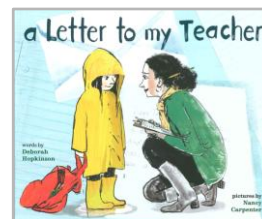


Unit 1: How We Learn in Our School Communities



WEEK 1 Day 4

Writing Basics

Modeling and Individual Construction: Reading Response

Content Objective	I can use key details to retell the story's major events in response to the prompt. (R.6.2.a, W.2.2.a, W.1.2.b)						
Language Objective	I can write complete sentences in response to a prompt. I can use the Stories Sentences chart for support as needed. (L.2.3.f, L.2, ELD-SI.K-3.Narrate)						
Vocabulary	purpose: the reason for doing or creating something						
Materials and Preparation	- chart paper, 2 pieces At the top of one piece of chart paper, write How did the narrator of <u>A Letter to My Teacher</u> feel about school at the beginning of the story? - Reading Response Routine images, cut apart On the second piece of chart paper, prepare the following Reading Response Routine chart. <table><tr><th colspan="2">Reading Response Routine</th></tr><tr><td></td><td>1. Say the question in my own words.</td></tr><tr><td></td><td>2. Say my big idea in response to the question.</td></tr></table>	Reading Response Routine			1. Say the question in my own words.		2. Say my big idea in response to the question.
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	<table border="1" data-bbox="500 149 1360 621"> <tr> <td data-bbox="500 149 787 296"></td><td data-bbox="787 149 1360 296">3. Write a sentence that says my big idea.</td></tr> <tr> <td data-bbox="500 296 787 443"></td><td data-bbox="787 296 1360 443">4. Write at least 2 details from the text that prove my big idea.</td></tr> <tr> <td data-bbox="500 443 787 621"></td><td data-bbox="787 443 1360 621">5. Re-read and check my writing using CUPS.</td></tr> </table> • <i>A Letter to My Teacher</i>, Deborah Hopkinson, one copy for each pair of children • <i>A Letter to My Teacher</i> slides • Reading Response 1: <i>A Letter to My Teacher</i> sheets, one for each child • writing folders • writing tools • Reading Response Routine and Checklist table copy Place one copy for each child in page protectors so they can be reused and checked off with dry erase markers. • charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Stories Sentences chart and table copies ○ Wh- Questions visual		3. Write a sentence that says my big idea.		4. Write at least 2 details from the text that prove my big idea.		5. Re-read and check my writing using CUPS.
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Opening 1 minute	<i>We have learned about the writing we will do during different times of the day. Today we will learn about writing for another purpose, to respond to texts.</i> <i>During Stations and Text Talk, we will be writing to answer questions about what we’ve read. When we write our ideas down it helps us understand what we read more deeply, and it’s another way to communicate our understanding.</i>						
Modeling 18 minutes	Modeled Writing Step 1: Set the stage: <i>This week we read A Letter to My Teacher and you already wrote some responses to the text during Note Breaks. Today we will respond to this question: How did the narrator of A Letter to My</i>						

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	Teacher <i>feel about school at the beginning of the story?</i> Step 2: Think aloud: Refer to the Reading Response Routine chart. <i>This is the process we will follow when we respond to texts. My first step is to say the question in my own words. This question is asking me, How does the main character feel about school at the beginning of second grade?</i> <i>Let me go back to the text.</i> Distribute copies of the text for pairs of children to follow along. Open the book to page 2 and show slide 4 to reread pages 2-7. Point to Step 2. <i>The next step is to say a big idea in response to the question. How does the narrator feel at the beginning of the story?</i> Harvest several children’s ideas. <i>Yes, the narrator feels bad about school.</i> Step 3: Model: Point to Step 3. <i>Now I need to write a sentence that says my big idea. I will write: At the beginning of the story, the narrator feels bad about school.</i> Write the sentence, and do a CUPS check. Point to Step 4. <i>The next step is to write at least two details from the text that prove my big idea. Hm, I think I will write: She feels like she isn’t good at school because it’s hard for her to sit still and listen. She says that on the first day of school she was frowning and she also was sure that she would get in trouble for not sitting still. She was worried when she heard there would be math, reading and writing because she felt good at things like jumping.</i> For each sentence: ● Say the sentence. ● Write the sentence. ● Do a CUPS check. Step 4: Reread the finished text: Point to Step 5. <i>My last step is to re-read my writing and check for CUPS.</i>
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	Show the Reading Response Checklist. <i>Let me double check that I followed all of the steps.</i> Briefly model reviewing the steps on the Reading Response Checklist.
Individual Construction 10 minutes	<i>Now it's your turn to write and sketch a response in your own words.</i> Show the Reading Response sheet. <i>This is the sheet you will use. There is a place to illustrate and a place to write your sentences.</i> Point to the Independent Writing Routine chart: Step 1. <i>Take a moment to think. When you have an idea for what you will write, 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; ● referring back to the text and modeled writing to generate response ideas; ● referring to the Stories 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; ● modeling asking <i>wh</i>- questions. Point to Steps 3-5. <i>Now you will write what you just told your partner.</i> Send children with Reading Response sheets, Reading Response Routine table copies, and folders. As they write, circulate or pull small groups to support them. Support could include: ● referring back to the text and modeled writing to generate

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	response ideas; • inviting children to retell their responses; • referring to the Stories Sentences chart and table copies to provide a sentence frame; • referring to the Reading Response Routine table copy to remind children of the routine for writing. Support for encoding could include: • referring to Foundations resources to review known spelling patterns; • referring to and following the Encoding Prompting Guide table copies to support children with writing words and sentences.
Closing 1 minute	<i>Today we learned the routine for responding to texts in writing. Tomorrow we will continue this work by responding to another question about A Letter to My Teacher.</i>
Standards	R.6.2.a Describe how characters in a story respond to major events and challenges. W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions. 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). L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
WIDA	ELD-SI.K-3.Narrate. Recount and restate ideas.
Ongoing assessment	After the lesson, review children’s writing. Do they accurately respond to the prompt with a big idea? Do they write complete sentences in response to the prompt? Do they reference examples or details from the story to support their big idea? How do children use conventions such as capitalization and punctuation?

Notes

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