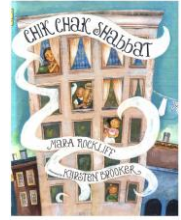


Unit 1: Building Strong Communities



WEEK 3 Day 3

Writing Basics

Joint 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	neighbor: a person who lives nearby
Materials and Preparation	● piece of chart paper At the top of the chart paper, write How did the neighbors work together to solve the problem in <u>Chik Chak Shabbat</u>? ● <i>Chik Chak Shabbat</i>, Mara Rockliff ● <i>Chik Chak Shabbat</i> slides ● <i>Chik Chak Shabbat</i> 2 Listen and Respond in Writing sheets, one for each child ● writing folders ● drawing and writing tools ● charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ Expanded Sentences chart and table copies ○ Independent Writing Routine chart and table copies ○ Reading Response Routine chart and Reading Response Routine and Checklist table copies ○ Simple Sentences chart and table copies ○ Wh- Questions visual
Opening 1 minute	<i>Yesterday I modeled and you wrote in response to the text Chik Chak Shabbat. Today we will write together and then you will</i>

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	<i>respond to a different question about the text.</i>
Joint Construction 15 minutes	Interactive Writing Step 1: Set the stage: <i>Yesterday we wrote about the problem in Chik Chak Shabbat. Today's question is How did the neighbors work together to solve the problem in Chik Chak Shabbat?</i> Step 2: Brainstorm: Refer to Step 1 on the Reading Response Routine chart. <i>First we need to say the question in our own words. What is another way to say this? [How did the neighbors help each other?]</i> <i>Let's go back to the text.</i> Open the book to page 21 or show slide 13 and reread pages 21-22. Point to Step 2. <i>The next step is to say a big idea in response to the question. Think, pair, share.</i> Harvest several children's ideas. Point to Step 3. <i>Now we need to write a sentence that says our big idea. What could we write? Say a sentence to your partner.</i> Harvest several children's ideas. Model referring to the Simple and Expanded Sentences charts for support with sentence structure. Step 3: Orally compose: As a class, choose which sentence fits best, for example: <i>The neighbors in Chik Chat Shabbat help each other by bringing foods to share for Shabbat dinner.</i> Step 4: Prepare to write: As a class, orally repeat the chosen sentence twice. Step 5: Share the pen: Follow the Write a Sentence side of the Encoding Prompting Guide: ● Together, say the sentence. ● Together, count the words. ● Invite one child up to draw a line for each word. ● Together, pound, tap, and write each word. Model writing unfamiliar sounds, and share the pen to write familiar ones. ● Do a CUPS check.

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	Step 2: Brainstorm: Point to Step 4. <i>The next step is to write at least one detail from the text that proves our big idea. What could we write? Tell your partner.</i> Harvest several children’s ideas. Step 3: Orally compose: As a class, choose which idea fits best, for example: For example, the Omars brought potato curry and Ms. Santiago brought beans and rice. The neighbors ate all the food together for Shabbat dinner, and Goldie was happy. Step 4: Prepare to write: As a class, orally repeat the chosen sentence(s) twice. Step 5: Share the pen: Follow the Write a Sentence side of the Encoding Prompting Guide: ● Together, say the sentence. ● Together, count the words. ● Invite one child up to draw a line for each word. ● Together, pound, tap, and write each word. Model writing unfamiliar sounds, and share the pen to write familiar ones. ● Do a CUPS check. Step 6: Discuss what we wrote: Point to Step 5. <i>Our last step is to re-read our writing and check for CUPS.</i> <i>Let’s double check that we followed all of the steps.</i> Briefly model reviewing the steps on the Reading Response Checklist.
Individual Construction 13 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.

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	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 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.
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Closing 1 minute	<i>Today we responded to another question about Chik Chak Shabbat. Tomorrow we will continue this work by responding to another question about the text.</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 awareness and spelling conventions. L.2.1.b Use end punctuation for sentences.
WIDA	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



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