

## Unit 1: How We Learn in Our School Communities

### WEEK 1 Day 3

<b>Writing Basics</b> Individual Construction
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<b>Content Objective</b>	I can draw and write to communicate about myself. (W.3.2)
<b>Language Objective</b>	I can talk with a partner about our writing. (SL.1.2.a)
<b>Vocabulary</b>	<b>communicate:</b> to share ideas with each other
<b>Materials and Preparation</b>	<p>Before the lesson, identify a space to display children’s work from Days 2 and 3. A bulletin board can be created in or outside of the classroom that includes the Week 1 Weekly Question Chart and children’s writing.</p> <p>In this lesson, children will share their writing with new partners. Before the lesson, consider how children will be paired.</p> <ul style="list-style-type: none"><li>• children’s writing folders, including writing from Day 2</li><li>• writing tools</li></ul> <p>On the whiteboard, write:</p> <p>I notice _____.</p>
<b>Opening</b> 1 minute	<i>Yesterday you began writing to communicate about yourselves. Today you will have a chance to finish your writing and to share with different partners.</i>
<b>Individual Construction</b> 14 minutes	<p>Send the children to work with folders and writing tools. As children write, circulate to support them, by (for example)</p> <ul style="list-style-type: none"><li>• asking questions to help generate ideas;</li><li>• helping children segment and encode sounds in words;</li><li>• directing children to classroom resources for writing words.</li></ul>
<b>Pair Sharing</b> 14 minutes	Gather the children back on the rug. Model sharing work in pairs. Sit shoulder-to-shoulder with a child partner.

	<p><i>First my partner will share their work with me by reading their words and showing me their illustration.</i></p> <p>Have the child partner read their work.  <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 frames.</p> <p>Repeat the process with new pairs, as time allows.</p> <p>After children have time to talk with partners, invite several children to share what they learned about their partners.</p>
<b>Closing</b> 1 minute	<p><i>Today you shared your writing, communicating about you and the people who are important to you. We will display your work so that everyone in the classroom community will get a chance to know you better.</i></p> <p>Collect children's work.  At another time after the lesson, and perhaps with the help of a few children, hang the work on the bulletin board.</p>
<b>Standards</b>	<p><b>W.3.2:</b> Use a combination of drawing, and writing to communicate a topic with a beginning, middle (including details) and an end.</p> <p><b>SL.1.2.a:</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
<b>Ongoing assessment</b>	<p>After the lesson, review children's writing.</p> <p>What do they communicate about themselves?</p> <p>How do they communicate about themselves (using drawings, labels, words, sentences, paragraphs, etc.)?</p> <p>How effectively do they use the writing tools?</p> <p>How effectively do they use the space on the page?</p>