



WEEK 1 Day 5

Writing Basics

Joint and Individual Construction: Writing Information

Content Objective	I can write what I know about a topic. (W.3.1.b, L.1.1.b)
Language Objective	I can write a generalized noun to introduce the topic of my information. I can use the Simple Sentences chart for support as needed. (L.1.1.i, ELD-LA.1.Inform.Expressive)
Vocabulary	communicate: to share ideas with each other generalized noun: a noun that names a group or class, rather than something specific information: facts or details about a subject topic: what the writing is about
Materials and Preparation	• <i>Sea Turtles</i>, Laura Marsh • teacher's modeled writing from Day 4 • children's writing folders, including writing from Day 4 • drawing and writing tools • charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Simple Sentences chart and table copies ○ Wh- Questions visual
Opening 5 minutes	<i>Yesterday you began writing to communicate information. Today you will have a chance to continue your writing.</i> Show <i>Sea Turtles</i>. <i>We explored this book by Laura Marsh and found that it was written to give information about a topic. This book is about <u>all</u> sea turtles,</i>

	<i>not just one, so the title is Sea Turtles, plural. [emphasize the /z/]</i> Refer to the Information section of the Simple Sentences chart. <i>Sentences that give information can also begin with nouns, but they are special nouns called generalized nouns. This means they give information about a whole group of things, not one in particular, like sea turtles instead of one sea turtle.</i> Point to the images on the chart. <i>All of these examples are generalized nouns. Many of them end in -s or -es, because that is how we make most nouns plural in English.</i>
Joint Construction 9 minutes	<i>Today when you add sentences to your writing, you will start with generalized nouns. I noticed that you are writing information on many different topics. Let's add some of those nouns to our chart. What is a generalized noun you will use today?</i> Have one child share a generalized noun and come up to add the word to the chart. Ensure that it is the plural of that noun, and follow the Write a Word side of the Encoding Prompting Guide: • 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. Repeat the process to add several other words to the chart. Interactive Writing Step 1: Set the stage: <i>Now let's go back to what I wrote yesterday and add a sentence that begins with a generalized noun.</i> Step 2: Brainstorm: Briefly review the modeled writing from Day 4. <i>Take a moment to think, what sentence could we add to my writing?</i> Harvest several children's ideas. 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 15 minutes	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, it should begin with a generalized noun. You can use this chart [refer to the Simple Sentences chart] to help. 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. <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;

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	● modeling telling information; ● helping children say the appropriate generalized noun; ● 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. When children finish telling their sentences, send them with their folders. As children write, circulate or pull small groups to support them. Support could include: ● inviting children to retell information; ● 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; ● supporting children to form the appropriate generalized noun; ● 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 1 minute	<i>Today you added a sentence to the information you are writing.</i> <i>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. L.1.1.i Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L.1.1.b Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops</i>; <i>We hop</i>).
WIDA	ELD-LA.1.Inform.Expressive. Construct informational texts in language arts

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	that introduce and define topic and/or entity for audience through title, generalized nouns to introduce topic (The Desert, Lizards). [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? Do they write using generalized nouns? Do they form generalized nouns accurately?

Notes	
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