support could include: ● reviewing the definition of vocabulary words; ● inviting children to retell their sentences; ● referring to the Simple and Expanded Sentences charts and table copies to provide a sentence frame; ● helping children decide what to draw; ● assisting in sketching by asking children about the shapes that make up what they are drawing; ● referring to the Independent Writing Routine table copy to remind children of the routine for writing; Support for encoding could include: ● encouraging children to label using phonetic spelling; ● referring to Foundations resources to review known letters and sounds; ● suggesting parts of their illustrations they might label; ● referring to and following the Encoding Prompting Guide table copies to support children with writing words and sentences.
Peer-to-Peer Feedback 10 minutes	With children still at their seats, bring their attention to the whole group. Show the CUPS checklist. <i>Like we have done before, you will use this checklist to provide feedback to your partner.</i> <i>You have two Draw for Meaning sheets in your folder. Choose one that you would like your partner to provide feedback about.</i> <i>Remember, the first writer reads their sentence to the reviewer, and the reviewer asks a question if they don't understand.</i> <i>Then the reviewer uses the CUPS checklist to check each part of the sentence.</i> <i>After the reviewer is finished, talk about the checklist together. The reviewer can make suggestions for the writer to revise.</i>

	<i>Then you switch.</i> Distribute CUPS checklists. As children work, circulate to support them by reminding them of the process or the parts of CUPS. When about 4 minutes has passed, signal that the class should be switching partners soon. When children have completed peer feedback, bring the class's attention back to the whole group. Invite several children to reflect on the experience and/or to share something they plan to revise based on their partner's feedback.
Individual Construction 5 minutes	<i>Now that you have received feedback from your partner, go back and revise, or change, your writing based on what they told you.</i> As children revise, circulate to support them. Support could include: • referring to children's CUPS checklists and making suggestions for revisions; • referring to the Simple and Expanded Sentences charts and table copies to provide a sentence frame and/or to support children in generating ideas and using vocabulary; • referring to Foundations resources to review known letters and sounds as children correct spelling.
Closing 1 minute	<i>Today you gave and received feedback to make your writing even better! Tomorrow we will learn about another type of writing we will do during Stations.</i>
Standards WIDA	W.3.1. Use a combination of drawing and writing to communicate a topic with details. W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. L.6.1 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). ELD-SI.K-3.Inform. Define and classify objects or concepts.
Ongoing assessment	Observe and take notes as children provide feedback. What areas do children choose for receiving feedback?

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	Based on their writing, are these the areas they should choose for feedback? What feedback are children given? Does it match your assessment? What next steps do children set for themselves and each other? Are there any trends emerging? After the lesson, review children's writing. Do their illustrations demonstrate the meaning of the word? Do they appropriately use the vocabulary word in a sentence that demonstrates its meaning? What additional instruction do children require to be successful at Draw for Meaning?
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