



WEEK 1 Day 4

Writing Basics

Modeling and Individual Construction: Writing Information

Content Objective	I can write what I know about a topic. (W.3.1.b)										
Language Objective	I can draw and label information that names the topic and describes it. I can use the Simple Sentences chart for support as needed. (W.3.1.a, L.1.1.a , ELD-LA.1.Inform.Expressive)										
Vocabulary	purpose: the reason for doing or creating something communicate: to share ideas with each other information: facts or details about a subject topic: what the writing is about										
Materials and Preparation	- Simple Sentences chart - Simple Sentence: Information images, cut apart Add the following section to the Simple Sentences chart. <table border="1"> <thead> <tr> <th colspan="2">Simple Sentences Stories</th> </tr> <tr> <th>Subject</th><th>Predicate</th></tr> </thead> <tbody> <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> </tbody> </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										
_____	_____.										




Information

Subject	Predicate
What? 	Do What? 
generalized noun / pronoun	action verb
	

- piece of chart paper
- *Sea Turtles*, Laura Marsh (optional, if modeling writing about sea turtles)
- writing paper: horizontal and vertical, enough copies for each child to have one in the direction of their choice
- writing folders
- drawing and writing tools
- charts and visual scaffolds:
 - Encoding Prompting Guide table copies
 - Independent Writing Routine chart and table copies
 - Simple Sentences table copies
 - Wh- Questions visual

Opening
5 minutes

Refer to the Why We Write chart.
We have learned that writers write for different purposes to

	<i>communicate different things. First we communicated about ourselves so that we could learn more about each other. Today I am going to do something different. I will tell you information that I know, to teach you something, just like this book: Sea Turtles.</i> Refer to the Simple Sentences chart. <i>I added another section to our chart. When we write information, we name the topic we are writing about and describe it. We might give information about the topic using action verbs. We will talk more about this tomorrow.</i>
Modeling 9 minutes	Modeled Writing Step 1: Set the stage: <i>Writers write about what they know. We know a lot about our own lives, and we also know about other things in the world.</i> Step 2: Think aloud: Point to the Independent Writing Routine chart: Step 1. Model thinking of your writing idea—a topic you know a lot about. <i>Something I know a lot about is [sea turtles].</i> If writing about sea turtles, hold up the text. Step 3: Model: Point to Step 2. Model Pair and Share with a child telling information about a topic you know a lot about. Harvest 1-2 <i>wh</i>- questions from children. Use authoritative statements, rather than including yourself in the information, like in the following example. <i>Sea turtles live in warm ocean waters, traveling all over the world! They are born on the beach, though, and take a long, dangerous journey to get to the ocean. When sea turtles are born, they are only about three inches long. The largest sea turtles can grow to be seven feet long!</i> Point to Step 3. <i>Now I will sketch what I just communicated about sea turtles.</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.

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	<i>My next step is to label my drawing.</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. ● Write each letter. ● Reread and check for spelling. Step 4: Reread the finished text: Review your writing.
Individual Construction 15 minutes	<i>Now it's your turn to write information! Think about something you know a lot about. For example, if you know about dinosaurs, you can tell your partner everything you know about them.</i> Refer to the Information section of the Simple Sentences chart. <i>When you tell your information, you might use a sentence like this: "Dinosaurs stomp." You can use more words in your sentence, but this is one idea for how to tell information.</i> Point to the Independent Writing Routine chart: Step 1. <i>Take a moment to think. When you have an idea for what you would like to tell your partner, put a silent thumbs up in front of your chest.</i> Model the silent signal. <i>Think about something you have learned about frogs, or take a look at one of these books [refer to <i>Frogs</i>, <i>From Tadpole to Frog</i>, and <i>Fish is Fish</i>] if you need a reminder.</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 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 information, and the second partner will ask a question. Then the second partner will tell their information, and the first partner will ask a question.</i>

