MAXLiteracy

undefined

National

Grade 1

Unit 1

Week 1

Day 1

3

Write to Build Knowledge

Resources

2

G1 U1 My Reading and Writing Book

Week 1 Day 1 Slides

Target Outcomes

2

ELA

Produce complete sentences orally when appropriate to task.

Produce complete sentences orally when appropriate to situation.

With prompting and support, speak in complete sentences when appropriate to task.

With prompting and support, speak in complete sentences when appropriate to situation.

Engage effectively in teacher-led discussions with diverse partners on grade 1 topics.

Engage effectively in one-on-one discussions with diverse partners on grade 1 topics.

Work respectfully with others

Speak one at a time during discussions.

Follow agreed-upon rules for discussions.

Make appropriate contributions to the discussion.

Actively participate in collaborative discussions to build background knowledge.

Listen actively to others with care during discussions.

Language Development

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Welcome to Writing

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Set Purpose

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Set a Purpose

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Welcome to your first writing lesson! Today, we will start building our writing community, where we will learn from one another as we work together to help each other become great writers.

We are going to start by participating in an activity to help us understand more about what it means to be a writer and how people share their writing with others.

Display and read aloud the Student Learning Goals.

Teach Gallery Walk Protocol

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Class Discussion

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SL.CC.7.1.i Respond to a variety of media.;;SL.CC.8.1.vii Respond to a variety of print materials.;; SL.CC.7.1.iv Actively participate in collaborative discussions to build background knowledge.;; SL.CC.10.1.i Listen to a variety of print materials.;; SL.CC.10.1.ii Listen to a variety of media.;; SL.CC.1.1.x Make appropriate contributions to the discussion.;; SL.CC.1.1.xi Follow rules for conversation using appropriate voice level in small-group settings.;; SL.CC.1.1.xii Build on conversations by responding to the comments of others through multiple exchanges.;; SL.PKI.6.1.iii Develop social communication, relate experiences to a classmate.;; SL.PKI.6.1.iv Develop social communication, express needs.;; SL.PKI.6.1.v Develop social communication, express feelings.;; SL.LU.2.1.v During discussions, speak clearly at an appropriate pace. SL.LU.2.1.vi During discussions, use the conventions of language.

SL.CC.1.1.iii Engage effectively in teacher-led discussions with diverse partners on grade 1 topics.;; SL.CC.1.1.i Engage effectively in one-on-one discussions with diverse partners on grade 1 topics.;; SL.CC.5.1.i Work respectfully with others.;;SL.CC.1.1.ix Speak one at a time during discussions.;;SL.CC.2.1.i Follow agreed-upon rules for discussions.;;SL.CC.1.1.x Make appropriate contributions to the discussion.;;SL.CC.7.1.iv Actively participate in collaborative discussions to build background knowledge.;;SL.PKI.12.1.i Listen actively to others with care during discussions.

SL.LU.2.1.i Use appropriate voice level.;;SL.LU.2.1.ii Adapt oral language to fit the situation.;;SL.LU.2.1.v During discussions, speak clearly at an appropriate pace.;;SL.LU.2.1.vi During discussions, use the conventions of language.;;L.VAU.4.b.1.i Use words and phrases acquired through conversations.

Display and read aloud the Gallery Walk Protocol.

Gallery Walk Protocol

Component Link

[Slide spec: Insert Thumbnail of the Gallery Walk Protocol]

Point out the displayed item (see Before this Lesson) and explain to students that they will participate in an activity called a Gallery Walk Protocol.

Have you ever been to a museum or an art gallery? In a museum there are many exhibits to look at. An exhibit is a display of interesting items to study and learn from. Today we are going to go on a classroom gallery walk. We will move around the room and look carefully at different exhibits.

Read aloud the direction: Move quietly and safely to your first exhibit.

When I say “Go” you and your group will walk to your first exhibit.

Divide students into pairs then assign 2-3 pairs of students to begin in front of each display.

Read aloud the direction: Look carefully.

Look carefully at the exhibit. Think about the questions: What do you notice about the item(s)in the exhibit? What do you wonder? Then quietly discuss one thing you notice or wonder with your partner.

After 1-2 minutes, signal that students that it is time to move using a cue like ringing a bell, flashing the lights, or clapping. Then, read aloud the direction: Move quietly and safely to the next exhibit.

Demonstrate how and where each group of students should move.

When I say “Go” you and your group will walk to your next exhibit. Look carefully at the next exhibit, think about what you notice or wonder, then quietly discuss one thing you notice or wonder with your partner.

Guide students to continue the Gallery Walk Protocol, allowing time for students to briefly view and discuss all of several of the displays.

Debrief Gallery Walk Protocol

Gather students in the whole group area and ask a few students to share something they noticed or wondered during the Gallery Walk Protocol.

If students do not share this as something they noticed, point out that all the items in the exhibits had written words.

What do you think that the items you saw during the Gallery Walk have in have in common? How are they the same or similar? (Sample responses: They are all books. They all have words on them; They all show writing.)

Ask students:

Where else do you see writing in our classroom? Point to one place you see written words.

