

WEEK 1 Day 3

Writing Basics

Deconstruction: Why We Write

Individual Construction

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

Content Objective	I can write to communicate about myself. (W.3.K.b, W.3)
Language Objective	I can use short phrases to orally describe to my classmates what an author is communicating. I can use a sentence starter as needed. (ELD-LA.K.Inform.Expressive)
Vocabulary	communicate: to share an idea by talking, writing, or showing someone else purpose: the reason for doing or creating something
Materials and Preparation	• Why We Write chart, from Day 1 • Center sign, or other classroom text, to illustrate writing for a different purpose • Why We Write sheet • scotch tape, for attaching the Why We Write sheet to the chart • children’s writing, from Day 2 • pencils • crayons • sentence starter to share with children orally, such as “The author is communicating ____.” • charts and visual scaffolds: ○ Storytelling and Story Acting visuals
Opening 1 minute	<i>We talked about how writers communicate different things in different ways. Today we are going to look at a different text to figure out its purpose.</i>

Deconstruction 5 minutes	Hold up the Center sign (or other classroom text). <i>Why do you think [I/other author] wrote this? What am I communicating?</i> Harvest several ideas and record them on the Why We Write sheet. Add the Why We Write sheet to the chart. Review the purposes for writing identified for the different texts. <i>Writers write for so many reasons! Remember, if you come across a text that is written for another purpose, let me know, and we will add it to our chart.</i>
Individual Construction 8 minutes	<i>Yesterday you started writing _____ to communicate about yourselves. The first writing tool you used was a pencil. Today you will get to try a new tool: crayons. Crayons can help you communicate more clearly about yourself, because they help you add color.</i> Introduce crayons as a tool that will be used for writing throughout the year, including classroom-specific expectations for where they will be stored, etc. Send children to add to their writing by adding color with crayons. As they work, circulate to support them. Support could include: ● referring to nameplates to scaffold name writing; ● asking children what they are writing to communicate about themselves; ● pointing to individual parts of their illustrations and asking what colors they might use to communicate; ● using a core board to support children’s communication about colors.
Closing 1 minute	<i>Tomorrow you will have a chance to share your writing with each other.</i> Before the next Writing lesson, invite one child to help model sharing work.
Standards WIDA	W.3.K.b Use a combination of drawing and writing to communicate a topic. Standard W.3 Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose ELD-LA.K.Inform.Expressive. Construct informational texts in language arts (with prompting and support) that introduce topic for audience through

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	oral recounting to share information (The farmers grow food.). [DISCOURSE]
Ongoing assessment	During the lesson, listen for and make note of children's discussion. - What do they notice about the text? - Which phrases do they use to discuss the text? - What do children already know about the purposes of writing? - What new understandings are they developing? After the lesson, review children's writing. - What do they communicate about themselves? - How do they communicate about themselves? - How effectively do they use the tools? - How effectively do they use the space on the page?

Notes



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