MAXLiteracy

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National

Grade 1

Unit 1

Week 1

Day 4

13

Write to Build Knowledge

Resources

2

G1 U1 Write to Know! Book

Week 1 Day 4 Slides

Target Outcomes

2

ELA

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Language Development

Produce oral responses to questions.

Introduction to Opinion Writing

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Set a Purpose

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Purpose Setting

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Today we are going to write an opinion about our favorite part of the story The Lost Kitten. Remember, an opinion is what someone thinks or feels about something.

Display and read aloud the Student Learning Goals.

Teach Unpack Writing Prompt

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Writing

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W.PDW.1.a.1.i With guidance and support from adults, produce writing that is organized and developed to match the task and purpose.;; W.PDW.1.a.1.iv With guidance and support, use a structure and style appropriate to task, purpose, and audience.

W.PDW.1.a.1.i With guidance and support from adults, produce writing that is organized and developed to match the task and purpose.;; W.PDW.1.a.1.iv With guidance and support, use a structure and style appropriate to task, purpose, and audience.;; SL.CC.1.1.i Engage effectively in one-on-one discussions with diverse partners on grade 1 topics.;; SL.CC.1.1.iii Engage effectively in teacher-led discussions with diverse partners on grade 1 topics.

W.TTP.1.a.1.i With prompting and support, write an opinion about a topic or text.;; W.TTP.1.a.1.ii Write an opinion about a topic or text.;; W.TTP.1.b.1.i Introduce a topic or text.;; W.TTP.1.b.1.ii State an opinion or preference about the topic or text.;; 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.PKI.4.1.v Produce complete sentences orally when appropriate to task.;;SL.PKI.4.1.vi Produce complete sentences orally when appropriate to situation.;;SL.PKI.4.1.vii With prompting and support, speak in complete sentences when appropriate to task.

Teach the Unpack a Writing Prompt routine.

Display and have students turn to page xx of their Write to Know! book. Point to the directions at the top of the page and read them aloud: What part of the story The Lost Kitten do you like best?

Explain that these directions are called a prompt. Define prompt as directions for a writer. A writing prompt helps us understand what type of writing we’ll do and what we’ll be writing about.

Ask students to Turn-and-Talk to share, in their own words, what the prompt at the top of page xx is asking them to write.

Teach Think... Say... Write!

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Writing

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Model

Explain that students will use a routine called the Think... Say... Write! Routine which will allow each writer to think about what they want to write, share their ideas with a partner, and then write. Explain that you will model the routine.

First, I am going to think of the sentence I want to write to tell the part I like best.

Then, I’ll say the sentence I want to write aloud.

Model saying a sentence. For example: I like when the cat ate chicken.

Finally, I’ll write the sentence I thought of and said aloud.

Model writing a sentence. As you write your sentence, model segmenting each word in your sentence. As you segment a word, invite students to identify and help you write letters for sounds they know. Point out the use of high frequency word(s), word spacing, and the use of uppercase letter(s) at the beginning of the sentence.

Brainstorm

Let’s review some parts of the story The Lost Kitten to get ideas about parts of the story we like.

Display page xx (Mrs. Azucena gives the cat a blanket)

What happens in this part of the story? (Sample response: The neighbor gives the cat a blanket.)

Instruct students to make a heart with their hands or give a thumbs up if they like this part.

Repeat a similar process for page xx (The cat plays with the mouse), page xx (Mrs. Romana gives the cat tuna), and page xx (The cat plays with yarn).

Ask:

Does anyone remember another part of the story that you like?

Think...

Now it is your turn! Think of a sentence that tells which part of the story you like best.

Say...

Instruct students to say the sentence they thought of to their partner. Circulate to monitor students and provide corrective feedback. Encourage students to begin their sentence with the phrase: I like when...

Write!

Instruct students to write the sentence they thought of and said aloud.

Instruct students to draw a picture to go along with their sentence.

Circulate and monitor to provide corrective feedback.

iELD Provide students with verbal prompting (e.g., What were some things the cat did in the story? How did the neighbors help the cat?) when sharing their answers. Allow students to share the events in their home language. Invite students to use gestures or physical movements to share what happened in the story.

ACCESS Support students by inviting them to act out different ideas to show the events of the story. Remind students to refer to the brainstorm list for ideas about what they could write about. To challenge students, have them share an additional idea and include more details.

Thumbs Up, Meet Up Protocol

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Class Discussion

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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]

Lead students through the Thumbs Up Meet Up Protocol to share their drawing and sentence.

Instruct students to stand up with their thumb up.

Instruct students to move quietly and safely around the room.

Instruct students to connect thumbs with a partner.

Instruct students to take turns sharing their writing and orally explain why that was their favorite part of the story.

Wrap Up

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Wrap Up

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Invite a few students to share their sentences and drawings with the class.

Celebrate student work by noting how hard students worked and how much they practiced their listening, sharing, and writing skills during the lesson.

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:

* 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

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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)

Student Learning Goals

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