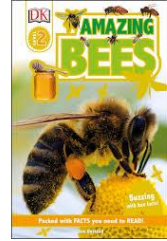


Unit 1: How We Learn in Our School Communities

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.3.2)
Language Objective	I can ask questions to understand my partner. (SL.2.2.b)
Vocabulary	communicate: to share ideas with each other genre: a type of writing information: facts or details about a subject purpose: the reason for doing or creating something
Materials and Preparation	<ul style="list-style-type: none">• Why We Write chart, from Day 1• <i>Amazing Bees</i>, Sue Unstead• writing notebooks• writing tools
Opening 1 minute	Refer to the Why We Write chart. <i>We have learned that writers write for different purposes to communicate different things. Yesterday we told true stories about our lives for the purpose of learning 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: Amazing Bees.</i>
Modeling 8 minutes	<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> Model telling information about a topic to a partner. Use authoritative statements, rather than including yourself in the information. See the following example. <i>Bees are insects. They drink nectar from flowers. When they travel from flower to flower, pollen collects on their bodies. By carrying the pollen, bees help flowers make seeds which grow into new flowers.</i>

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	<p><i>There are different types of bees. Some bees make honey.</i></p> <p>After telling the information, invite your partner to ask a question.</p>
<p>Individual Construction 8 minutes</p>	<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 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></p> <p>As the children talk to their partners, circulate to support them.</p>
<p>Individual Construction 12 minutes</p>	<p><i>Now you will write the information you told your partner. Think about how you will communicate the information with writing and drawing. What words will you write? What will you draw?</i></p> <p>Send the children to work with writing notebooks and writing tools. As they write, circulate to support them.</p>
<p>Closing 1 minute</p>	<p><i>This week we learned that authors write for different purposes.</i></p> <p><i>This year we are going to learn about different types of writing, or genres. We will read books and other texts to find out how authors write, and we will write, too! Next week we will begin our first genre study.</i></p>
<p>Standards</p>	<p>W.3.2: Use a combination of drawing, and writing to communicate a topic with a beginning, middle (including details) and an end.</p> <p>SL.2.2.b: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
<p>Ongoing assessment</p>	<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/retaught?</p> <p>How effective are children at telling information?</p>

	<p>Do their partners understand?</p> <p>What types of questions do they ask each other?</p> <p>What can be learned about the children from the information they tell?</p> <p>After the lesson, review children's writing.</p> <p>What topics do they write about?</p> <p>How effectively do they tell information with words?</p> <p>How effectively do they tell information with illustrations?</p>
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<p>Notes</p>
