

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 Two, we are going to read stories on the topic, Inspiring Stories, and explore this guiding question: What can we learn from other people’s lives?



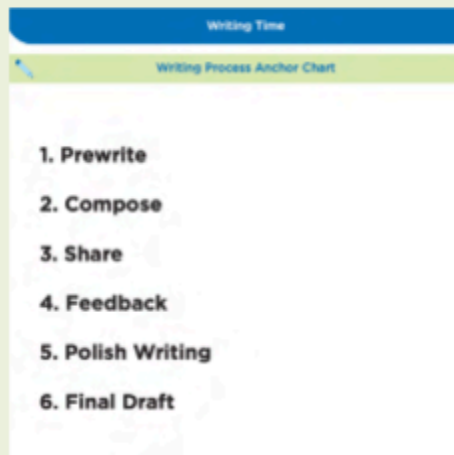
DO

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, *How to Solve a Problem: The Rise (and Falls) of a Rock-Climbing Champion* by Ashima Shiraishi. We want to spend this unit practicing sharing the information we are learning from inspiring stories 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 about what we can learn from inspiring stories. 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 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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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 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.



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.



SAY

Awesome, I hear 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 ways we can learn from inspiring stories. Inspiring means when someone is excited or motivated to make the same good choices.



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**.

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 three paragraphs in your informative writing piece. The first paragraph will state your topic. The second paragraph will give information about your topic. The third paragraph will restate your topic and give a conclusion with the information you've collected. Each paragraph will have six sentences. We will write an example of the first paragraph together today.



SAY

The first sentence will state our topic. [*Ask students to share and land on an idea together.*] (I can learn many things from other people's lives.)

The second sentence will give one thing you can learn from other people's lives. [*Ask students to share and land on an idea together.*] (It is important to speak up and help other people.)

The third sentence will give one reason why the lesson you learned is important. (When we speak up for other people we are being kind.)

The fourth sentence will give one way a person can learn from others' stories. (We can learn how to live and what we should do from other people's lives.)

The fifth sentence will give one way a person can learn from inspiring stories. (Anyone can learn ways to make their life better.)

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The last sentence will give one reason why learning from inspiring stories can help others. *[Ask students to share and land on an idea together.]* (We learn how to have more fun and be nicer from inspiring stories.)



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



Do you agree with our ideas and the words we used to share what we learned about other people's lives? 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.

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Yes, we used our topic, inspiring stories. 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!