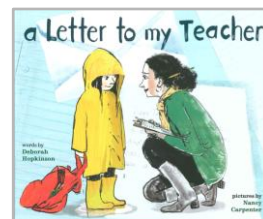


Unit 1: How We Learn in Our School Communities



WEEK 1 Day 5

Writing Basics

Joint 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, 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.2.2, ELD-SI.K-3.Narrate)
Materials and Preparation	● piece of chart paper At the top of the chart paper, write, write How did the narrator of <u>A Letter to My Teacher</u> feel about school at the end of the story? ● <i>A Letter to My Teacher</i>, Deborah Hopkinson ● <i>A Letter to My Teacher</i> slides ● Reading Response 2: <i>A Letter to My Teacher</i> sheets, one for each child ● writing folders ● writing tools ● charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Reading Response Routine chart and Reading Response Routine and Checklist table copies ○ Stories Sentences chart and table copies ○ Wh- Questions visual
Opening 1 minute	<i>Yesterday I modeled and you wrote in response to the text A Letter for My Teacher. Today we will write together and then you will respond to a question about the text.</i>
Joint Construction	Interactive Writing Step 1: Set the stage:

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15 minutes	<i>Yesterday we wrote about how the narrator felt at the beginning of A Letter to My Teacher. Today's question is How did the narrator of A Letter to My Teacher feel about school at the end of the story?</i> Step 2: Brainstorm: Refer to Step 1 on the Reading Response Routine chart. <i>First we need to say the question in our own words. What is another way to say this?</i> [How does the main character feel about school at the beginning of second grade?] <i>Let's go back to the text.</i> Distribute copies of the text for pairs of children to follow along. Open the book to page 18 and show slide 12 to reread pages 18, 22, and 29. Point to Step 2. <i>The next step is to say a big idea in response to the question. Think, pair, share.</i> Harvest several children's ideas. Point to Step 3. <i>Now we need to write a sentence that says our big idea. What could we write? Say a sentence to your partner.</i> Harvest several children's ideas. Model referring to the Stories Sentences chart for support with sentence structure. Step 3: Orally compose: As a class, choose which sentence fits best, for example: At the end of second grade, the narrator feels positive about school. 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. ● Invite one child up to write the sentence. ● Together, do a CUPS check. Step 2: Brainstorm: Point to Step 4. <i>The next step is to write at least two details from the text that prove</i>
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	<i>our big idea. What could we write? Tell your partner.</i> Harvest several children's ideas. Step 3: Orally compose: As a class, choose the ideas that fit best, for example: She felt cared for by the teacher and knew she wouldn't just get in trouble for being wiggly. She practiced reading and she learned that math was helpful for building a garden. She felt like a learner by the end of the 2nd grade. Step 4: Prepare to write: As a class, orally repeat the chosen first sentence twice. Step 5: Share the pen: • Invite one child up to write the sentence. • Together, do a CUPS check. Repeat steps 4 and 5 to write the remaining sentences. Step 6: Discuss what we wrote: Point to Step 5. <i>Our last step is to re-read our writing and check for CUPS.</i> <i>Let's double check that we followed all of the steps.</i> Briefly model reviewing the steps on the Reading Response Checklist.
Individual Construction 13 minutes	<i>Now it's your turn to write and sketch a response in your own words.</i> Show the Reading Response sheet. <i>Just like yesterday, you will use a sheet like this.</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>

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	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 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 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 responded to another question about A Letter to My Teacher. Next we will begin learning about a new genre of writing!</i>
Standards	R.6.2.a Describe how characters in a story respond to major events and challenges. W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. 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

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WIDA	sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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?