

Unit 1: How We Learn in Our School Communities

WEEK 1 Day 3

Writing Basics

Modeling and Individual Construction: Writing Stories

Content Objective	I can write a story. (W.3.2)
Language Objective	I can write a story that includes who is in the story, what happens, and when and where it happens. I can use the Stories Sentences chart for support as needed. (L.2.3.f, ELD-LA.1.Narrate.Expressive)
Vocabulary	action verb: verb that expresses action adverb: a word or phrase used to describe a verb communicate: to share ideas with each other noun: a word that names a person, place, thing, or idea predicate: the part of the sentence that tells what the subject is doing or what is being said about it pronoun: a word that can take the place of a noun purpose: the reason for doing or creating something sentence: a group of words that tells a complete thought subject: the part of the sentence that names the person, place, thing, or idea that the sentence is about verb: a word that expresses a physical action, mental action, or state of being
Materials and Preparation	● writing notebooks, one for each child ● writing tools ● Stories Sentences table copy, one copy for each group of children ● charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Stories Sentences chart

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	○ Wh- Questions visual
Opening 8 minutes	<i>We have been talking about communicating in different ways, for different purposes and began to talk about how we will write during Writing this year. Another time of day when you will be writing is Studios. This week you have been telling stories at the Writing and Storytelling Studio.</i> <i>Let's look at a chart that will help us as we write stories.</i> Show the Stories Sentences chart and point to the word "Sentence." <i>This says "sentence." Remember, a sentence is a group of words that tells a complete thought. We have seen sentences in books we've read, and you have written a lot of sentences.</i> Refer to the Simple Sentence section. <i>Sentences have two main parts: the subject and the predicate. The subject is the part of the sentences that tells who or what is doing something. A word that names a person, place, thing, or idea is called a noun.</i> <i>The predicate is the part of the sentence that tells the action. A verb is a word that shows action. Let's try it out!</i> <i>Here's a sentence: I play.</i> Point to the corresponding images on the chart. <i>Let's say that together: I play.</i> <i>"I" is the subject of the sentence—it is a pronoun that tells who the sentence is about. "Play" is the predicate of the sentence—it is a verb that tells the action.</i> <i>Let's say another sentence that includes a subject and a predicate! You can use these pictures to give you ideas—or you can come up with other ideas on your own. Take a moment to think of a sentence.</i> Invite one child to share a sentence. Discuss as a class whether the sentence contains a subject and a predicate. Refer to the Expanded Sentence section. <i>We often want to include more detail in our stories. One way to do that is to add adverbs. Adverbs describe verbs. In stories, we might include adverbs that describe when the action happens or where it happens. For example, we could say "Every afternoon I play at the park."</i>

	<i>Let's say another sentence that includes adverbs! You can use these pictures to give you ideas—or you can come up with other ideas on your own. Take a moment to think of a sentence.</i> Invite one child to share a sentence. Discuss as a class whether the sentence contains adverbs that describe <u>when</u> or <u>where</u> or both.
Modeling 8 minutes	Modeled Writing Step 1: Set the stage: Refer to the Independent Writing Routine chart. <i>People tell different types of stories for different purposes. Sometimes we tell true stories about ourselves, and sometimes we tell stories we make up. In A Letter to My Teacher the narrator tells stories about her own experiences in second grade.</i> <i>In our class this year we are going to tell lots of stories to each other! Today I would like to tell you a true story about myself, so that you can get to know me better.</i> Step 2: Think aloud: Point to the Independent Writing Routine chart: Step 1. Model thinking of your writing idea. Step 3: Model: Point to Step 2. Model telling a story to a partner. After telling the story, invite the child partner to ask a question to clarify their understanding. Point to Step 3. <i>Now I will write my story. This time I will follow all of the steps to help me write.</i> Follow the Write a Sentence side of the Encoding Prompting Guide: ● Say the sentence. ● Count the words. ● Draw a line for each word. ● Pound, tap, and write each word. ● Do a CUPS check. Point to Step 4. <i>Now I need to reread my writing out loud to make sure it makes sense.</i> Point to Step 5.

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	<i>I am going to start my drawing with just a pencil.</i> Model closing your eyes to think about each part of the image and how you will draw it. Model sketching. Step 4: Reread the finished text: Reread your writing.
Individual Construction 14 minutes	<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 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 Stories 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. Hold up a writing notebook. <i>Today you get to try out a new material for writing—a writing notebook! Each person will have a notebook. Each page has space for illustration and lines to write on.</i> Introduce class-specific routines for using writing notebooks.

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	Send the children with writing notebooks and Stories Sentences table copies. As children write, circulate or pull small groups to support them. Support could include: • inviting children to retell what they communicated about themselves; • referring to the Stories Sentences table copy and chart to support children in generating ideas and using vocabulary; • referring to the Independent Writing Routine table copy to remind children of the routine for writing; • for children who still need it, taking dictation (on a computer, sticky notes, or the back of the paper) to help them remember their information. Support for encoding could include: • referring to Foundations resources to review known spelling patterns; • referring to and following the Encoding Prompting Guide table copies to support children with writing words and sentences.
Closing 1 minute	<i>Today you wrote stories, just like you're doing in Studios! Tomorrow we will practice some of the writing we will do at Stations.</i>
Standards	W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. L.2.3.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). ELD-LA.2-3.Narrate.Expressive. Construct language arts narratives that orient audience to context through adverbials and prepositional phrases to establish time and location (a hundred years ago, when I was six, on the playground, around the corner). [WORD/PHRASE]
Ongoing assessment	As children work in pairs, circulate to take notes about how children work in pairs and the effectiveness of their storytelling. Are children following the routines for talking with a partner? What needs to be reinforced/retaught? How effective is their storytelling? Do children's partners understand their stories? What types of questions do they ask each other? What can be learned about the children from the stories they tell?

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	After the lesson, review children’s writing. What can be learned about the children from the stories they write? How effectively do they tell their stories with sentences? How effectively do they tell their stories with illustrations?
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Notes