

Lesson 3


Share



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.



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!



DO

Lesson 3

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. We are going to share our drawings and thinking with another friend about our topic, trees. Turn to your new partner and take turns sharing your drawing and writing so far. You are all doing a wonderful job! Pat yourself on the back!



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.

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Feedback



Now we are going to tell our partner one thing they did really well and one thing they can do better in their informative writing piece. Watch me.



Read the Interactive Informative Writing piece.



One thing we did well was state the topic of our informative writing piece. One thing we can do better is adding more information about our topic, trees. Now, it's your turn. Turn back to your last partner and look at their drawing and writing again. Think about one thing they did well and one thing they can do to make their writing better.



Give students space to share while supporting students with reading and understanding their partner's reading and drawing. 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.

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Polish writing



Let's all thank our partners for their feedback with a handshake, high five, or fist bump. Now, we are going to polish our writing by adding to it or changing it based on the one thing your partner and teacher said you did well and one thing you should fix to make your informative writing stronger. Let's look back at our Interactive Informative Writing Piece and our feedback. One thing we did well was state the topic of our informative writing. One thing we can do better is adding more information about our topic. So, I am going to go back to this sentence, "Trees help people breathe." I am going to add more information about what I mean by breathe. I am going to change my sentence to, "Trees help people breathe by making the air fresh." Can you give me a thumbs up if you agree?



Check for student understanding with thumb-o-meter.

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After your writing is finalized, we are going to congratulate each other with a celebration of our learning. Before we get started, I want to remind you to use the information we collected from the stories we've read. *[Hold the stories up to show students.]*



DO

Give students space to polish their writing. Rotate the room to provide support to students. 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.