

WEEK 2 Day 2

**Writing Basics**  
 Deconstruction: Why We Write  
 Individual Construction

<b>Content Objective</b>	I can write to communicate about myself. (W.3.K.b)
<b>Language Objective</b>	I discuss why people write. (SL.1.K.a)
<b>Vocabulary</b>	<b>communicate:</b> to share an idea by talking, writing, or showing someone else <b>purpose:</b> the reason for doing or creating something
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Why We Write chart, from Day 1</li> <li>● Center sign, or other classroom text, to illustrate writing for a different purpose</li> <li>● Why We Write sheet</li> <li>● scotch tape, for attaching the Why We Write sheet to the chart</li> <li>● children’s writing, from Day 1</li> <li>● pencils</li> <li>● Crayons</li> <li>● teacher whiteboard</li> </ul> <p>Write the following prompts on the board.                  I drew _____, because _____.                  I notice _____.</p>
<b>Opening</b> 1 minute	<i>We talked about how writers communicate different things in different ways. Today we are going to look at a different text to figure out its purpose.</i>
<b>Deconstruction</b> 5 minutes	<p>Hold up the Center sign (or other classroom text).  <i>Why do you think [I/other author] wrote this? What am I communicating?</i></p> <p>Harvest several ideas and record them on the Why We Write sheet.</p> <p>Add the Why We Write sheet to the chart. Review the purposes for writing</p>

	<p>identified for the different texts.</p> <p><i>Writers write for so many reasons! Remember, if you come across a text that is written for another purpose, let me know, and we will add it to our chart.</i></p>
<p><b>Individual Construction</b> 8 minutes</p>	<p><i>Yesterday you started writing _____ to communicate about yourselves. The first writing tool you used was a pencil. Today you will get to try a new tool: crayons. Crayons can help you communicate more clearly about yourself, because they help you add color.</i></p> <p>Introduce crayons as a tool that will be used for writing throughout the year, including classroom-specific expectations for where they will be stored, etc.</p> <p>Send children to add to their writing by adding color with crayons. As they work, circulate to support them. Invite one child to help you model sharing work at the end of the session.</p> <hr/> <p>Gather the children back on the rug. Model sharing work in pairs. Sit shoulder-to-shoulder with a child partner. Point to and read the first prompt on the board: "I drew _____, because _____." Have the child present his work using that sentence frame. Point to and read the second prompt on the board: "I notice _____." Respond to his work using that sentence frame.</p> <p>Pair children and have them share their work and respond to their partner's work using the sentence frames.</p> <p>After sharing, have several children share what they learned about their partners.</p>
<p><b>Sharing</b> 13 minutes</p>	
<p><b>Closing</b> 1 minute</p>	<p><i>Your writing helped you communicate something about yourself to your partner.</i></p> <p>Note: Leave the Why We Write chart posted. You will continue to reference and add to it throughout the unit.</p>
<p><b>Standards</b></p>	<p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate about a topic.</p> <p><b>Writing Standard 3</b> Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience and purpose.</p> <p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>
<p><b>Ongoing assessment</b></p>	<p>During the lesson, listen for and make note of children's discussion.</p> <p>What do they notice about the text?</p>

