

# Lesson 1

## Interactive writing



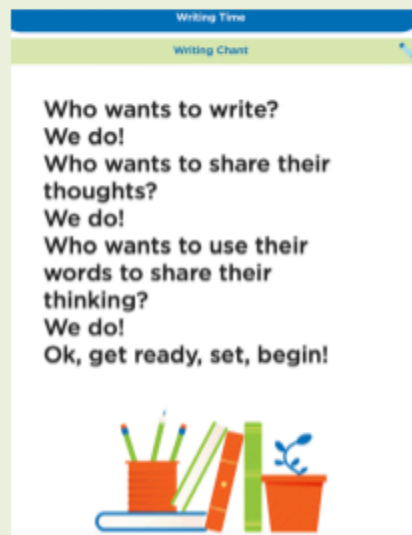
**SAY**

We are going to sing our Writing Chant. “Who wants to write? We do! Who wants to share thoughts? We do! Who wants to use their words to share their thinking? We do! Ok, get ready, set, begin!”

Sing the chant with students 1-2 times.




**DO**



Writing Time

Writing Chart

Who wants to write?  
We do!  
Who wants to share their thoughts?  
We do!  
Who wants to use their words to share their thinking?  
We do!  
Ok, get ready, set, begin!



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SAY

Today during Writing Time, we are going to explore informative writing. Informative writing is when you share some information about a topic. For example, you might learn about ducks and write an informative writing piece about some facts you read about and discussed about ducks. Give me a thumbs up if this sounds good to you! In Unit Three, we are going to read stories on the topic, *All About Me*, and explore this guiding question: How can I understand different ideas?



DO

Wait until students give a thumbs up to confirm they understand. If students have a thumbs down, you can restate the previous comment about narrative writing and/or give other examples.



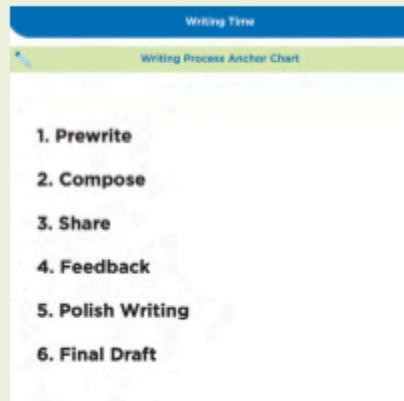
SAY

We are going to think about the story we read today, *I Broke My Trunk* by Mo Willems. We want to spend this week practicing sharing the information we are learning from our stories in our informative writing. We are going to use the information we gained from the story to help us write an informative writing piece that can teach other people about a topic. The writing process helps us learn the steps we can take to do our very best writing. This process is 1. Prewrite, 2. Compose 3. Share 4. Feedback 5. Polish Writing 6. Final Draft. After your writing is finalized, we are going to congratulate each other with a showcase of our learning. So, let's look at the **Writing Process Anchor Chart** and review together. [*Hold the stories up to students and name them.*]

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DO



Complete a review of the Six Step Writing Process. Use thumb-o-meter or another Check for Understanding strategy to ensure students understand the overall process.



SAY

Now, we are going to zoom in on the first step, Prewrite. During this step we are going to think about our audience, message we want to give, and why our message is important. Let's do this together. Our next informative writing piece will be about a topic that you will choose using the books we read this week. What do you think our audience, message, and purpose is? Turn to the person next to you and share your thinking.



DO

Listen in as students share to check for their understanding. If you notice any misconceptions, you can refocus students when they are finished sharing.

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SAY

Awesome, I heard some really great ideas. I heard that the audience can be children like you, parents, family members, and other adults. I also heard that our message is to provide facts about your topic. I also heard that this is important because learning about different topics helps your brain grow stronger.



DO

As you are sharing what you heard students say (feel free to add in other thoughts that align), add them to the **Prewrite Graphic Organizer/Anchor Chart**.



SAY

Now we are going to take our thoughts from the **Prewrite Graphic Organizer/Anchor Chart** to write a sample informative writing piece together. Pay attention to the steps we are taking. You will have a chance to write your own informative writing piece for the rest of the week. We will have four sentences.

The first sentence will state our topic. *[Ask students to share and land on an idea together.]* (I am nice to my friends.)

The second sentence will give some information about the topic. *[Ask students to share and land on an idea together.]* (I share with my friends.)

The third sentence will give some more information about the topic. *[Ask students to share and land on an idea together.]* (When you follow the rules you are trying your best.)

The last sentence will give one reason why the topic is important. *[Ask students to share and land on an idea together.]* (I learn new things from my friends.)

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Write the informative writing piece (with corresponding pictures that match text) as you are sharing the four types of sentences. Then, read the informative writing piece to students.



Do you agree with our ideas and the words we used to present our information on the best way to make friends? Give me a thumbs up or raise your hand to share other ideas to change the informative writing.



Revise the writing piece as needed. Ensure all students were able to share either with a partner or the full group.



When we look at the informative piece, what do we notice about the word we used to present our information?



Give space for students to share with partner and then full group.



Yes, we used our topic. We also made sure that our sentences started with a capital letter and ended with an ending punctuation. We did an awesome job today! Next time we meet, you will get started on your very own informative writing piece!

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**DO**

Ask staff, parents, and other special guests to join the class on the last day of the unit for a Special Celebration of Learning of students' informative writing pieces!