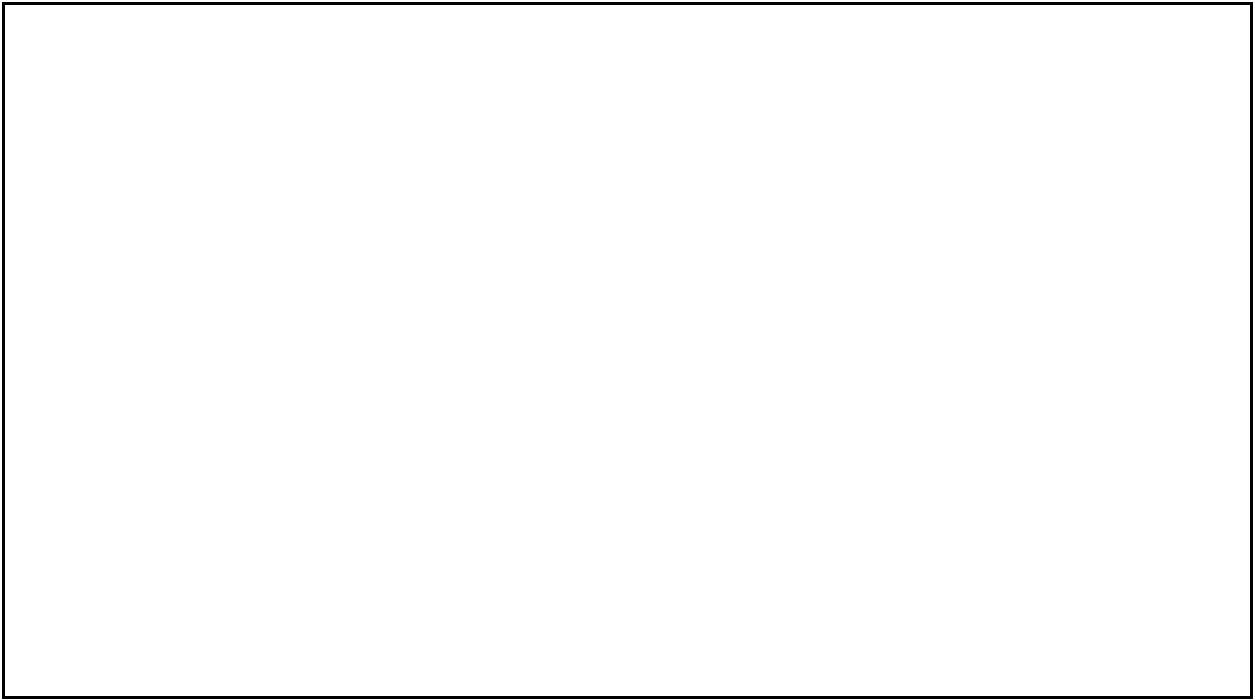
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	As the children talk to their partners, circulate to support them. Support could include: ● reminding children of the routine for talking to a partner; ● referring to the Simple Sentences chart to provide a sentence frame and/or to support children in generating ideas and using vocabulary; ● modeling telling information; ● offering possible topics to tell information about; ● restating what the speaker has said, to check for understanding; ● asking questions to prompt the child telling information to add more detail; ● modeling asking <i>wh</i>- questions. Bring the class back together and have several children share with the group. Point to Steps 3 and 4. <i>Now you will draw and label what you just told your partner.</i> Help children choose a paper and send them with papers and folders. As they write, circulate or pull small groups to support them. Support could include: ● inviting children to retell information; ● referring to the Simple Sentences chart to support children in generating ideas and using vocabulary; ● helping children decide what information to draw; ● 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	<i>Today we wrote information, and tomorrow we will continue this</i>

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1 minute	<i>work.</i>
Standards	W.3.1.b Use a combination of drawing and writing to communicate a topic with details. L.1.1.b Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). 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-LA.1.Inform.Expressive. Construct informational texts in language arts that introduce and define topic and/or entity for audience through title, generalized nouns to introduce topic (The Desert, Lizards). [DISCOURSE] [WORD/PHRASE] ELD-LA.1.Inform.Expressive. Construct informational texts in language arts that describe attributes and characteristics with facts, definitions, and relevant details through visuals (labeled drawings) to support information. [DISCOURSE] [WORD/PHRASE]
Ongoing assessment	After the lesson, review children’s writing. What topics do they write about? What can be learned about the children from the information they write? How effectively do they illustrate information? How effectively do they label illustrations?

Notes	
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