



WEEK 3 Day 2

Writing Basics

Modeling and Individual Construction: Reading Response

Content Objective	I can use key details to retell the story's major events in response to the prompt. (R.5.1.a, W.3.1.b, W.1.1.b)						
Language Objective	I can write a complete sentence in response to a prompt. I can use the Simple and Expanded Sentences chart for support as needed. (ELD-SI.K-3.Narrate)						
Vocabulary	purpose: the reason for doing or creating something						
Materials and Preparation	- chart paper, 2 pieces At the top of one piece of chart paper, write What was the problem in the story <u>Chik Chak Shabbat</u>? - Reading Response Routine images, cut apart On the second piece of chart paper, prepare the following Reading Response Routine chart. <table border="1"> <thead> <tr> <th colspan="2">Reading Response Routine</th></tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: middle;"></td><td>1. Say the question in my own words.</td></tr> <tr> <td style="text-align: center; vertical-align: middle;"></td><td>2. Say my big idea in response to the question.</td></tr> </tbody> </table>	Reading Response Routine			1. Say the question in my own words.		2. Say my big idea in response to the question.
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	<table border="1"> <tr> <td data-bbox="501 149 787 296"></td><td data-bbox="787 149 1360 296">3. Write a sentence that says my big idea.</td></tr> <tr> <td data-bbox="501 296 787 443"></td><td data-bbox="787 296 1360 443">4. Write at least 1 detail from the text that proves my big idea.</td></tr> <tr> <td data-bbox="501 443 787 621"></td><td data-bbox="787 443 1360 621">5. Re-read and check my writing using CUPS.</td></tr> </table> • <i>Chik Chak Shabbat</i>, Mara Rockliff • <i>Chik Chak Shabbat</i> slides • <i>Chik Chak Shabbat</i> 1 Listen and Respond in Writing sheets, one for each child • writing folders • drawing and writing tools • Reading Response Routine and Checklist table copy Place one copy for each child in page protectors so they can be reused and checked off with dry erase markers. • 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		3. Write a sentence that says my big idea.		4. Write at least 1 detail from the text that proves my big idea.		5. Re-read and check my writing using CUPS.
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Opening 1 minute	<i>We have learned about the writing we will do during different times of the day. Today we will learn about writing for another purpose, to respond to texts.</i> <i>During Stations and sometimes during Text Talk, we will be writing to answer questions about what we've read. When we write our ideas down it helps us understand what we read more deeply, and it's another way to communicate our understanding.</i>						
Modeling 18 minutes	Modeled Writing Step 1: Set the stage: <i>Last week we read Chik Chak Shabbat. We will respond to this question: What was the problem in the story Chik Chak Shabbat.</i>						

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Step 2: Think aloud:

Refer to the Reading Response Routine chart.

This is the process we will follow when we respond to texts. My first step is to say the question in my own words. This question is asking me, What went wrong in the story?

Let me go back to the text.

Open the book to page 15 or show slide 10 and reread pages 15-18.

Point to Step 2.

The next step is to say a big idea in response to the question. Well, on these pages there were a lot of problems! What is the main problem?

Harvest several children's ideas.

Yes, the main problem is that Goldie does not have cholent for Shabbat.

Step 3: Model:

Point to Step 3.

Now I need to write a sentence that says my big idea. I will write: The problem in Chik Chak Shabbat is that Goldie does not have cholent for Shabbat.

Follow the Write a Sentence side of the Encoding Prompting Guide:

- Say the sentence.
- Count the words.
- Draw a line for each word.
- Pound, tap, and write each word.
- Do a CUPS check.

Point to Step 4.

The next step is to write at least one detail from the text that proves my big idea. Hm, I think I will write: She tells Lali that she got sick so she forgot to put the cholent on the stove in time for Shabbat. She says that you can't make cholent in a hurry.

Follow the Write a Sentence side of the Encoding Prompting Guide:

- Say the sentence.
- Count the words.
- Draw a line for each word.
- Pound, tap, and write each word.
- Do a CUPS check.

	Step 4: Reread the finished text: Point to Step 5. <i>My last step is to re-read my writing and check for CUPS.</i> Show the Reading Response Checklist. <i>Let me double check that I followed all of the steps.</i> Briefly model reviewing the steps on the Reading Response Checklist.
Individual Construction 10 minutes	<i>Now it's your turn to sketch and write a response in your own words.</i> Show the Listen and Respond in Writing sheet. <i>This is the sheet you will use. There is a place to illustrate and a place to write your sentences.</i> Point to the Independent Writing Routine chart: Step 1. <i>Take a moment to think. When you have an idea for what you will draw and write, 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; ● referring back to the text and modeled writing to generate response ideas; ● referring to the Simple and Expanded Sentences charts to provide a sentence frame; ● restating what the speaker has said, to check for understanding; ● asking questions to prompt the speaker to add more detail; ● modeling asking <i>wh</i>- questions. Point to Steps 3 and 4. <i>Now you will draw and write what you just told your partner.</i>

	Send children with Listen and Respond in Writing sheets, Reading Response Routine table copies, and folders. As they write, circulate or pull small groups to support them. Support could include: ● referring back to the text and modeled writing to generate response ideas; ● 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 Reading Response 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.
Closing 1 minute	<i>Today we learned the routine for responding to texts in writing. Tomorrow we will continue this work by responding to another question about Chik Chak Shabbat. Then, beginning next week, we will have a chance to respond to texts at the Writing Station for the rest of the year!</i>
Standards	R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme. W.3.1.b Use a combination of drawing and writing to communicate a topic with details W.1.1.b Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults. W.3.1.a Print all lower and uppercase letters. L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2.1.e Spell untaught words phonetically, drawing on phonemic

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WIDA	awareness and spelling conventions. L.2.1.b Use end punctuation for sentences. ELD-SI.K-3.Narrate. Recount and restate ideas.
Ongoing assessment	After the lesson, review children’s writing. Do they accurately respond to the prompt with a big idea? Do they write a complete sentence in response to the prompt? Do they reference an example or details from the story to support their big idea? How do children use conventions such as capitalization and punctuation?

Notes
