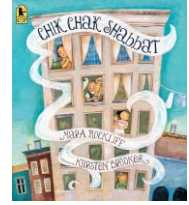


Unit 1: Building Strong Communities



WEEK 2 Day 3

Writing Basics

Deconstruction, Joint Construction, and Individual Construction: Writing Stories

Content Objective	I can write a story. (W.3.1.b)
Language Objective	I can write a story that includes an adverb to describe when the action happens. I can use the Expanded Sentence chart for support as needed. (L.1.1.e, L.1.1.f, L.1.1.g L.1.1.h L.1.1.i)
Vocabulary	action verb: verb that expresses action adverb: a word or phrase used to describe a verb verb: a word that expresses a physical action, mental action, or state of being
Materials and Preparation	• <i>Chik Chak Shabbat</i>, Mara Rockliff • teacher's modeled writing from Day 2 • children's writing folders, including writing from Day 2 • drawing and writing tools • charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Simple and Expanded Sentences charts and table copies ○ Wh- Questions visual
Opening 1 minute	<i>Yesterday you began writing stories. Today you will have a chance to continue your writing.</i>
Deconstruction 5 minutes	<i>We have been reading Chik Chak Shabbat. Let's read the first page to see how Mara Rockliff introduces her story.</i> Read the first page. <i>I heard a lot of information in that first sentence!</i>

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	Refer to the Stories section of the Expanded Sentence Chart. <i>Often when writers introduce their stories, they use sentences like this. First they include an adverb. Remember, adverbs are words and phrases that describe verbs. You used adverbs to describe <u>where</u> the action in your information sentence happens. Adverbs can also describe <u>when</u> actions happen. This phrase says “Every Saturday.” That adverb tells us <u>when</u> a wonderful smell wafted from Apartment 5-A.</i> <i>Today when we write sentences we will start with adverbs to describe when the action happens.</i>
Joint Construction 8 minutes	Interactive Writing Step 1: Set the stage: <i>Now let’s go back to what I wrote yesterday and add a sentence that begins with an adverb describing <u>when</u>.</i> Step 2: Brainstorm: Briefly review the modeled writing from Day 2. <i>Take a moment to think, what sentence could we add to my writing?</i> Harvest several children’s ideas. Step 3: Orally compose: As a class, choose which sentence fits best and orally make any necessary adjustments. Step 4: Prepare to write: As a class, orally repeat the chosen sentence twice. Step 5: Share the pen: Follow the Write a Sentence side of the Encoding Prompting Guide: ● Together, say the sentence. ● Together, count the words. ● Invite one child up to draw a line for each word. ● Together, pound, tap, and write each word. Model writing unfamiliar sounds, and share the pen to write familiar ones. ● Do a CUPS check. Step 6: Discuss what we wrote: Reread the sentence.

Individual Construction 15 minutes	Point to Step 5. <i>Today, just like we did together as a class, you will add a sentence to your writing.</i> Point to Step 6. <i>And after you write your sentence, you will read your writing out loud to check that it makes sense.</i> Distribute children’s writing folders. Point to the Independent Writing Routine chart: Step 1. <i>Look at what you sketched and labeled yesterday. What sentence could you write? Remember, it should begin with an adverb to describe when. You can use this chart [refer to the Expanded Sentences chart] to help. When you are ready to share with your partner, put a silent thumbs up in front of your chest.</i> Model the silent signal. Point to Step 2. Review the routine for turning to talk to 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 sentence, and the second partner will ask a question. Then the second partner will tell their sentence, and the first partner will ask a question.</i> As the children tell sentences to their partners, circulate to support them. Support could include: ● reminding children of the routine for talking to a partner; ● referring to the Expanded Sentences chart to provide a sentence frame and/or to support children in generating ideas and using vocabulary; ● modeling storytelling; ● asking when the story happens, to prompt for adverbs; ● 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. When children finish telling their sentences, send them with their folders. As children 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
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	generating ideas and using vocabulary; ● asking when the story happens, to prompt for adverbs; ● helping children decide what from their stories to draw; ● assisting in sketching by asking children about the shapes that make 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 you added a sentence to your story. Tomorrow you will continue writing your story and give and receive feedback to make your writing even better!</i>
Standards	W.3.1.b Use a combination of drawing and writing to communicate a topic with details. L.1.1.e Use frequently occurring adjectives. L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because). L.1.1.g Use determiners (e.g., articles, demonstratives). L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward). L.1.1.i Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. ELD-LA.1.Narrate.Expressive. Construct language arts narratives that orient audience to story through prepositional phrases to specify location and time (by the river, in the barn, during the summer, last year, every night). [WORD/PHRASE]

Ongoing assessment	After the lesson, review children’s writing. What can be learned about the children from the stories they write? Which parts of a sentence do they include? Do children introduce events with adverbs?
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Notes
