

Unit 1: Building Strong Communities

WEEK 1 Day 3

Writing Basics

Joint and Individual Construction: Communicating about Ourselves

Content Objective	I can write to communicate about myself. (W.3.1a, W.3.1.b)
Language Objective	I can write a sentence that includes a noun and verb 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 noun: a word that names a person, place, thing, or idea predicate: the part of the sentence that tells what the subject is doing or what is being said about it sentence: a group of words that tells a complete thought subject: the part of the sentence that names the person, place, thing, or idea that the sentence is about verb: a word that expresses a physical action, mental action, or state of being
Materials and Preparation	Before the lesson, identify a space to display children's work from Days 2 and 3. A bulletin board can be created in or outside of the classroom that includes the Week 1 Weekly Question Chart and children's writing. ● teacher's modeled writing from Day 2 ● children's writing folders, including writing from Day 2 ● Simple Sentences table copy, one copy for each group of children ● drawing and writing tools ● charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Simple Sentences chart

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	○ Wh- Questions visual
Opening 5 minutes	<i>Yesterday you began writing to communicate about yourselves. Today you will have a chance to continue your writing.</i> Show the Simple Sentence chart and point to the word “Sentence.” <i>This says “sentence.” A sentence is a group of words that tells a complete thought. We have seen sentences in books we’ve read, and many of you have probably written sentences.</i> <i>Sentences have two main parts: the subject and the predicate. The subject is the part of the sentences that tells who or what is doing something. A word that names a person, place, thing, or idea is called a noun.</i> <i>The predicate is the part of the sentence that tells the action. A verb is a word that shows action. Let’s try it out!</i>
Joint Construction 8 minutes	<i>Here’s a sentence: I play.</i> Point to the corresponding images on the chart. <i>Let’s say that together: I play.</i> <i>“I” is the subject of the sentence—it is a pronoun that tells who the sentence is about. “Play” is the predicate of the sentence—it is a verb that tells the action.</i> <i>Let’s say some more sentences that include a subject and a predicate! You can use these pictures to give you ideas—or you can come up with other ideas on your own. Take a moment to think of a sentence.</i> Invite one child to share a sentence. Discuss as a class whether the sentence contains a subject and a predicate. Repeat the process several times to orally rehearse sentences. Interactive Writing Step 1: Set the stage: <i>These are great sentences! Now let’s go back to what I wrote yesterday and add a sentence.</i> Step 2: Brainstorm: Briefly review the modeled writing from Day 2. <i>Take a moment to think, what sentence could we add to my writing?</i> Harvest several children’s ideas.

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	Step 3: Orally compose: As a class, choose which sentence fits best and orally make any necessary adjustments. 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. Step 6: Discuss what we wrote: Reread the sentence.
Individual Construction 16 minutes	Refer to the Independent Writing Routine chart. <i>Yesterday you followed the first steps in our routine.</i> [Point to Steps 1-4.] Point to Step 5. <i>Today, just like we did together as a class, you will add a sentence to your writing.</i> Point to Step 6. <i>And after you write your sentence, you will read your writing out loud to check that it makes sense.</i> Distribute children’s writing folders. Point to the Independent Writing Routine chart: Step 1. <i>Look at what you sketched and labeled yesterday. What sentence could you write? Remember, you can use this chart [refer to the Simple Sentence chart] to help.</i> <i>When you are ready to share with your partner, put a silent thumbs up in front of your chest.</i> Model the silent signal. Point to Step 2. Review the routine for turning to talk to 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.

