

# 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!”



**DO**

Sing the chant with students 1-2 times.



**SAY**

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, All About Animals. 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!

# Lesson 3



DO

Listen as students share to assess students' ability to ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

## Feedback



SAY

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.



DO

Read the Interactive Informative Writing piece.



SAY

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, animals. 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.

# Lesson 3



DO

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 about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

## Polish writing



SAY

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. Watch me.



DO

Read the Interactive Informative Writing piece.



SAY

One thing we can do better is adding more information about our topic. So, I am going to go back to this sentence, "A hippopotamus will fight to keep their babies safe." I am going to add more information about what I mean. I am going to change my sentence to, "A hippopotamus will fight to keep their babies safe if a predator tries to attack." Can you give me a thumbs up if you agree?

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DO

Check for student understanding with thumb-o-meter.



SAY

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This process is:

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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. Before we get started, I want to remind you to use what we've learned about your topic in the stories we've read and explored together.



DO

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