

WEEK 1 Day 4

Writing Basics

Individual Construction

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

Content Objective	I can talk with a partner about the purposes of our writing. (SL.1.K.a)
Language Objective	I can use nouns to name what I wrote and to name what I see in my partner's writing. I can use sentence frames to talk to my partner. (SL.3.K.b, ELD-LA.K.Narrate.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	Before the lesson, consider how children will be partnered during Writing and how they will decide which partner speaks first. For example, children may have assigned Writing partners, or they may turn to the person sitting next to them. ● children's writing, from Day 2 ● pencils ● crayons ● teacher whiteboard Write the following prompts on the board. I wrote _____, because _____. I notice _____. ● charts and visual scaffolds: ○ Storytelling and Story Acting visuals
Opening 1 minute	<i>This week you wrote to communicate about yourself. Today you are going to share your work with a partner.</i>

Sharing 13 minutes	Gather the children back on the rug. Model sharing work in pairs. Sit shoulder-to-shoulder with the child partner identified at the end of the last lesson. Point to and read the first prompt on the board: “I wrote _____, because _____.” Have the child present their work using that sentence frame. Point to and read the second prompt on the board: “I notice _____.” Respond to their work using that sentence frame. Pair children and have them share their work and respond to their partner’s work using the sentence frames. After sharing, have several children share what they learned about their partners.
Closing 1 minute	<i>Your writing helped you communicate something about yourself to your partner.</i> Note: Leave the Why We Write chart posted. You will continue to reference and add to it throughout the unit.
Standards WIDA	SL.1.K.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail. 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	During the lesson, listen for and make note of children’s discussion. How comfortable are they sharing with a partner? Do they use the sentence frames? Which nouns do they use?

Notes



Writing U1 W1 D4