

Unit 1: Building Strong Communities

WEEK 1 Day 2

Writing Basics

Modeling and Individual Construction: Communicating about Ourselves

Content Objective	I can write to communicate about myself using illustrations, labels and sentences. (W.3.1.b)												
Language Objective	I can draw and label nouns and verbs to communicate about myself. I can use the Simple Sentences chart for support as needed. (ELD-SI.K-3.Narrate)												
Vocabulary	communicate: to share ideas with each other												
Materials and Preparation	- Simple Sentence: Stories images, cut apart - piece of chart paper Prepare the following Simple Sentences chart. Note that another section will be added to the chart on Day 4. <table><tr><th colspan="2">Simple Sentences</th></tr><tr><td colspan="2">Stories</td></tr><tr><td>Subject</td><td>Predicate</td></tr><tr><td>Who? ●</td><td>Do/Does What? 🖼️</td></tr><tr><td>noun / pronoun</td><td>action verb</td></tr><tr><td>_____</td><td>_____.</td></tr></table>	Simple Sentences		Stories		Subject	Predicate	Who? ●	Do/Does What? 🖼️	noun / pronoun	action verb	_____	_____.
Simple Sentences													
Stories													
Subject	Predicate												
Who? ●	Do/Does What? 🖼️												
noun / pronoun	action verb												
_____	_____.												

Writing U1 W1 D2

	● writing tools, such as pencils, colored pencils, and crayons ● piece of chart paper ● writing paper: horizontal and vertical, enough copies for each child to have one in the direction of their choice ● Independent Writing Routine table copy, one copy for each group of children ● Encoding Prompting Guide table copy, one copy for each group of children ● writing folders, one for each child ● charts and visual scaffolds: ○ Independent Writing Routine chart ○ Wh- Questions visual
Opening 5 minutes	<i>Yesterday we talked about how writers communicate different things in different ways, and you communicated about yourselves by talking. Today you are going to communicate about yourselves by talking, drawing, and writing.</i> Introduce writing materials. Explain classroom-specific expectations for where they will be stored, how to indicate that pencils need sharpening,

Writing U1 W1 D2

	etc. <i>We have been exploring the question “Who am I, and who are we together?” Today and tomorrow you will draw and write to communicate about yourself. Then, as a class, we will put your writing together on a bulletin board that communicates about each member of our classroom community. This will help us learn about each other, and it will help visitors learn about us.</i>
Modeling 9 minutes	Modeled Writing Step 1: Set the stage: Refer to the Independent Writing Routine chart. <i>Yesterday we used the first two steps in our routine. Today I will show you how to use two more steps to write to communicate about yourself.</i> Step 2: Think aloud: Point to the Independent Writing Routine chart: Step 1. Model thinking of your writing idea. Step 3: Model: Point to Step 2. Model Pair and Share with a child telling something about yourself. Point to Step 3. <i>Now I will sketch what I just communicated about myself.</i> Model deciding how to orient the piece of chart paper and what to draw. <i>I am going to start my drawing with just a pencil.</i> Model closing your eyes to think about each part of the image and how you will draw it. Model sketching. Point to Step 4. <i>My next step is to label my drawing.</i> Show the Encoding Prompting Guide. <i>When I write a word, I am always going to follow these steps.</i> Follow the Write a Word side of the Encoding Prompting Guide to write several labels: ● Say the word. ● Pound the syllables. ● Tap and say the sounds in the first syllable. ● Choose the letters for the sounds you hear.

Writing U1 W1 D2

	● Write each letter. ● Reread and check for spelling. Step 4: Reread the finished text: Review your writing.
Individual Construction 12 minutes	Refer to the Independent Writing Routine chart. Point to Step 1. <i>Today you will write about yourself and the important people in your life. Think about the people and activities that are most important to you. What do you want to communicate about yourself?</i> Show the Simple Sentences chart. <i>Tomorrow we will talk more about this chart, but the images here might give you ideas for what you can write about. 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; ● modeling communicating about yourself; ● offering topics children could communicate about; ● referring to the Simple Sentences chart to support children in generating ideas and using vocabulary; ● 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. Bring the class back together and have several children share with the

Writing U1 W1 D2

	group. Point to Steps 3 and 4. <i>Now you will draw and label what you just told your partner.</i> Show the Independent Writing Routine table copy. <i>Each group will get a paper that looks like this. If you forget the steps in the routine, you can look at our chart or this paper.</i> Show the Encoding Prompting Guide table copy. <i>Here are the steps I showed you for writing words. Your group will also get this paper to help you remember these steps.</i> <i>Think about which paper would fit your writing best.</i> When children finish telling their plans, help them choose a paper and send groups with the Independent Writing Routine and Encoding Prompting Guide. As children write, circulate or pull small groups to support them. Support could include: • inviting children to retell what they communicated about themselves; • referring to the Simple Sentences chart to support children in generating ideas and using vocabulary; • 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; • taking dictation (on a computer, sticky notes, or the back of the paper) to help children remember what they are 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.
Closing 4 minutes	Introduce writing folders and teach the children classroom-specific routines for putting work in folders and putting folders away. <i>Today we began writing to communicate about ourselves. Tomorrow we will continue this work.</i>
Standards	W.3.1.b Use a combination of drawing and writing to communicate a topic with details.

Writing U1 W1 D2

WIDA	W.3.1.a Print all upper- and lowercase letters. L.2.1.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. ELD-SI.K-3.Narrate. Share ideas about one’s own and others’ lived experiences and previous learning.
Ongoing assessment	After the lesson, review children’s writing. - What do they communicate about themselves? - How do they communicate about themselves? - How effectively do they use the writing tools? - How effectively do they use the space on the page? Reflect on children’s labeling. - To what extent are children about to apply their knowledge of letter-sound correspondence to labeling? - Who is not yet labeling? - Who is labeling with single sounds? Do they label using beginning, ending, or medial sounds? - Who is labeling with words? Are they writing previously-learned high-frequency words, sounding out words, or both?