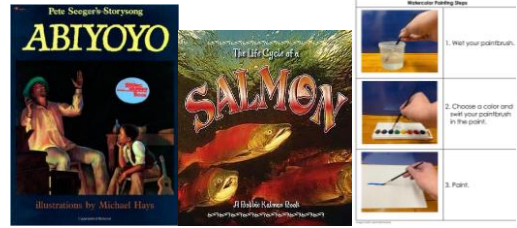


Unit 1: Our Community

WEEK 1 Day 1



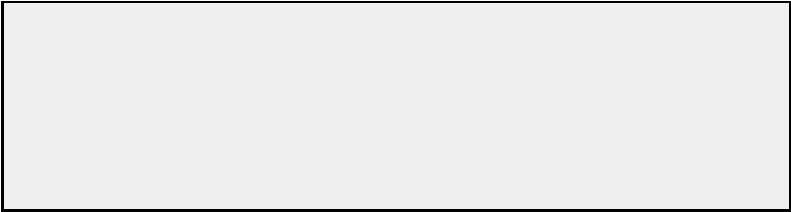
Writing Basics

Deconstruction: Why We Write

Note: For Week 1, Writing is only 15 minutes long.

Content Objective	I can name different types of texts. (R.8.K.a)
Language Objective	In class discussion, I can use nouns to name what I observe about a text. I can use illustrations and photographs in the text for support. (L.5.K.c, L.6.K, ELD-LA.K.Narrate.Expressive)
Vocabulary	author: the writer of a story, book, or other text communicate: to share an idea by talking, writing, or showing purpose: the reason for doing or creating something
Materials and Preparation	Read Writing: Introduction to Writing Basics (in the Introduction documents). - examples of texts written for different purposes: <i>Abiyoyo</i>, Pete Seeger and Michael Hays <i>The Life Cycle of a Salmon</i>, Bobbie Kalman "Watercolor Painting Steps" (from the Art Studio, Week 4) - Why We Write sheets: <i>Abiyoyo</i>, <i>The Life Cycle of a Salmon</i>, "Watercolor Painting Steps" - marker and chart paper Prepare the following Why We Write chart. Why We Write

Writing U1 W1 D1

	 • clear tape, for attaching the Why We Write sheets to the chart Note that tape should be used instead of glue so the papers can be moved and grouped as more are added. • charts and visual scaffolds: ○ Storytelling and Story Acting visuals
Opening 1 minute	Gather the children in a circle in the meeting area. <i>This year in K2, we will communicate—or share—our ideas in many different ways. Some ways we can communicate with each other are by talking, gesturing, and using communication boards. Another way we can communicate is on paper, by drawing and writing. Every day we will have a Writing time, when we will learn about how people communicate through writing, and we will draw and write, too!</i>
Deconstruction 13 minutes	<i>Let’s take a look at some of the texts we will use this year and think about their purpose—why they were written—and how they communicate.</i> Hold up <i>Abiyoyo</i>. <i>We have been reading Abiyoyo, by Pete Seeger. Why do you think Pete Seeger wrote this book? What is he communicating?</i> Harvest several ideas and record them on the <i>Abiyoyo</i> Why We Write sheet. <i>Here is another book we will read this year.</i> Hold up <i>The Life Cycle of a Salmon</i> and flip through the pages. <i>This book looks different from Abiyoyo. What do you notice about this book?</i> Harvest several ideas. <i>Do you think Bobbie Kalman, the author, is communicating the same thing as Pete Seeger, or something different?</i> Harvest several ideas and record them on the <i>The Life Cycle of a Salmon</i> Why We Write sheet. <i>Here is another text we will use in a few weeks.</i> Hold up “Watercolor Painting Steps.” <i>This text looks different from the others. What do you notice about this text?</i> Harvest several ideas. <i>What do you think this author is communicating?</i>

	Harvest several ideas and record them on the “Watercolor Painting Steps” Why We Write sheet. Point to the Why We Write chart. <i>Let’s put all of your ideas about what these authors are communicating here, on this chart. The title of this chart is Why We Write. It will help us keep track of the different ways writers communicate. We will keep adding to this chart as we explore more texts. As you enjoy books at the Library & Listening Center, you might discover more reasons that writers write.</i> Tape the Why We Write sheets to the chart.
Closing 1 minute	<i>Today we learned that writing is one way to communicate. We also learned that authors write to communicate different things.</i> Note: Leave the Why We Write chart posted accessibly for ongoing reference and additions throughout the unit.
Standards WIDA	R.8.K.a Identify texts that tell stories. L.5.K.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). L.6.K Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. ELD-LA.K.Narrate.Expressive. Construct language arts narratives (with prompting and support) that orient audience to story through noun groups to state who or what the story is about (tall man, baby bear). [WORD/PHRASE]
Ongoing assessment	Listen for and make note of children’s discussion. What do they notice about the texts? How do they describe what they notice? What do children already know about the purposes of writing?

Notes

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