



WEEK 1 Day 5

Writing Basics
Individual Construction: Telling and Writing Information

Content Objective	I can tell and write what I know about a topic. (W.3.1.b)
Language Objective	I can ask questions to understand my partner. (SL.2.1.b)
Vocabulary	<p>purpose: the reason for doing or creating something</p> <p>communicate: to share ideas with each other</p> <p>information: facts or details about a subject</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Sea Turtles</i>, Laura Marsh ● writing notebooks ● writing tools
Opening 1 minute	<p>Refer to the Why We Write chart.</p> <p><i>We have learned that writers write for different purposes to communicate different things. Yesterday we told true stories about our lives so that we could learn more about each other. Today I am going to do something different. I will tell you information that I know, to teach you something, just like this book: Sea Turtles.</i></p>
Modeling 8 minutes	<p><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 _____.</i></p> <p>Model telling information about a topic to a partner. Use authoritative statements, rather than including yourself in the information. See the following example.</p> <p><i>Sea turtles live in warm ocean waters, traveling all over the world! They are born on the beach, though, and take a long, dangerous journey to get to the ocean. When sea turtles are born, they are only about three inches long. The largest sea turtles can grow to be seven feet long!</i></p>

	After telling the information, invite your partner to ask a question.
Individual Construction 8 minutes	<p><i>Now it's your turn to tell information about something. Think about something you know a lot about. For example, if you know about dinosaurs, you can tell your partner many things you know about them. 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></p> <p>Model the silent signal. Allow children several minutes to prepare for telling information.</p> <p>Review the routine for turning to talk to 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.</p> <p><i>The first partner will tell her information, and the second partner will ask a question. Then the second partner will tell his information, and the first partner will ask a question.</i></p> <p>As the children talk to their partners, circulate to support them.</p>
Individual Construction 12 minutes	<p><i>Now you will use pictures and words to write the information you told your partner. Think about how you will communicate the information with drawing and writing. What will you draw? What words will you write?</i></p> <p>Send the children to work with writing notebooks and writing tools. As they write, circulate to support them.</p>
Closing 1 minute	<i>Today we communicated information. Next we will learn about another purpose for writing: giving directions.</i>
Standards	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>SL.2.1.b Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
Ongoing assessment	<p>While circulating, take notes about how children work in pairs and the effectiveness of their information telling.</p> <p>Are children following the routines for talking with a partner? What needs to be reinforced/taught?</p> <p>How effective are children at telling information? Do their partners understand? What types of questions do they ask each other? What can be learned about the children from the information they tell?</p>

	<p>After the lesson, review children’s writing. What topics do they write about? How effectively do they tell information with illustrations? How effectively do they tell information with words?</p>
--	--

Notes

--