Where do you see writing outside of school? For example: at home, on your way to school, in stores or places you go for fun?

Why do you think people write?

Define: Author and Illustrator

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Class Discussion

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RF.CP.2.c.1.i Explain the role of the author of a text.;; RF.CP.2.b.1.iii Locate the name of the author(s) of books.;; RF.CP.2.c.1.iii Identify the author and illustrator.;; RF.CP.2.b.1.iv Locate the name of the illustrator(s) of books.;; RF.CP.2.c.1.ii Explain the role of an illustrator of a text.

RF.CP.2.c.1.i Explain the role of the author of a text.;; RF.CP.2.b.1.iii Locate the name of the author(s) of books.;; RF.CP.2.c.1.iii Identify the author and illustrator.;; RF.CP.2.b.1.iv Locate the name of the illustrator(s) of books.;; RF.CP.2.c.1.ii Explain the role of an illustrator of a text.;; SL.PKI.7.1.i Participate in oral language activities, including choral speaking.

SL.CC.1.1.vi Engage effectively in teacher-led discussions with diverse partners on grade 1 texts.;; SL.CC.2.1.i Follow agreed-upon rules for discussions.;;SL.CC.5.1.i Work respectfully with others.;;SL.CC.7.1.iv Actively participate in collaborative discussions to build background knowledge.;; SL.LU.2.1.ii Adapt oral language to fit the situation.;;SL.LU.2.1.ii Adapt oral language to fit the situation.;;SL.PKI.12.1.i Listen actively to others with care during discussions.;;SL.LU.2.1.i Use appropriate voice level.;;SL.LU.2.1.v During discussions, speak clearly at an appropriate pace.;;SL.LU.2.1.vi During discussions, use the conventions of language.;;L.VAU.4.b.1.i Use words and phrases acquired through conversations.

Whenever you see written words, someone has taken the time to write those words down.

Display one of the texts from the Gallery Walk, such as My Big Family or The Lost Kitten. Point to and read aloud the author’s name. Explain that a person who writes words in a book is called an author.

Explain to students how to chorally respond to a question. For example, I am going to ask a question. When I snap my fingers, I want you to say your answer.

Ask:

What is a person who writes words in a book called? (an author)

Repeat a similar process to introduce and define the word illustrator: an illustrator is a person who draws the illustrations, or pictures in a story.

Wrap Up

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Wrap Up

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Explain to students that this year, they will become authors and illustrators, too! Use books around the classroom to point out that authors can write about many topics (such as: animals, cars, the ocean, dinosaurs, make believe stories, etc.)

Ask:

What is something you want to write about?

Have students Turn-and-Talk to share their answer.

Thank students for sharing their ideas with classmates. Explain that sharing ideas with classmates is one way to help each other in our classroom community.

Formative Assessment: Review Student Work

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Formative Assessment

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SL.PKI.4.1.v Produce complete sentences orally when appropriate to task.;;SL.PKI.4.1.viProduce complete sentences orally when appropriate to situation.;;SL.PKI.4.1.vii With prompting and support, speak in complete sentences when appropriate to task.;;SL.PKI.4.1.viii With prompting and support, speak in complete sentences when appropriate to situation.;; L.CC.1.1.iii Engage effectively in teacher-led discussions with diverse partners on grade 1 topics.;; SL.CC.1.1.i Engage effectively in one-on-one discussions with diverse partners on grade 1 topics.;; SL.CC.5.1.i Work respectfully with others.;;SL.CC.1.1.ix Speak one at a time during discussions.;;SL.CC.2.1.i Follow agreed-upon rules for discussions.;;SL.CC.1.1.x Make appropriate contributions to the discussion.;;SL.CC.7.1.iv Actively participate in collaborative discussions to build background knowledge.;;SL.PKI.12.1.i Listen actively to others with care during discussions.

ASSESS Prior to the next writing lesson, review the beginning of students’ stories. Did students:

* Produce complete sentences to answer a question?
* Orally share information with a partner?
* Gather and use information to answer a question with support?

As needed, provide additional support during the next writing lesson.

Professional Learning

3

Why? The Science Behind the Practice

“A classroom community of thinking, speaking, and writing… allows students to flourish where they may well not have flourished—or even really engaged.” Vermont Writing Collaborative, 2008)

Student Learning Goals

1

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Before this Lesson

2

Create 5-7 displays around the classroom using items that show various purposes for writing, for example:

Books (Unit 1 Lap books, Decodable Readers, other high interest books)

Write to Know! Book and My Max Book

Birthday or other greeting card(s)

Text message exchange (depicted by a photograph of a screenshot)

Magazine (intended for children)

Recipe with image(s) that support understanding of what this is

Sign (e.g., a sign that explains a classroom or school rule or procedure)

Certificate/Award

It is not necessary to gather every item from this list. Choose items that are easily obtainable and likely to be recognizable by most students.

Consider placing a number or colored piece of paper next to each display to assist with classroom management during the Gallery Walk Protocol, using the numbers or colors to direct students where to start and how to rotate.