

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!”



DO

Sing the chant with students 1-2 times.



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 and discuss 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 Animals*, and explore this guiding question: How do animals’ physical features help them survive?



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 informative writing and/or give other examples.

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We are going to think about the story we read today, *What If You Had Animal Eyes?* by Sandra Markle. We want to spend this unit practicing sharing the information we are learning from the stories we are exploring in our informative writing. We are going to use the information we learn from the stories to write an informative writing piece that can teach others. 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. As you become more comfortable with this writing process, you will notice that sometimes you can complete the steps out of order based on the type of writing you are doing. For example, you might want to compose or write your thoughts about a topic before completing any prewriting. After your writing is finalized, we are going to congratulate each other with a celebration of our learning. So, let's look at the Writing Process Anchor Chart and review together.



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.

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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 informative writing will be about what we can learn from inspiring stories. What do you think our audience, message, and purpose is? Turn to the person next to you and share your thinking.



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



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 our topic. I also heard that this is important because learning about different topics helps your brain grow stronger.



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.

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Now we are going to take our thoughts from the Prewrite Graphic Organizer/Anchor Chart to write a sample informative piece together. We will write the first paragraph together today. Pay attention to the steps we are taking. You will have a chance to write your own informative piece for the rest of the week. You will have two paragraphs in your informative writing piece. We will have six sentences in our paragraph. The first sentence will state our topic. *[Ask students to share and land on an idea together.]* (I can learn all about animals.)

The second sentence will give one animal and fact. *[Ask students to share and land on an idea together.]* (A hippopotamus is a great swimmer.)

The third sentence will give one cool fact about the animal. *[Ask students to share and land on an idea together.]* (A hippopotamus stays cool in the water and only comes out to eat at night.)

The fourth sentence will give one way the animal uses its physical features to stay alive. *[Ask students to share and land on an idea together.]* (They can close their nostrils to sleep in the water.)

The fifth sentence will give another way the animal uses its physical features to stay alive. *[Ask students to share and land on an idea together.]* (A hippopotamus will fight to keep their babies safe.)

The last sentence will give one reason why the animal is special. *[Ask students to share and land on an idea together.]* (A hippopotamus can use their physical features to stay safe.)



DO

Write the writing piece (with corresponding pictures that match text) as you are sharing the six types of sentences. Read the informative writing piece to students.

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Do you agree with our ideas and the words we used to share what we learned about animals? Give me a thumbs up or raise your hand to share other ideas to change the informative writing piece.



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 writing piece, what do we notice about the words we used?



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



Yes, we gave information about 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!



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!