Writing to Communicate Introduction Week

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Intention & Success Criteria (also developed with students further after exemplars are unpacked.)	LI: Write to communicate - questions/letters/emails I can: - write open questions - write closed questions	LI: Write to communicate - questions/letters/emails I can: - identify the features of a letter and/or email	LI: Write to communicate - questions/letters/emails I can: - identify the features of a letter and/or email	LI: Write to communicate - questions/letters/emails I can: - use the exemplars to help structure my writing	LI: Write to communicate - questions/letters/emails I can: - use the exemplars to help structure my writing - edit spelling and grammar mistakes - make improvements to my language choices
Teaching focus	Questioning - open and closed questions	Exemplars - unpacking of features of emails and letters Discuss the purpose and audience of writing to communicate. Record these ideas.	Exemplars - unpacking of features of emails and letters Give some students an exemplar at a higher level	Shared writing - planning and begin writing	Shared writing - Continue writing - editing and improving
Students **Quick Write to start lesson:** (linked to writing to communicate) **Writing to communicate focus:** (focus on structure and features)	Show the image linked below and write as many questions as they can related to the image. ———————————————— Fat and Skinny Questions - template below Using an image of our local streams/rivers (as used in the narrative week) Write a number of questions - fat and skinny. Share these at the end of	Secret Sentence p. 122 Use a sentence with questioning punctuation. ———————————————— Read through an example of writing below to the class and explain that we are wanting to identify what makes this a good letter/email. Students are given a copy of a letter or an email. Complete in pairs - teacher to work with	Listen to [Songs of the River by Joy Cowley. Waikato the wanderer](#) Students write a letter to the main character/subject - asking them questions. ———————————————— Review an exemplar from yesterday. Students are given a copy of a letter or an email. Complete in pairs - teacher to work with target students.	List it p. Make a list of people you could write a letter to and why - organise into two groups - formal or informal letters ———————————————— Review success criteria with class. Using the resources on the KGT resource model the writing of an email/letter to KGT for information about our local streams and rivers.	Students to begin KWL or KWHLAQ chart based on our local streams and rivers - KGT link yesterday ———————————————— Review success criteria with class. Review what we did yesterday - complete writing (can be pre-written and shared with the students) and then model the editing and improving process.

	the lesson and discuss which they would get more information from. Record ideas.	target students. Come back as a class with larger copies of the exemplars and make notes about what the students found.	Come back as a class with larger copies of the exemplars and make notes about what the students found. Give some students an exemplar at the higher level - discuss the differences between the different levels. Be specific with the students about what level they should aim for (level 3). Develop success criteria for letter and email writing - publish.	Shared writing - write the first couple of sentences before asking for some student input. Model referring back to the plan throughout the drafting process.	Review text using the self-assessment checklist. Publish this model for display in the classroom.
Resources	River photo Fat and Skinny Questions	Letter examples Formal letter exemplar Y5 Formal exemplar Exemplar - informal letter Informal exemplar More in folder	Letter examples Formal letter exemplar Y5 Formal exemplar Exemplar - informal letter Informal exemplar More in folder	Kids Greening Taupo River Ecosystem resources	Self-assessment checklist KWHLAQ chart KWL Chart

Create a class 'board' of resources for writing to communicate. This could be a digital board that is shared with students. This will be an important resource for students later in the term.

Your reading programme this week would support the teaching of the structure and language features of a narrative. Text choices would be about letters/emails and questioning. They may relate more to the idea of purpose and audience.
Searching 'letters' in journal surf gave a number of possible titles across all levels and around different contexts. (This list is printed and put in your cubby holes)The learning intentions for your reading groups would be around recognising the features, purpose, audience and language choices for a letter/email.
There are a number of graphic organisers linked in the folder for questioning.