

Unit 1: Building Strong Communities

WEEK 2 Day 5

Writing Basics

Joint and Individual Construction: Draw for Meaning

Content Objective	I can draw and write a sentence to demonstrate the meaning of a vocabulary word. (W.3.1.b, L.6.1)
Language Objective	I can write a complete sentence that shows the meaning of a word. I can use the Simple and Expanded Sentences charts for support as needed. (ELD-SI.K-3.Inform)
Vocabulary	Week 2 Words benefit: (n): something good or positive that you get; (v): to get something good from doing something or being in a situation collaborate/collaborative: (v): to work together with others to reach a goal or solve a problem; (adj): describing something that's done together by people working as a team contribute/contribution: (v): to give something (time, ideas, help, money) to help meet a goal /(n): what someone gives (time, ideas, help, money) to help something succeed empathy/empathetic: (n): being able to understand how someone else feels; (adj): being kind and caring to show you understand how someone feels neighbor/neighborhood: (n): a person that lives near you; (n): the area around where you live positive: (adj): good, helpful, or happy
Materials and Preparation	● Week 2 Vocabulary cards Display the cards so they are visible to all in the meeting area. ● Draw for Meaning sheets, one for each child and one for joint construction ● writing folders ● drawing and writing tools

Writing U1 W2 D5

	- charts and visual scaffolds: - Encoding Prompting Guide table copies - Expanded Sentences chart and table copies - Independent Writing Routine chart and table copies - Simple Sentences chart and table copies - Wh- Questions visual
Opening 1 minute	<i>Stations is another time of day when we will be writing this year. For the next couple of days we will use Draw for Meaning to write about vocabulary words.</i>
Joint Construction 9 minutes	Interactive Writing Step 1: Set the stage: <i>Last week and this week you worked on Draw for Meaning at the Vocabulary Station. This is writing we do to practice using vocabulary. Let's work together to write about one of our vocabulary words.</i> <i>Our first step is to choose a vocabulary word to write about. Which word do you suggest we choose?</i> <i>Then we need to write the word. It's right here on the card, so we can copy it onto this line.</i> Invite one child to come forward to write the word. Step 2: Brainstorm: <i>Our next step is to draw the word. What does _____ mean? What could we draw to represent the meaning of this word?</i> Harvest several children's ideas. Step 5: Share the pen: Invite one child up to do a sketch that demonstrates the meaning of the word. Step 2: Brainstorm: <i>Now we need to write a sentence that includes the word. Say a sentence to your partner.</i> Harvest several children's ideas. Model referring to the Simple and Expanded Sentences charts for support with sentence structure. Step 3: Orally compose: As a class, choose which sentence fits best and orally make any necessary adjustments.

Writing U1 W2 D5

	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 19 minutes	<i>Now it's your turn! First you look at the Vocabulary Cards and choose one to write about today.</i> Distribute children's folders, Draw for Meaning sheets, and pencils. <i>Write the vocabulary word on your paper.</i> Point to the Independent Writing Routine chart: Step 1. <i>Take a moment to think. What can you draw, and what sentence can you write to represent the meaning of that word? When you have an idea, 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 plan, and the second partner will ask a question. Then the second partner will tell their plan, 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; ● reviewing the definition of vocabulary words; ● referring to the Simple and Expanded Sentences charts to provide a sentence frame; ● restating what the speaker has said, to check for understanding; ● asking questions to prompt the speaker to add more detail;

Writing U1 W2 D5

	- modeling asking <i>wh</i>- questions. Bring the class back together, and point to Steps 3 and 4. <i>Now you will draw and write what you just told your partner.</i> Send children with papers and folders. As they write, circulate or pull small groups to support them. Support could include: - reviewing the definition of vocabulary words; - inviting children to retell their sentences; - referring to the Simple and Expanded Sentences charts and table copies to provide a sentence frame; - helping children decide what 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; 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 we used Draw for Meaning to show what we know about our vocabulary words. Tomorrow we will write about another word.</i>
Standards	W.3.1.b Use a combination of drawing and writing to communicate a topic with details. L.6.1 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
WIDA	ELD-SI.K-3.Inform. Define and classify objects or concepts.
Ongoing assessment	After the lesson, review children’s writing. Do their illustrations demonstrate the meaning of the word? Do they appropriately use the vocabulary word in a sentence that demonstrates its meaning? What additional instruction do children require to be successful at Draw for Meaning?

Notes

Writing U1 W2 D5