

WEEK 2 Day 5

Writing Basics

Introducing Drawing and Writing Books

Individual Construction: Telling and Drawing Stories

Content Objectives	I can tell and draw a true story from my life. (W.3.K.b)
Language Objective	I can orally tell and draw a story that shows who is in the story and what happened. I can use the Simple Sentence (Personal Recount) chart as needed. (ELD-LA.K.Narrate.Expressive)
Vocabulary	communicate: to share an idea by talking, writing, or showing someone else image: a representation of something in the form of a drawing, photograph, etc. information: facts or details about a subject
Materials and Preparation	● teacher's drawing and writing book Label the front of the book with your name. ● Bind-It Flag Clip, or other similar clip, for marking pages in writing and drawing books, for the teacher book (optional) ● Independent Writing Routine images: Step 3 ● Independent Writing Routine chart Add the image to the chart and write "3. Draw." ● Independent Writing Routine table copy, one copy for each group of children ● pencil ● drawing and writing books, one for each child Label the books with children's names. ● Bind-It Flag Clips, or other similar clips, for marking pages in writing and drawing books, one for each child (optional) ● caddies with pencils only

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	• date stamp (optional) • charts and visual scaffolds: ○ Simple Sentence (Personal Recount) chart ○ Storytelling and Story Acting visuals ○ Wh- Questions visual Note: <i>Talking, Drawing, Writing: Lessons for Our Youngest Writers</i> has very clear, specific guidance for setting up the Drawing & Writing Book. You may choose to use the more formal guidance outlined there, or the abbreviated version below.
Opening 5 minutes	<i>When we read The Lion and the Mouse, we learned that one way to communicate is through images. Today we will learn about one of the tools we will use to record our images: the drawing and writing book.</i> Show the children where the drawing and writing books will be kept. Introduce classroom routines for getting drawing and writing books and bringing them to areas for writing. Set expectations for places in the classroom where children can write (at tables, lying on the rug, etc.). Introduce expectations for how children will move writing tools to the areas where they work (for example, taking pencils to the rug).
Modeling 8 minutes	Show the teacher's drawing and writing book. <i>This is my special drawing and writing book! It has so many blank pages inside just waiting for my writing!</i> Turn to the first blank page. <i>Here I will draw my first story.</i> Point to the Independent Writing Routine chart: Step 1. Model thinking of an idea. Point to Step 2. Model Pair and Share with a child, retelling a familiar story or telling a new personal story. Then provide the child the opportunity to ask a question. Point to Step 3. <i>There is a new step on our Independent Writing Routine chart. Step 3 says "Draw." A lot happened in my story, but I am going to start by drawing only one part on this one page. Let me think about which part I would like to draw.</i> Model deciding which part to draw and what to draw to represent that part of the story. Model deciding which way to hold the book to best represent that part of the story.

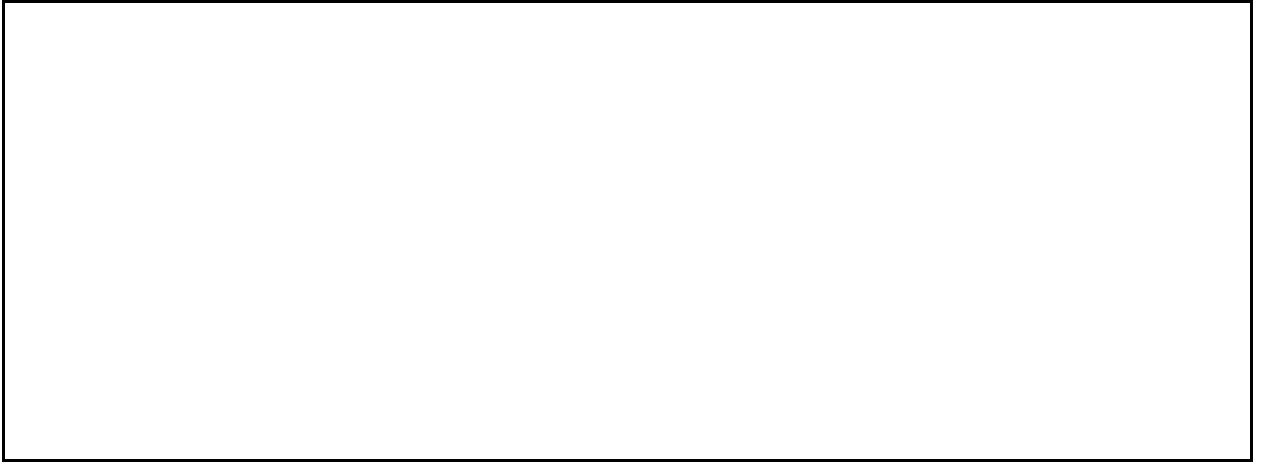
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	<i>I am going to start my drawing with just a pencil.</i> Model closing your eyes to think about each part of the image and how you will draw it. Model sketching. Optional: Model marking the page with a clip, explaining that the clip helps you keep track of which page you are working on.
Individual Construction 12 minutes	Point to the Independent Writing Routine chart: Step 1. <i>Think about a story you would like to tell and draw. When you are ready, 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. 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/telling information; ● offering possible topics to tell information about; ● restating what the person telling has said, to check for understanding; ● asking questions to prompt the child telling to add more detail. Bring the group back together. Distribute the drawing and writing books and have the children place them in their laps. Guide the children to open the books to the first page. If you are using clips, teach the children how to clip their books. <i>Now you will plan for what to draw on this page. Remember I chose just one part of my story to draw. Think about what you will draw from the story or information you just told your partner. Then, sit side-by-side with your partner and tell them which part you will draw.</i> <i>Today you will begin by sketching in pencil! When you sketch, you start the drawing without adding a lot of details.</i> According to established classroom routines, send the children with their drawing and writing books to begin drawing. As they work, circulate to support them. Support could include:

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	• helping children decide what from their story/information to draw; • assisting in sketching by asking children about the shapes that make up what they are drawing; • helping children orient their book to best fit their drawing; • scribing for them. Write or stamp the date on each child's page.
Closing 5 minutes	Introduce routines for putting away drawing and writing books and pencils. Guide children slowly through the process. <i>Next week you will continue your writing!</i>
Standards WIDA	W.3.K.b Use a combination of drawing and writing to communicate a topic. ELD-LA.K.Narrate.Expressive. Construct language arts narratives (with prompting and support) that orient audience to story through pictures, words, title, simple statements, or common story expressions to introduce context. [DISCOURSE]
Ongoing assessment	Note children's use of the new routines and materials. Consider what will need to be retaught. Do they know how to take out and put away their drawing and writing books? pencils? Do they know where to sit to write? Note the effectiveness of the children's storytelling and drawing. How effective is their storytelling? Do their partners understand? 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? How effectively do they represent their ideas with images? How effectively do they use the space on the page?

Notes



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