

# Lesson 2

## Prewrite



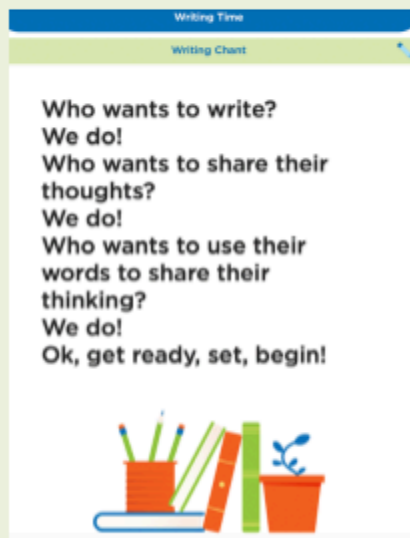
SAY

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 Chant

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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Remember that the writing process helps us learn the steps we can take to do our very best writing. So, let's look at the **Writing Process Anchor Chart** and review together. 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 celebration of our learning. Today, we are going to complete the **Prewrite Graphic Organizer** for our informative writing piece. Use what we've learned about your topic in the stories we've read and explored. *[Hold the stories up to students and name them.]*



Rotate and support student thinking with probing questions like: What is some information you explored in our stories about your topics? Why do you think this information is important?

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## Compose



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!”



DO

Sing the chant with students 1-2 times.



SAY

Today we are going to start drawing and writing about our topic. Let’s look back at the informative writing we did together.



DO

Read the Interactive Informative Writing piece with students, highlighting the four different sentences they will need to compose using the information from the **Prewrite Graphic Organizer**.



SAY

Use what we’ve learned about your topic in the stories we’ve read and explored together.



DO

Rotate and support student thinking with probing questions like: What is some information you explored in our stories about your topics? Why do you think this information is important? Support students with dictating the thoughts represented in their pictures if needed.

# Lesson 2

## Share



**SAY**

We are going to pause on our drawing and writing today and prepare to share our thinking so far. Turn to the person next to you and take turns sharing your drawing and writing so far. You are all doing a wonderful job! Pat yourself on the back!



**DO**

Listen as students share to assess students' ability to ask and answer questions in order to seek help, get information, or clarify something that is not understood.