

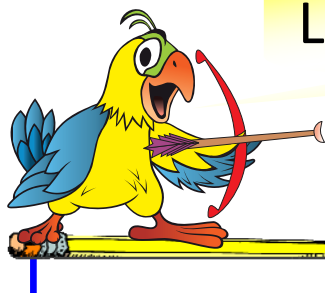
# T Introduce the Writing Topic

1. Introduce the prompt:  
**Tell about a time you went to the zoo.**
2. Engage students in an **oral language development** discussion about the event.
  - Discuss similar experiences.
  - Share topic vocabulary.



# Teach the Writing Target

1. Display the target information below.
2. Read aloud and discuss the **target**, the **definition** (this means...), the **rationale** (this is important because...), and the **example** (below).
  - ↪ Construct the timeline with the students, one event at a time.
  - ↪ Include a **past tense verb** in each event.
  - ↪ Model the metacognitive strategy for narrative writing by practicing the think aloud, *What happened next?* before adding each event to the timeline.



## Let's learn our TARGET !

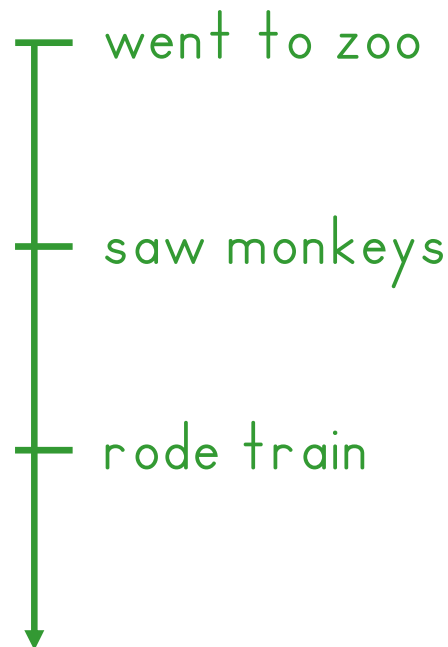
### Plan guides the writing (timeline)

#### This means...

A plan is a way of organizing ideas for writing. When recounting an event, a timeline is the best plan.

#### This is important because...

A plan helps to organize writing and helps to recall what to write.





## Share the Writing Process

Guide students in writing the anchor text (pictured at right).

- ↪ Students should write the sentences in their draft books using the left-facing page. The right-facing page will be used for their independent writing.
- ↪ Write the anchor text *together* in order to ensure student success and needed practice.
- ↪ Prompt students for previously learned letter sounds and spelling. For example, what's the first letter sound you hear in **monkey**?
- ↪ Assist students in the correct formation of every letter.
- ↪ Model and correct issues of pencil grip, word spacing, and return sweep as they occur.

## Three Sentences Unit 1

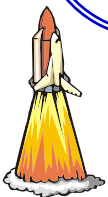


Construct the plan and text (above) with students.

## Let's write together!



Student display for Sharing the Writing Process



## Launch the Independent Writing

1. Read the prompt to the students, **tell about a time you saw animals (at a zoo, a farm, or pet store).**
2. Direct students to make a timeline plan and write three complete sentences.
3. Prompt students to restate the target learned.
4. Remind students to use the target learned in their writing.