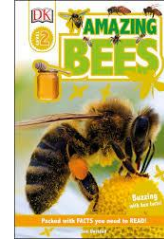


Unit 1: How We Learn in Our School Communities

WEEK 1 Day 1



Writing Basics

Deconstruction: Why We Write

Content Objective	I can identify the main purpose of a text. (R.9.2.b)
Language Objectives	I can describe what I observe about a text. (SL.1.2) I can use Think, Pair, Share to communicate about myself. (SL.1.2.a)
Vocabulary	author: the writer of a story, book, or other text communicate: to share ideas with each other purpose: the reason for doing or creating something
Materials and Preparation	<p>Read Writing: Introduction to Writing Basics (in the Introduction documents).</p> <p>Before the lesson, consider how children will be partnered during Writing lessons and how they will decide which partner speaks first. For example, children may have assigned Writing partners, or they may turn to the person sitting next to them.</p> <ul style="list-style-type: none"> examples of texts written for different purposes: <ul style="list-style-type: none"> <i>A Letter to My Teacher</i>, Deborah Hopkinson <i>Amazing Bees</i>, Sue Unstead <i>How Do Wind and Water Change Earth?</i>, Natalie Hyde: "River of Ice Activity," pages 20-21 Why We Write sheets: <i>A Letter to My Teacher</i>; <i>Amazing Bees</i>; "River of Ice Activity," cut apart chart paper and markers At the top of the chart paper, write the title Why We Write. tape, for attaching the Why We Write sheets to the chart Note: Tape should be used instead of glue so the papers can be moved and grouped as more are added in successive lessons.

<p>Opening 1 minute</p>	<p>Gather the children in a circle in the meeting area.</p> <p><i>This year in second grade, we are going to communicate our ideas in many different ways. One way we can communicate with each other—share our ideas—is by talking. Another way we can communicate is by writing and drawing. Every day we will have a Writing lesson, when we will learn about how writers communicate through writing and drawing, and we will write and draw, too!</i></p>
<p>Deconstruction 13 minutes</p>	<p><i>Let’s take a look at some of the texts we will use this year and think about their purpose—why they were written—and how the authors communicate.</i></p> <p>Hold up <i>A Letter to My Teacher</i>.</p> <p><i>Today we read A Letter to My Teacher, by Deborah Hopkinson. Let’s do a picture walk. As you look at the illustrations, think about this question: Why do you think Deborah Hopkinson wrote this book?</i></p> <p>After the picture walk, restate the question. Harvest several ideas and record them on the <i>A Letter to My Teacher Why We Write</i> half-sheet.</p> <p><i>Here is another book we will read this year.</i></p> <p>Hold up <i>Amazing Bees</i> and flip through the pages.</p> <p><i>This book looks different than A Letter to My Teacher. What do you notice about this book?</i></p> <p>Harvest several ideas.</p> <p><i>Do you think Sue Unstead, the author, wrote this book with the same purpose as Deborah Hopkinson, or for a different reason?</i></p> <p>Harvest several ideas, and record them on the <i>Amazing Bees Why We Write</i> half-sheet.</p> <p><i>Here is a text we will use in Writing during Unit 2.</i></p> <p>Hold up “River of Ice Activity.”</p> <p><i>This text looks different from the others. What do you notice about this text?</i></p> <p>Harvest several ideas.</p> <p><i>Why do you think the author, Natalie Hyde, wrote this?</i></p> <p>Harvest several ideas, and record them on the “River of Ice Activity” <i>Why We Write</i> half-sheet.</p> <p>Refer to the <i>Why We Write</i> chart.</p> <p><i>The title of this chart is Why We Write. It will help us keep track of the different purposes writers have when they write. Let’s put your ideas about why these authors wrote these different texts here. We will keep adding to this chart as we explore more texts.</i></p> <p>Tape the <i>Why We Write</i> sheets to the chart.</p>

Individual Construction 15 minutes	<p><i>We are just getting started as a class community, so this week we are going to communicate about ourselves, to get to know each other better. Today we will communicate about ourselves using talking, and tomorrow we will communicate using writing and drawing.</i></p> <p><i>Today when we communicate by talking, we will use a routine you learned today in Text Talk called Think, Pair, Share. First you will think about what you want to communicate about yourself. Then you will turn to a partner to tell them something about you. Then we will come back together as a group for several people to share their conversations.</i></p> <p>Choose a child with whom to model the routine.</p> <p><i>Now it's your turn! Choose something about yourself that you would like to communicate with your partner. It could be about who is in your family, your favorite thing to do, your favorite food... something you would like your classmate to know about you.</i></p> <p>Pair children. As they talk, circulate to listen in and support their conversations.</p> <p>Bring the class back together, and invite several children to share their own or their partner's information with the group.</p>
Closing 1 minute	<p><i>Today we learned that writing is one way to communicate. We also learned that authors write for different purposes.</i></p> <p>Leave the Why We Write chart posted to reference and add to throughout the unit.</p>
Standards	<p>R.9.2.b: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>SL.1.2: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.2.a: 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>
Ongoing assessment	<p>Listen for and make notes about children's discussion.</p> <p>What do they notice about the texts?</p> <p>What do children already know about the purposes of writing?</p> <p>How comfortable are they with the Think, Pair, Share routine?</p>