

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 Space, and explore this guiding question: Why is it important to study planets and the solar system?



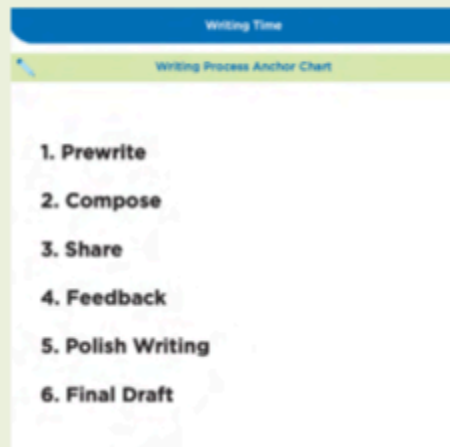
DO

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, *My First Book of Planets* by Bruce Betts. We want to spend this unit practicing sharing the information we are learning about space 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 space. 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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SAY

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. 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.

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The first sentence will state our topic. *[Ask students to share and land on an idea together.]* (The planets in the solar system help people understand the universe.)

The second sentence will give one reason why learning about the topic is important. *[Ask students to share and land on an idea together.]* (When we understand things about the planets, it helps us feel safe on earth.)

The third sentence will give one cool fact about the solar system. (The eight planets in the solar system are mysteries that astronomers work to explore.)

The fourth sentence will give one reason why it is important to study planets and the solar system. (It is important to study the planets and solar system so we can understand the universe.)

The fifth sentence will give another reason why learning about the solar system is important. (When we take the time to explore planets and the solar system we can learn more about the best place for human beings to live.)

The last sentence will restate the topic of the informative writing piece. *[Ask students to share and land on an idea together.]* (It is important for people to learn fascinating facts about the solar system.)



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.

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Do you agree with our ideas and the words we used to share some facts about the solar systems and planets? 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!