MAXLiteracy

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National

Grade 1

Unit 1

Week 1

Day 2

7

Write to Build Knowledge

Resources

2

G1 U1 Write to Know! Book

Week 1 Day 2 Slides

Target Outcomes

2

ELA

With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizer, to generate ideas and draft writing or dictation.

Use a combination of drawing, dictating, and writing to compose informative/expository texts that name a topic and supply some facts about the topic.;

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

Produce oral responses to questions.

Develop Language: Oral to Written Language

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Set Purpose

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Set a Purpose

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Today in our reading lesson, we read the text My Big Family. For our writing lesson today, we are going to learn more about how to share what we think and say through writing by writing about our own families!

Introduce the Write to Know! Book

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Introduction

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RF.CP.2.c.1.i Explain the role of the author of a text.;; RF.CP.2.c.1.iii Identify the author and illustrator.;; RF.CP.2.b.1.iii Locate the name of the author(s) of books.;; 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.CC.1.1.iii Engage effectively in teacher-led discussions with diverse partners on grade 1 topics. SL.PKI.12.1.i Listen actively to others with care during discussions.

Display a copy of the Write to Know! Book and tell students that they will become the author and illustrator of the pages inside this book. Explain that the book has activities to help them learn how to draw and write to share their ideas with others. Distribute each student’s Write to Know! Book.

As I pass out your book, try to find your name written on the cover. Your name is on the cover because you will become the author and illustrator of this book!

Allow students to open the Write to Know! book and briefly explore what’s inside.

Draw and Label

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Writing

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W.PDW.2.a.1.vi With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizer, to generate ideas and draft writing or dictation.;; W.TTP.3.a.1.ii Use a combination of drawing, dictating, and writing to compose informative/expository texts that name a topic and supply some facts about the topic.

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SL.CC.1.1.i Engage effectively in one-on-one discussions with diverse partners on grade 1 topics.;; SL.CC.1.1.iv Engage effectively in one-on-one discussions with diverse partners on grade 1 texts.;; 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 have students turn to page xx of the Write to Know! Book.

slide title here

Component Link

[Insert thumbnail of Grade 1, Unit 1 Student Write to Know Page 2 (Draw and Label)]

Read the directions aloud. Tell students that they will talk about who is part of their family before they draw and write.

Display the text, My Big Family.

In the story, we learn about Alex’s family. First, Alex just lives with his mom and dad. Then other members of his family, like his grandmother, aunts, uncles and cousins come to stay. At the end of the story, Alex lives with his mom, dad and his new baby sibling. Who are the people in your family? You can think about the people you live with or other people who are part of your family, too.

Have students Turn and Talk to a partner to share who the people in their family are.

Use common student responses to model how to draw and label a picture of a family. Then, explain that you will label your picture with words to tell who the people are:

Point to a person in the picture and say a word aloud. For example: mom.

Explain that next, you will write the word that you said aloud.

Model segmenting the word, inviting students to identify and help you write letters for sounds they know.

Instruct students to complete page xx of their Write to Know! Book by drawing a picture of their family, then using words to label the people in their family.

ACCESS Support students by pointing 2-3 family members from My Big Family. Allow students to choose one of the people to draw. Model pointing to and naming a family member by verbally stating it aloud and invite students to repeat it back to you. To challenge students, have them add additional details to their drawing, such as a word to describe each family member.

Teach Thumbs Up Meet Up Protocol

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Class Discussion

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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.;; SL.CC.8.1.iv Answer questions using multi-word responses.

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Display the Thumbs Up Meet Up Protocol.

Thumbs up, Meet Up Protocol

Component Link

[Insert Thumbnail of the Thumbs up, Meet Up Protocol]

Introduce each step of the Thumbs Up Meet Up Protocol by inviting students to watch you model and then practice together.

Put your thumb up. First, I will stand up with my thumbs up. Can you show me a thumbs up?

Model looking around the room to find a partner using a student volunteer. Then, I will move quietly and safely around the room to find a partner with their thumb up.

Model connecting thumbs with a partner. Then, I will connect thumbs with a partner.

Demonstrate answering the question What did I draw? I drew a picture of my family. The people in my family are my mom, dad, and grandma.

Model taking turns to share. What did you draw?

Review steps as needed to ensure understanding.

Lead students through the Thumbs Up Meet Up Protocol to share their completed drawing of their family.

Instruct students to listen carefully to their partner: At the end, I will call on a few students to share something they learned about their partner’s family.

iELD Point out the words Abuela and Tía in the text My Big Family. Explain that these are words in Spanish that mean Grandmother and Aunt. Ask students to share words they know for people in a family in their own home language.

Wrap Up

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Wrap Up

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Choose a few students to share what they learned about their partner’s family.

Congratulate students on their work.

Formative Assessment: Review Student Work

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Formative Assessment

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ASSESS Prior to the next writing lesson, review students’ work. Did students:

3 Draw a picture that conveys meaning?

3 Read and explain their own drawing?

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

Professional Learning

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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)