

WEEK 3 Day 1

Writing Basics

Individual Construction: Telling and Drawing Information

Content Objective	I can tell what I know about a topic. (W.3.K.b)
Language Objective	I can orally tell and draw information that names the topic and describes it. I can use the Simple Sentence (Personal Recount) chart as needed. (ELD-LA.K.Inform.Expressive)
Vocabulary	communicate: to share an idea by talking, writing, or showing someone else information: facts or details about a subject purpose: the reason for doing or creating something sketch: a rough drawing
Materials and Preparation	• Why We Write chart, from Week 1, Day 1 • <i>The Life Cycle of a Salmon</i>, Bobbie Kalman • teacher's drawing and writing book • drawing and writing books • caddies with pencils only • date stamp (optional) • charts and visual scaffolds: ○ Independent Writing Routine chart and table copies ○ Simple Sentence (Personal Recount) chart ○ Storytelling and Story Acting visuals ○ Wh- Questions visual
Opening 1 minute	Refer to the Why We Write chart. <i>We learned that writers write for different purposes to communicate different things. We have been telling true stories about our lives so that we can learn more about each other. Today I am going to do something different. I will tell you information that I</i>

Writing U1 W3 D1

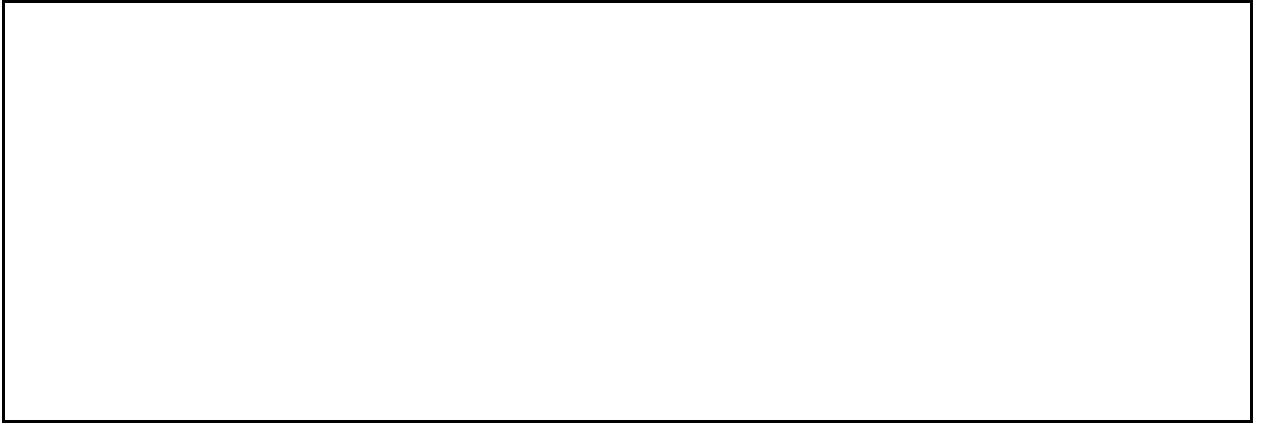
	<i>know, to teach you something, just like this book, The Life Cycle of a Salmon, teaches us something.</i>
Modeling 10 minutes	Modeled Writing Step 1: Set the stage: <i>Writers write about what they know. We know a lot about our own lives, and we also know about other things in the world. Something I know a lot about is [frogs].</i> Step 2: Think aloud: Point to the Independent Writing Routine chart: Step 1. Model thinking of your writing idea—a topic you know a lot about. Step 3: Model: Point to Step 2. Model Pair and Share with a child telling information about a topic you know a lot about. Harvest 1-2 <i>wh-</i> questions from children. Use authoritative statements, rather than including yourself in the information, like in the following example. <i>Frogs are animals that live all over the world in different habitats. Some live in the water; some live in trees; and some even live in deserts! Frogs communicate by making different sounds. When frogs have babies, they lay eggs. The eggs then grow into tadpoles, which grow up to be frogs.</i> Point to Step 3. Turn to the next blank page in your teacher notebook. <i>Here I will draw my information.</i> Model deciding what to draw, including deciding which way to hold the book to best represent that information. <i>I am going to start my drawing with just a pencil.</i> Model closing your eyes to think about each part of the image and how you will draw it. Model sketching. Optional: Model marking the page with a clip, explaining that the clip helps you keep track of which page you are working on. Step 4: Reread the finished text: Review your writing.
Individual Construction	<i>Now it's your turn to think, tell and draw information! Think about something you know a lot about. For example, if you know about</i>

Writing U1 W3 D1

18 minutes	<i>dinosaurs, you can tell your partner everything you know about them.</i> Point to the Independent Writing Routine chart: Step 1. <i>Take a moment to think. When you have an idea for what you would like to tell your partner, 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 information, and the second partner will ask a question. Then the second partner will tell their information, 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; ● modeling telling information; ● offering possible topics to tell information about; ● restating what the teller has said, to check for understanding; ● asking questions to prompt the child telling information to add more detail; ● modeling asking <i>wh</i>- questions. When they finish telling their information, have the children get their drawing and writing books and begin drawing on the first blank page. As children write, circulate to support them. Support could include: ● helping children decide what information to draw; ● assisting in sketching by asking children about the shapes that make up what they are drawing; ● helping children orient their book to best fit their drawing; ● scribing for them. Stamp or write the date at the top of the pages.
Closing 1 minute	<i>Tomorrow we will continue telling and drawing information.</i>
Standards	W.3.K.b Use a combination of drawing and writing to communicate a topic.
WIDA	ELD-LA.K.Inform.Expressive. Construct informational texts in language arts

	(with prompting and support) that introduce a topic for the audience through oral recounting to share information (The farmers grow food.). [DISCOURSE]
Ongoing assessment	Note children's use of the new routines and materials. Consider what will need to be retaught. - Do they know how to take out and put away their drawing and writing books? pencils? - Do they know where to sit to write? Note the effectiveness of the children's information telling and drawing. - How effective are children at telling information? - Do their partners understand? - What types of questions do they ask each other? Do they use <i>wh</i>-words? - What can be learned about the children from the information they tell? - How effectively do they represent their ideas with images? - How effectively do they use the space on the page?

Notes



Writing U1 W3 D1