

Unit 1: Building Strong Communities

WEEK 1 Day 2

**Writing Basics**  
Individual Construction

<b>Content Objective</b>	I can draw and write to communicate about myself. (W.3.1.b)
<b>Language Objective</b>	I can talk with a partner about our writing. (SL.1.1.a)
<b>Vocabulary</b>	<b>communicate:</b> to share ideas with each other
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• writing tools, such as pencils, colored pencils, and crayons</li><li>• blank paper, one for each child</li></ul> <p>On the whiteboard, write: I notice _____.</p> <ul style="list-style-type: none"><li>• writing folders, one for each child</li></ul>
<b>Opening</b> 1 minute	<i>Yesterday we talked about how writers communicate different things in different ways, and you communicated about yourselves by talking. Today you are going to communicate about yourselves by drawing and writing.</i>
<b>Individual Construction</b> 15 minutes	<p>Introduce writing materials. Explain classroom-specific expectations for where they will be stored, how to indicate that pencils need sharpening, etc.</p> <p><i>We have been exploring the question “Who am I, and who are we together?” Today and tomorrow you will draw and write to communicate about yourself. Then, as a class, we will put your writing together on a bulletin board that communicates about each member of our classroom community. This will help us learn about each other, and it will help visitors learn about us.</i></p> <p><i>Today you will write about yourself and the important people in your life. Think about the people and activities that are most</i></p>

	<p><i>important to you. What do you want to communicate about yourself? Let's use Think, Pair, Share again.</i></p> <p>Harvest several children's ideas.</p> <p><i>Today you will begin to draw and write about the people and things that are important to you. At the end of today's Writing lesson, you will meet with a partner to share your work. You may not be finished. Tomorrow you will have a chance to finish your writing.</i></p> <p>Send the children to work with paper and writing tools. As children write, circulate to support them.</p>
<p><b>Pair Sharing</b> 9 minutes</p>	<p><i>During Writing and throughout our day, we will be sharing our work with each other a lot. We will work together to make our work even better. Today you will share with a partner what you have drawn and written so far.</i></p> <p>Gather the children back on the rug. Model sharing work in pairs. Sit shoulder-to-shoulder with a child partner.</p> <p><i>First my partner will share his work with me by reading his words and showing me his illustration.</i></p> <p>Have the child partner read his work.</p> <p><i>Now I will respond to my partner's work. I will begin by saying, "I notice _____."</i></p> <p>Point to the sentence frame on the board. Then use the frame to respond.</p> <p>Pair children and have them share their work and respond to their partner's work using the sentence frame.</p> <p>After sharing, have several children share what they learned about their partners.</p>
<p><b>Closing</b> 5 minutes</p>	<p>Introduce writing folders and teach the children classroom-specific routines for putting work in folders and putting folders away.</p> <p><i>Today we began writing to communicate about ourselves. Tomorrow we will continue this work.</i></p>
<p><b>Standards</b></p>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>SL.1.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
<p><b>Ongoing assessment</b></p>	<p>After the lesson, review children's writing.</p> <p>What do they communicate about themselves? How do they communicate about themselves?</p>

	How effectively do they use the writing tools? How effectively do they use the space on the page?
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**Notes**

Large empty rectangular box for notes.