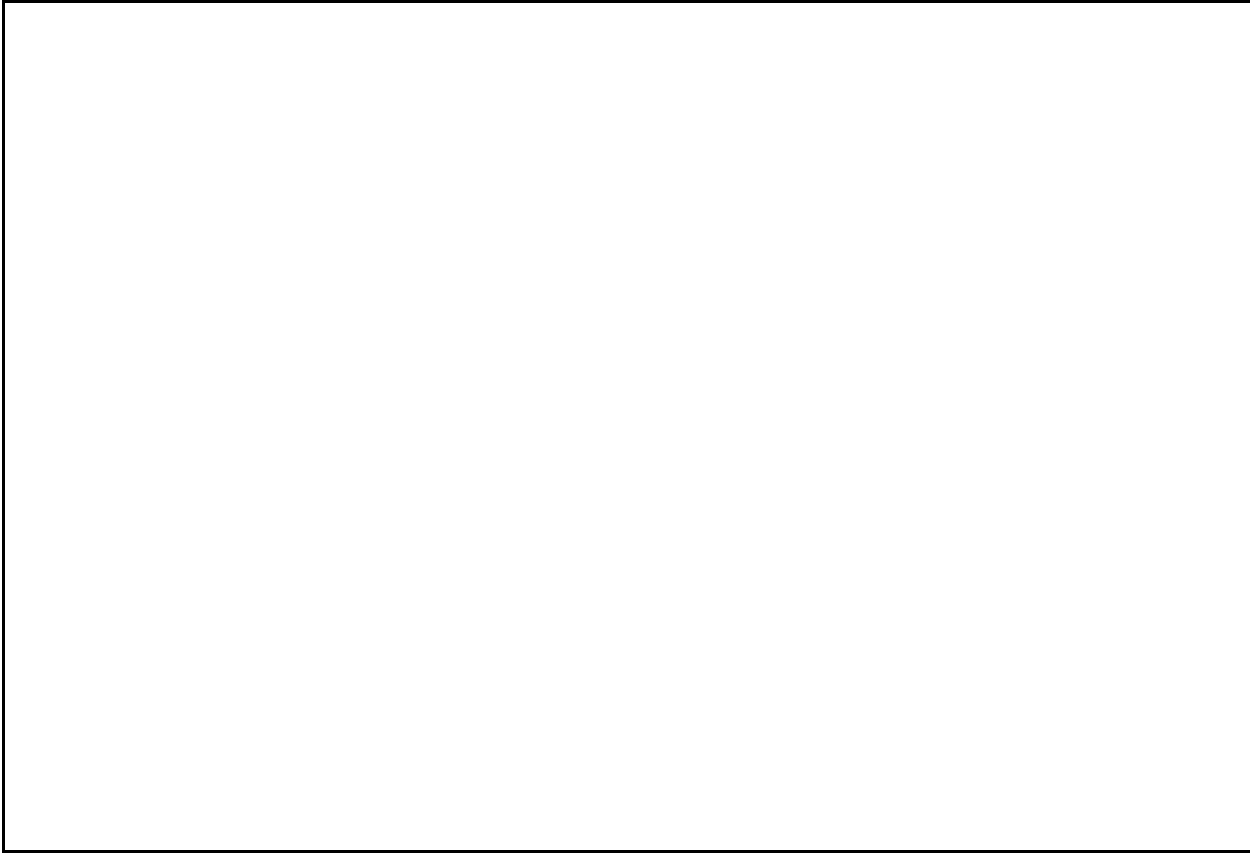
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	<i>The first partner will tell their sentence, and the second partner will ask a question. Then the second partner will tell their sentence, and the first partner will ask a question.</i> As the children tell sentences to their partners, circulate to support them. Support could include: ● reminding children of the routine for talking to a partner; ● referring to the Simple Sentences chart to provide a sentence frame and/or to support children in generating ideas and using vocabulary; ● modeling communicating about yourself; ● 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; ● modeling asking <i>wh</i>- questions. Send children with their folders and Simple Sentences table copies. As they 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 table copy and chart to provide a sentence frame and/or 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 and sentences.
Closing 1 minute	<i>Today you added a sentence to your writing communicating about you and the people who are important to you. We will display your work so that everyone in the classroom community will get a chance to know you better.</i>

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	Collect children's work to be hung on the bulletin board.
Standards	W.3.1.b Use a combination of drawing and writing to communicate a topic with details. L.1.1.i Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 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.
WIDA	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 (using drawings, labels, words, sentences, etc.)? How effectively do they use the writing tools? How effectively do they use the space on the page?

Notes



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