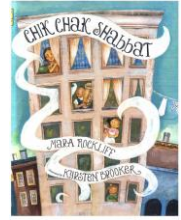


Unit 1: Building Strong Communities



WEEK 3 Day 4

Writing Basics

Individual Construction: Reading Response
Peer-to-Peer Feedback

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	benefit: to gain something good community: a group of people who share space and ideas feedback: specific, helpful suggestions given to improve work neighbor: a person who lives nearby revise: make changes to writing
Materials and Preparation	● <i>Chik Chak Shabbat</i>, Mara Rockliff ● <i>Chik Chak Shabbat</i> slides ● <i>Chik Chak Shabbat</i> 3 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

Writing U1 W3 D4

	○ Wh- Questions visual
Opening 1 minute	<i>Today we will respond to one more question about Chik Chak Shabbat.</i>
Individual Construction 18 minutes	Show the Listen and Respond in Writing sheet. <i>Today's question is How do the neighbors benefit from being part of a community?</i> Point to the Reading Response Routine chart: Steps 1-2. <i>Talk to your partner. Say the question in your own words and say your big idea in response to the question. When you have an idea for what you will say, 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 3-5. <i>Now you will complete the other steps to respond to the question.</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;

Writing U1 W3 D4

	• 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.
Peer-to-Peer Feedback 10 minutes	With children still at their seats, bring their attention to the whole group. <i>You wrote three responses to Chik Chat Shabbat. You will receive feedback on and revise one of your responses. Take a moment to choose which one you would like to work on.</i> <i>Today with your partner you will give quick feedback. One partner will read their own work. Then their partner will use the first two indicators on the Reading Response Checklist.</i> Read the first two indicators. <i>Tomorrow we will do a CUPS check, so you don't need to worry about that part for now.</i> <i>Then you will switch.</i> As children work, circulate to support them by referring them to the checklist. 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.
Closing 1 minute	<i>Today we responded to another question about Chik Chak Shabbat. Tomorrow you will give and receive more feedback about your work and use that feedback to revise.</i>

Writing U1 W3 D4

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? Observe and take notes as children provide feedback. - What areas do children choose for receiving feedback? - 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?

Notes



Writing U1 W3 D4