

Unit 1: Building Strong Communities

WEEK 2 Day 1

Writing Basics

Joint and Individual Construction: Writing Information

Content Objective	I can write what I know about a topic. (W.3.1.b, W.3.1.a)						
Language Objective	I can write a sentence with an adverb to give more information about my topic. I can use the Expanded Sentences chart for support as needed. (L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h, L.1.1.i)						
Vocabulary	action verb: verb that expresses action adverb: a word or phrase used to describe a verb information: facts or details about a subject 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 topic: what the writing is about verb: a word that expresses a physical action, mental action, or state of being						
Materials and Preparation	- Expanded Sentences images, cut apart - piece of chart paper Prepare the following Expanded Sentences chart. <table><tr><th colspan="2">Expanded Sentences</th></tr><tr><td colspan="2">Stories</td></tr><tr><td>Subject</td><td>Predicate</td></tr></table>	Expanded Sentences		Stories		Subject	Predicate
Expanded Sentences							
Stories							
Subject	Predicate						

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When? ⌚	Who? 🧑	Do/Does What? 🏃	Where? 📍
adverb	noun / pronoun	action verb	adverb
_____	_____	_____	_____
Adverbs (time) 	Pronoun 	Action Verbs (past tense) 	Adverbs (place)
Information			
Subject	Predicate		
What? 🗒	Do What? 🏃	Where? 📍	
generalized noun / pronoun	action verb	adverb	
_____	_____	_____	
Generalized Nouns 	Action Verbs 	Adverbs 	

- teacher's modeled writing from Week 1, Day 4
 - Expanded Sentences table copy, one copy for each group of children
 - children's writing folders
 - drawing and writing tools
 - CUPS checklist, one copy for each child
- Note: Reusable copies can be made by placing the checklists in page protectors and having children use dry erase markers.
- charts and visual scaffolds:
 - Encoding Prompting Guide table copies
 - Independent Writing Routine chart and table copies
 - Simple Sentences chart and table copies

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	○ Wh- Questions visual
Opening 1 minute	<i>Yesterday you continued writing to communicate information. Today you will add more to your writing.</i>
Joint Construction 9 minutes	Refer to the Simple Sentences chart. <i>We have been using this chart to help us write sentences. We learned that sentences have a subject and a predicate and simple sentences can include a noun or pronoun and verb. But what if we have more ideas to add?</i> Introduce the Expanded Sentences chart. <i>Here are some examples of sentences we can use that include more detail. These sentences also have a subject and a predicate.</i> Point to the Information section. <i>This is one type of sentence we might use when we are writing information. Just like we discussed, the sentence begins with a generalized noun that names what the sentence is about. Then, in the predicate, there is an action verb that shows the action.</i> <i>After the action verb is an adverb. An adverb describes a verb. In this case, we are going to include adverbs that give information about where the action happens.</i> Interactive Writing Step 1: Set the stage: <i>Now let's go back to the sentence we wrote together yesterday.</i> Reread the jointly constructed sentence. <i>Let's check: Does it begin with a generalized noun? Does it include an action verb? Does it include an adverb to describe where the action happens?</i> Step 2: Brainstorm: <i>Take a moment to think, what adverb could we add to our sentence?</i> Harvest several children's ideas. Step 3: Orally compose: As a class, choose which adverb fits best and orally make any necessary adjustments. Step 4: Prepare to write: As a class, orally repeat the chosen adverb twice.

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	Step 5: Share the pen: 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. Step 6: Discuss what we wrote: Reread the sentence.
Individual Construction 10 minutes	Point to Step 5. <i>Today, just like we did together as a class, you will add an adverb to your sentence, or write a new sentence that includes an adverb.</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 your writing. What adverb could you add to your sentence, or what new sentence could you write that includes an adverb? You can use this chart [refer to the Expanded 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 Expanded Sentences chart to provide a sentence frame and/or to support support children in generating ideas and using vocabulary;

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	● modeling telling information; ● offering additional ideas for adverbs describing where; ● 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 Expanded Sentences table copy and chart to provide a sentence frame and/or to support 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.
Individual Construction 10 minutes	With children still at tables, bring the class’s attention to the whole group. <i>Now you are going to check one of your sentences. You will be at your seat with your own work, but I will lead the whole class through the process.</i> <i>Look at the information you wrote, and choose one sentence you would like to check.</i> Distribute CUPS checklists. Hold up one CUPS checklist. <i>Let’s start at the beginning. “C” is for capitalization. Point to the first word in your sentence. Does it begin with a capital letter? If it does, you are all set. Put a checkmark next to the “C.” If it doesn’t,</i>

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	<i>change the first letter to a capital letter.</i> Circulate to check on children’s progress and support them with identifying and correcting (if applicable) the first letter in their sentence. <i>“U” is for understanding. Read your sentence. Does it make sense? Did you write a line for each word? Are there spaces between your words?</i> <i>“P” is for punctuation. Point to the end of your sentence. This is where the punctuation goes. Most of your sentences should end with a period. Did you write a period at the end? If not, add one now.</i> <i>“S” is for spelling. Check to make sure that the way you spelled the words in your sentence makes sense.</i>
Closing 1 minute	<i>Today you added adverbs to your information writing and used CUPS to make sure your sentence included all the parts. Tomorrow we will learn about a different type of writing.</i>
Standards	W.3.1.b Use a combination of drawing and writing to communicate a topic with details. W.3.1.a Print all upper- and lowercase letters. L.1.1.e Use frequently occurring adjectives. L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because). L.1.1.g Use determiners (e.g., articles, demonstratives). L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward). L.1.1.i Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
WIDA	ELD-LA.1.Inform.Expressive. Construct informational texts in language arts that describe attributes and characteristics with facts, definitions, and relevant details through prepositional phrases to describe place or location(on the ground, in Antarctica). [DISCOURSE] [WORD/PHRASE]

Ongoing assessment	After the lesson, review children’s writing. What can be learned about the children from the information they write? Do they write sentences to match their illustrations? Do their sentences begin with generalized nouns? Do they use action verbs? Do they include adverbs to describe <i>where</i>?
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Notes
