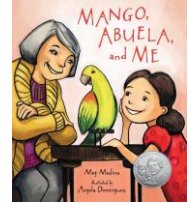
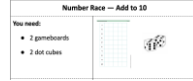


Unit 1: Building Strong Communities



WEEK 1 Day 1

Writing Basics

Deconstruction: Why We Write

Modeling and Individual Construction: Communicating about Ourselves

Content Objective	I can identify the main purpose of a text. (R.9.1.a, R.9.1.b)
Language Objective	I can use words like <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> to ask my partner questions. I can use Wh- Question Visuals as needed. (SL.1.1.a, SL.2.1.b, ELD-SI.K-3.Narrate)
Vocabulary	author: the writer of a story, book, or other text communicate: to share ideas with each other purpose: the reason for doing or creating something
Materials and Preparation	Read Writing: Introduction to Writing Basics. 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. - examples of texts written for different purposes: <i>Mango, Abuela, and Me</i>, Meg Medina <i>Sea Turtles</i>, Laura Marsh "Number Race - Add to 10" - Why We Write sheets: <i>Mango, Abuela, and Me</i>; <i>Sea Turtles</i>; "Number Race - Add to 10", cut apart - chart paper, 2 pieces On one piece of chart paper, prepare the following Why We Write chart.

Writing U1 W1 D1

Why We Write

- clear tape, for attaching the Why We Write sheets to the chart
 - Independent Writing Routine images, cut apart
- On the second piece of chart paper, prepare the following Independent Writing Routine chart.

Independent Writing Routine

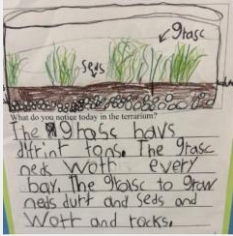
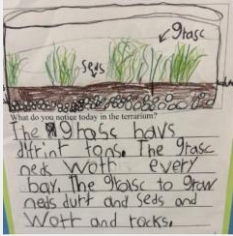
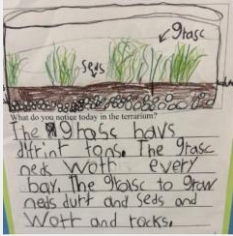


1. **Think** of my writing idea.



2. **Pair and Share:**
Tell my idea
or
Tell my plan

Writing U1 W1 D1

	<table border="1"> <tr> <td data-bbox="501 149 787 331">  </td><td data-bbox="787 149 1360 331">3. Draw.</td></tr> <tr> <td data-bbox="501 331 787 478">  </td><td data-bbox="787 331 1360 478">4. Label my drawing.</td></tr> <tr> <td data-bbox="501 478 787 741">  </td><td data-bbox="787 478 1360 741">5. Write a sentence that matches.</td></tr> <tr> <td data-bbox="501 741 787 924">  </td><td data-bbox="787 741 1360 924">6. Read my writing out loud.</td></tr> </table> - charts and visual scaffolds: - Wh- Questions visual		3. Draw.		4. Label my drawing.		5. Write a sentence that matches.		6. Read my writing out loud.
	3. Draw.								
	4. Label my drawing.								
	5. Write a sentence that matches.								
	6. Read my writing out loud.								
Opening 1 minute	Gather the children in a circle on the rug. <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>								
Deconstruction 12 minutes	<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> 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> 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. <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> 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> Harvest several ideas and record them on the <i>Sea Turtles</i> Why We Write sheet. <i>Here is a text we will use in Writing next week.</i> Hold up “Number Race - Add to 10.” <i>This text looks different than the others. What do you notice about this text?</i> Harvest several ideas. <i>Why do you think the authors of Illustrative Math wrote this?</i> Harvest several ideas and record them on the “Number Race - Add to 10” Why We Write sheet. Refer to the Why We Write chart. <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> 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.
Modeling 8 minutes	<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> Introduce the Independent Writing Routine chart. <i>Whenever we go to write, we will follow the same routine. This is our Independent Writing Routine. Today we will follow the first two steps, and we will use the other steps tomorrow.</i> <i>In Text Talk, you learned a routine called Think, Pair, Share. We will</i>

Writing U1 W1 D1

	<i>use Think, Pair, Share as part of our Independent Writing Routine.</i> <i>The first step says “Think of my writing idea.” I want to tell you something about me, so let me think of something that I can communicate about myself.</i> Model thinking aloud of possible information to share. <i>OK, I’m ready! My next step is to “Pair,” which means to sit with my partner.</i> Invite a partner to sit facing you, knee to knee. Model telling your partner something about yourself. After telling, invite your partner to ask a question. Refer to the Wh- Questions visual for support with forming questions.
Individual Construction 8 minutes	<i>Now it’s your turn!</i> Refer to the Independent Writing Routine chart. Point to Step 1. <i>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. Take a moment to think. When you have an idea, put a silent thumbs up in front of your chest.</i> Model the silent signal. Point to Step 2. <i>Remember, when we talk to partners on the rug, we sit together, facing each other, with our knees touching. [Model with a child.] This helps us hear just our partners. We also use low voices, only loud enough for our partners to hear—like this! [Model speaking in a quiet voice.]</i> Guide children to move so they are sitting knee to knee with their partners. <i>The first partner will communicate about themselves, and the second partner will ask a question. Then the second partner will communicate about themselves, 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; ● offering topics children could communicate about; ● restating what the speaker has said, to check for understanding; ● asking questions to prompt the speaker to add more detail;

Writing U1 W1 D1

	modeling asking <i>wh</i>- questions. Bring the class back together and have several children share with the group.
Closing 1 minute	<i>Today we learned that writing is one way to communicate and that authors write for different purposes. We also started to get to know each other better by communicating about ourselves.</i> Note: Leave the Why We Write chart posted to reference and add to throughout the unit.
Standards	R.9.1.a Identify who is telling the story at various points in a text. R.9.1.b Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 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). 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. WIDA ELD-SI.K-3.Narrate. Ask questions about what others have shared.
Ongoing assessment	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? What questions do they ask? Do they use <i>wh</i>- words? What support do they need in asking questions?

Notes

