MAXLiteracy

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National

Grade 1

Unit 1

Week 1

Day 5

16

Write to Build Knowledge

Resources

2

G1 U1 Write to Know! Book

Week 1 Day 5 Slides

Target Outcomes

2

ELA

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Language Development

Produce oral responses to questions.

Draft Opinion

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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 which story we liked better: My Big Family or The Lost Kitten. Remember, an opinion is what someone thinks or feels about something.

Display and read aloud the Student Learning Goals.

Oral Processing and Writing

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Writing

15

2

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.;; W.TTP.1.b.1.iii Use a combination of drawing, dictating, and writing to compose opinion pieces that state an opinion and supply a reason for the opinion.;; 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.ii Use organizational strategies to structure writing according to type.;; W.PDW.1.a.1.iv With guidance and support, use a structure and style appropriate to task, purpose, and audience.;; W.PDW.2.a.1.i With guidance and support from adults, focus on a topic.;; W.PDW.2.a.1.ii With guidance and support from adults, plan drafts.;; W.PDW.2.a.1.iii With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.;; W.PDW.2.a.1.iv Develop drafts in oral, pictorial, or written form by organizing ideas.;; W.PDW.2.a.1.v Plan a first draft by generating ideas for writing such as drawing and brainstorming.;; 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.;; L.C.2.a.1.iv Use appropriate end punctuation for sentences.

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SL.CC.1.1.iii Engage effectively in teacher-led discussions with diverse partners on grade 1 topics.;; 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.5.1.i Work respectfully with others.;;SL.CC.7.1.iv Actively participate in collaborative discussions to build background knowledge.;;SL.CC.1.1.x Make appropriate contributions to the discussion.;; 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.

Prompt: Which story do you like better, My Big Family or The Lost Kitten?

Think

Include whole class brainstorming time during the “Think” portion of routine.

Lead students through a discussion on why they liked each story.

If needed, lead students through a discussion of the story My Big Family and discuss some of the parts of the story.

Say

Begin “Say” part of the routine by having the teacher model an oral sentence: “I like The Lost Kitten.”

Students say their opinion (sentence) to a partner using the sentence stem: I like\_\_\_\_\_\_.

Write

Instruct students to write their sentence.

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

Remind students to refer to the alphabet chart and use punctation when writing 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? What were some things that Alex did with his family?) 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 stories.

ACCESS Support students by inviting them to act out different ideas to show the events of the stories. 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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SL.CC.1.1.i Engage effectively in one-on-one 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.

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Display the 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.

Prompt 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 they liked that story better.

Wrap Up

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Wrap Up

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Congratulations on writing your first opinion sentences of the year. Remember, an opinion is what someone thinks or feels about something.

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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