



WEEK 2 Day 2

Writing Basics

Modeling and Individual Construction: Writing Stories

Content Objective	I can write a story. (W.3.1.b)
Language Objective	I can orally tell a story that includes who is in the story and what happens. I can use the Simple and Expanded Sentences charts for support as needed. (ELD-LA.1.Narrate.Expressive)
Vocabulary	communicate: to share ideas with each other purpose: the reason for doing or creating something
Materials and Preparation	• <i>Mango, Abuela, and Me</i>, Meg Medina • writing paper: horizontal and vertical, enough copies for each child to have several in the direction of their choice • stapler, for making small books Before the lesson, prepare a small book for modeling. • writing folders • drawing and writing tools • charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ Expanded Sentences chart and table copies ○ Independent Writing Routine chart and table copies ○ Simple Sentences chart and table copies ○ Wh- Questions visual
Opening 1 minute	<i>We have been talking about communicating in different ways, for different purposes and explored ways we will write during Writing this year. Another time of day when you will be writing is Studios. Last week you explored materials in the Writing and Drawing Studio. This week you will be making a book. In your book you might want to write a story. One way people communicate is through</i>

Writing U1 W2 D2

	<i>telling and writing stories.</i>
Modeling 9 minutes	Modeled Writing Step 1: Set the stage: <i>People tell different types of stories for different purposes. Sometimes we tell true stories about themselves, and sometimes we tell stories we make up. In Mango, Abuela, and Me Mia tells the story of her abuela coming to live with her and of them teaching each other new languages.</i> <i>In our class this year we are going to tell lots of stories to each other!</i> Step 2: Think aloud: Point to the Independent Writing Routine chart: Step 1. Model thinking of your writing idea—a made up story, as in Storytelling and Story Acting, or a true story about yourself. Step 3: Model: Point to Step 2. Model Pair and Share with a child, telling your story. Harvest 1-2 <i>wh</i>-questions from children. Point to Step 3. <i>Now I will sketch my story.</i> Model sketching the story over several pages. Point to Step 4. <i>My next step is to label my drawings.</i> Follow the Write a Word side of the Encoding Prompting Guide to write several labels: ● Say the word. ● Pound the syllables. ● Tap and say the sounds in the first syllable. ● Choose the letters for the sounds you hear. ● Write each letter. ● Reread and check for spelling. Step 4: Reread the finished text: Review your writing.
Individual Construction	<i>Now it's your turn! First you will think of a story that you would like to tell your partner. It could be about something you did this</i>

Writing U1 W2 D2

19 minutes	<i>weekend or something you like to do with your family, or a made up story.</i> Point to the Independent Writing Routine chart: Step 1. <i>Take a moment to think. When you have an idea for your story, put a silent thumbs up in front of your chest.</i> Model the silent signal. Point to Step 2. Review the routine for Think, Pair, Share with a partner. Guide children to move so they are sitting knee to knee with their partners. Review the routine for choosing who will talk first. <i>The first partner will tell their story, and the second partner will ask a question. Then the second partner will tell their story, and the first partner will ask a question.</i> As the children talk to their partners, circulate to support them. Support could include: ● reminding children of the routine for talking to a partner; ● modeling storytelling; ● offering possible story topics; ● referring to the Simple and Expanded Sentences charts to provide a sentence frame and/or to support children in generating ideas and using vocabulary; ● restating what the speaker has said, to check for understanding; ● asking questions to prompt the speaker to add more detail; ● modeling asking <i>wh</i>- questions. Bring the class back together, and point to Steps 3 and 4. <i>Now you will draw and label what you just told your partner. You might choose to draw your story on just one page, or to make a small book and write it over several pages.</i> Help children choose paper and send them with papers and folders. As they write, circulate or pull small groups to support them. Support could include: ● inviting children to retell their stories; ● referring to the Simple and Expanded Sentences charts and table copies to provide a sentence frame and/or to support children in generating ideas and using vocabulary; ● helping children decide what to draw; ● assisting in sketching by asking children about the shapes that make
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Writing U1 W2 D2

	up what they are drawing; - referring to the Independent Writing Routine table copy to remind children of the routine for writing; - taking dictation (on a computer, sticky notes, or the back of the paper) to help children remember what they are writing. Support for encoding could include: - encouraging children to label using phonetic spelling; - referring to Foundations resources to review known letters and sounds; - suggesting parts of their illustrations they might label; - referring to and following the Encoding Prompting Guide table copies to support children with writing words and sentences.
Closing 1 minute	<i>Today we communicated stories. Tomorrow we will continue working on our stories.</i>
Standards WIDA	W.3.1.b Use a combination of drawing and writing to communicate a topic with details. ELD-LA.1.Narrate.Expressive. Construct language arts narratives that orient audience to story through simple statements to introduce the problem (They got lost.). [DISCOURSE] [SENTENCE]
Ongoing assessment	After the lesson, review children’s writing. What can be learned about the children from the stories they write? How effectively do they illustrate their stories? How effectively do they label?

Notes	
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Writing U1 W2 D2