

WEEK 2 Day 1

Writing Basics

Modeling, Joint Construction, and Individual Construction: Storytelling

Content Objective	I can tell a true story from my life. (W.3.K.b)				
Language Objectives	I can orally tell a true story from my life that includes who is in the story and what I did. I can use the Simple Sentence (Personal Recount) chart for support as needed. (ELD-SI.K-3.Narrate) I can use words like <i>who</i> and <i>what</i> to ask questions about my partner's story. I can use the Wh- Questions visual for support as needed. (SL.2.K.b, L.1.K.c, ELD-SI.K-3.Narrate)				
Vocabulary	communicate: to share an idea by talking, writing, or showing someone else				
Materials and Preparation	Before the lesson, as in Storytelling and Story Acting, record one child's story that will be dramatized in this lesson. ● chart paper, 2 pieces ● Independent Writing Routine images: Steps 1 and 2, cut apart On one piece of chart paper, prepare the following Independent Writing Routine chart. Note that the blank sections will be completed in future lessons. <table><tr><th colspan="2">Independent Writing Routine</th></tr><tr><td></td><td>1. Think of my writing idea.</td></tr></table>	Independent Writing Routine			1. Think of my writing idea.
Independent Writing Routine					
	1. Think of my writing idea.				



2. **Pair and Share:** Tell my idea

- Simple Sentence (Personal Recount) images, cut apart
On the other piece of chart paper, prepare the following Simple Sentence (Personal Recount) chart. Note that the blank sections will be completed in future lessons.

Simple Sentence (Personal Recount)																									
Who? 🧑	Did What? 🏠																								
_____	_____.																								
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- charts and visual scaffolds:
 - Storytelling and Story Acting visuals

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	○ Wh- Questions visual
Opening 1 minute	<i>We have been talking about how people, like Abiyoyo, communicate through storytelling. Today I will tell you another story from my life, and you will tell a story to a partner.</i>
Modeling 8 minutes	Introduce the Independent Writing Routine chart. <i>Whenever we go to write, we will follow the same routine. This is our Independent Writing Routine. Today we will start with two steps, and we will add more on other days.</i> <i>The first step says “Think of my writing idea.” I want to tell you a true story from my life, so let me think of one that I can tell you.</i> <i>OK, I’m ready! My next step is to “Pair,” which means to sit with my partner.</i> Invite a partner to sit facing you, knee to knee. Model telling your partner a true story from your life. After telling the story, invite your partner to ask a question. Refer to the Simple Sentence (Personal Recount) chart. <i>When I told my story, I named who was in my story.</i> <i>I also said what we did.</i>
Joint Construction 10 minutes	<i>Let’s hear another example of a story, and we are going to act it out, just like in Storytelling & Story Acting!</i> As in Storytelling & Story Acting, bring the storyteller to the front and gather children in a circle to act out the story as it is being read aloud. As you read the story fluidly, continue to go around the circle inviting children to act out various characters as they appear and exit the narrative. Use the Storytelling & Story Acting Visual to support children’s engagement as needed. Note: as in Story Acting, children may pass if they would like to, but allowing them to choose specific roles is not recommended, as it takes significantly more time and undermines the message that in acting, actors can play any part.
Individual Construction 8 minutes	<i>Now it’s your turn! You will tell your partner a story, making sure to name who is in your story and what you did.</i> Refer to the Independent Writing Routine chart. Point to Step 1. <i>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</i>

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	<i>like to do with your family—anything that will help your partner get to know you better. 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. <i>Remember, when we talk to partners on the rug, we sit together, facing each other, with our knees touching. [Model with a child.] This helps us hear just our partners. We also use low voices, only loud enough for our partners to hear—like this! [Model speaking in a quiet voice.]</i> Guide children to move so they are sitting knee to knee with their partners. <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 tell stories to their partners, circulate to support them. Support could include: ● reminding children of the routine for talking to a partner; ● modeling storytelling; ● referring to the Simple Sentence (Personal Recount) chart to support children in generating ideas and/or using vocabulary; ● restating what the storyteller has said, to check for understanding; ● asking questions to prompt the storyteller to add more detail; ● modeling asking <i>wh</i>- questions.
Closing 1 minute	<i>Today we began telling our own stories! Tomorrow we will continue communicating through storytelling.</i>
Standards	W.3.K.b Use a combination of drawing and writing to communicate a topic. SL.2.K.b Ask and answer questions in order to seek help, gather information, or clarify something that is not understood. L.1.K.c Understand and use question words (interrogatives) (e.g., who, what, where, when, how)
WIDA	ELD-SI.K-3.Narrate. Share ideas about one’s own and others’ lived experiences and previous learning. ELD-SI.K-3.Narrate. Ask questions about what others have shared.
Ongoing assessment	While circulating, 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?

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	How effective is their storytelling? Do children’s partners understand their stories? What types of questions do they ask each other? Do they use <i>wh</i>-words? What can be learned about the children from the stories they tell?
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