

Unit 1: Our Community

WEEK 1 Day 2

Writing Basics

Individual Construction

Note: For Week 1, Writing is only 15 minutes long.

Content Objective	I can write to communicate about myself. (W.3.K.b)
Language Objective	I can draw and tell nouns to name what is important to me. I can use the Storytelling and Story Acting visuals as needed. (L.5.K.c, L.6.K, ELD-LA.K.Narrate.Expressive)
Vocabulary	communicate: to share an idea by talking, writing, or showing someone else
Materials and Preparation	• pencils, one for each child • paper for making name tags/drawing self-portraits/another form of communication about themselves Plan the communication task, making it a helpful one for establishing the classroom learning community. Choose paper accordingly. • scaffolds for name writing, such as nameplates on desks • charts and visual scaffolds: ○ Storytelling and Story Acting visuals
Opening 1 minute	<i>Yesterday we talked about how writers communicate different things in different ways. Today you are going to communicate about yourselves through drawing and writing.</i>
Individual Construction 13 minutes	Introduce pencils as a tool that will be used for writing throughout the year, including classroom-specific expectations for where they will be stored, how to indicate they need sharpening, etc. Have children engage in writing to communicate about themselves in a way that is helpful for beginning the school year. Children can begin these tasks

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	in pencil, with time to add color and share their work allotted on Days 3 and 4. <i>When you communicate about yourself, you will show what is important to you, like [name specific prompt or task].</i> As children work, circulate to support them. Ask what they are communicating about themselves, specifically prompting for nouns to name what is important to them. Additional support could include: • modeling drawing a person using the following sequence: head, facial features, body, arms, hands, legs, feet; • supporting children's communication with a core board and/or photographs.
Closing 1 minute	<i>Today we began writing to communicate about ourselves.</i> <i>Tomorrow we will continue this work and look at another classroom text.</i>
Standards WIDA	W.3.K.b Use a combination of drawing and writing to communicate a topic. L.5.K.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). L.6.K Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. ELD-LA.K.Narrate.Expressive. Construct language arts narratives (with prompting and support) that orient the audience to the story through noun groups to state who or what the story is about (tall man, baby bear). [WORD/PHRASE]
Ongoing assessment	After the lesson, review children's writing. What do they communicate about themselves? How do they communicate about themselves? Which nouns do they use to name what is important to them? How effectively do they use the pencils? Take note of how children hold pencils and mark-making for planning future differentiation. How effectively do they use the space on the page?

Notes



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