# WEEK 1 Day 2

## Writing Basics

Modeling and Individual Construction: Communicating about Ourselves

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| **Content Objective** | I can write to communicate about myself. (W.3.2, L.2.3.f) |
| **Language Objective** | I can write a complete sentence to communicate about myself. I can use the Stories Sentences chart for support as needed. (L.2.2.d, ELD-SI.K-3.Narrate) |
| **Vocabulary** | **communicate**: to share ideas with each other |
| **Materials and Preparation** | Before the lesson, identify a space to display children's work. A bulletin board can be created in or outside of the classroom that includes the Week 1 Weekly Question Chart and children's writing.<br><br>● writing tools, such as pencils, colored pencils, and crayons<br>● Stories sentences: Simple and Expanded Sentence images, cut apart<br>● chart paper, 2 pieces<br>On the first piece of chart paper, prepare the following Stories Sentences chart. (The second sheet will be used for Modeling.) |

**Stories Sentences**
Simple Sentence

| Subject | Predicate |
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| Who? | Do/Does What? |
| noun / pronoun | action verb |
| _____ | _____. |

Expanded Sentence

| Subject | | Predicate | |
|---|---|---|---|
| When? | Who? | Do/Does What? | Where? |
| adverb | noun / pronoun | action verb | adverb |
| _____ | _____ | _____ | _____. |
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- Encoding Prompting Guide table copy, one copy for each group of children
- Independent Writing Routine table copy, one copy for each group of children
- writing paper, one for each child
- writing folder, one for each child
- charts and visual scaffolds:
  - Independent Writing Routine chart
  - Wh- Questions visual

**Opening**
5 minutes

*Yesterday we talked about how writers communicate different things in different ways, and you communicated about yourselves by talking. Today you are going to communicate about yourselves by talking, drawing, and writing.*

Introduce writing tools and folders. Explain classroom-specific expectations

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| | for where they will be stored, how to indicate that pencils need sharpening, etc.<br><br>*We have been exploring the question "How do we want to work and learn together this year?" As we decide how to work and learn together, we need to get to know each other better. Today and tomorrow you will draw and write to communicate about yourself. Then, as a class, we will put your writing together on a bulletin board that communicates about each member of our classroom community. This will help us learn about each other, and it will help visitors learn about us.* |
| **Modeling**<br>9 minutes | **Modeled Writing**<br>**Step 1: Set the stage:**<br>Refer to the Independent Writing Routine chart.<br>*Yesterday we used the first two steps in our routine. Today I will show you how to use all of the steps to write to communicate about yourself.*<br><br>**Step 2: Think aloud:**<br>Point to the Independent Writing Routine chart: Step 1.<br>Model thinking of your writing idea.<br><br>**Step 3: Model:**<br>Point to Step 2.<br>Model Pair and Share with a child telling something about yourself.<br><br>Point to Step 3.<br>*Now I will write what I just communicated about myself.*<br>Show the Encoding Prompting Guide.<br>*When I write a sentence, I will always say it first, and do a CUPS check after writing it. If I get stuck, I can also follow these other steps.*<br><br>Say the sentence; write it; and do a CUPS check.<br><br>Point to Step 4.<br>*Now I need to reread my writing out loud to make sure it makes sense.*<br><br>Point to Step 5.<br>*I am going to start my drawing with just a pencil.*<br>Model closing your eyes to think about each part of the image and how |

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| | you will draw it. Model sketching.<br><br>**Step 4: Reread the finished text:**<br>Reread your writing. |
| **Individual Construction**<br>12 minutes | Refer to the Independent Writing Routine chart. Point to Step 1.<br>*Today you will write about yourself and the important people in your life. Think about the people and activities that are most important to you. What do you want to communicate about yourself?*<br>Show the Stories Sentences chart.<br>*Tomorrow we will talk more about this chart, but the images here might give you ideas for what you can write about. Take a moment to think. When you have an idea, put a silent thumbs up in front of your chest.*<br>Model the silent signal.<br><br>Point to Step 2.<br>*Remember, when we talk to partners on the rug, we sit together, facing each other, with our knees touching.* [Model with a child.] *This helps us hear just our partners. We also use low voices, only loud enough for our partners to hear—like this!* [Model speaking in a quiet voice.]<br>Guide children to move so they are sitting knee to knee with their partners.<br><br>*The first partner will communicate about themself, and the second partner will ask a question. Then the second partner will communicate about themself, and the first partner will ask a question.*<br><br>As the children talk to their partners, circulate to support them. Support could include:<br>● reminding children of the routine for talking to a partner;<br>● modeling communicating about yourself;<br>● offering topics children could communicate about;<br>● referring to the Stories Sentences chart to support children in generating ideas and using vocabulary;<br>● restating what the speaker has said, to check for understanding;<br>● asking questions to prompt the speaker to add more detail;<br>● modeling asking *wh*- questions.<br><br>Bring the class back together and have several children share with the group. |

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| | Point to Steps 3-5.<br>*Now you will write, reread, and draw what you just told your partner.*<br>Show the Independent Writing Routine table copy.<br>*Each group will get a paper that looks like this. If you forget the steps in the routine, you can look at our chart or this paper.*<br>Show the Encoding Prompting Guide table copy.<br>*Here are the steps I showed you for writing sentences. On the back are steps for writing words. Your group will also get this paper to help you remember these steps.* |
| | Send children with blank paper, the Independent Writing Routine, and the Encoding Prompting Guide. As children write, circulate or pull small groups to support them.<br><br>Support could include:<br>● inviting children to retell what they communicated about themselves;<br>● referring to the Stories Sentences chart to support children in generating ideas and using vocabulary;<br>● referring to the Independent Writing Routine table copy to remind children of the routine for writing;<br>● for children who still need it, taking dictation (on a computer, sticky notes, or the back of the paper) to help them remember their information.<br>Support for encoding could include:<br>● referring to Fundations resources to review known spelling patterns;<br>● referring to and following the Encoding Prompting Guide table copies to support children with writing words and sentences. |
| **Closing**<br>4 minutes | Introduce writing folders, and teach the children classroom-specific routines for putting work in folders and putting folders away.<br><br>*Today you wrote to communicate about yourself 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.*<br><br>Collect children's work.<br>At another time after the lesson, and perhaps with the help of a few children, hang the work on the bulletin board. |

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| **Standards**<br><br>**WIDA** | **W.3.2** Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.<br><br>**L.2.3.f** Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).<br><br>**L.2.2.d** Generalize learned spelling patterns when writing words (e.g., cage→ badge; boy→ boil).<br><br>**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.<br>What do they communicate about themselves?<br>How do they communicate about themselves?<br>How effectively do they use the writing tools?<br>How effectively do they use the space on the page?<br>Reflect on children's sentence writing.<br>Do children write complete sentences?<br>Do they write one or multiple sentences?<br>To what extent are children applying their phonics knowledge to their writing? |

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| **Notes** |