

WEEK 3 Day 4

Writing Basics

Individual Construction: Telling and Drawing Stories and Information

Content Objective	I can tell and draw a true story from my life. (W.3.K.b) I can tell and draw what I know about a topic. (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) I can orally tell and draw information that names the topic and describes it. I can use the Simple Sentence (Personal Recount) chart as needed. (ELD-LA.K.Inform.Expressive)
Vocabulary	communicate: to share an idea by talking, writing, or showing someone else information: facts or details about a subject purpose: the reason for doing or creating something
Materials and Preparation	● system for keeping track of work shared ● drawing and writing books ● caddies with pencils, crayons, and colored pencils ● date stamp (optional) ● charts and visual scaffolds: ○ Independent Writing Routine chart and table copies ○ Simple Sentence (Personal Recount) chart ○ Storytelling and Story Acting visuals ○ Wh- Questions visual Before the lesson, invite a child to model telling and drawing a story/information for the class.
Opening	<i>Today you will continue telling and drawing stories and information!</i>

Writing U1 W3 D4

1 minute	
Modeling 8 minutes	<i>[Child's name] has [a story/information] to share with us.</i> Referencing the Independent Writing Routine chart, guide the child through orally telling a story/information using the Storytelling & Story Acting Visual, as needed. Ask <i>wh</i>- questions to draw out more of what happened in the story or of what they know about the topic. Invite other children to ask <i>wh</i>- questions as well. Have the child turn to the next blank page in their drawing and writing book and model deciding what to draw, including deciding which way to hold the book. Ask the child questions like, • <i>What will you draw?</i> • <i>What shapes are in that?</i> • <i>What colors might you use?</i>
Individual Construction 20 minutes	Refer to the Independent Writing Routine chart. Point to Step 1. <i>Now it's your turn! Today you have a choice. You can tell and draw a true story from your life, or you can tell and draw information about something. Take a moment to think. When you have an idea for what you would like to tell 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 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 or information, and the second partner will ask a question. Then the second partner will tell their story or information, 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/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; • modeling asking <i>wh</i>- questions. Point to Step 3.

Writing U1 W3 D4

	When they finish telling their story/information, have the children get their drawing and writing books and begin drawing on the first blank page. As children write, circulate to support them. Support could include: • 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; • suggesting parts of the illustration that would be enhanced by colors; • discussing which tools (crayons or colored pencils) would work best; • helping children choose colors; • scribing for them. Stamp or write the date at the top of the pages.
Closing 1 minute	<i>Tomorrow we will continue telling and drawing stories and information.</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] ELD-LA.K.Inform.Expressive. Construct informational texts in language arts (with prompting and support) that introduce topic for audience through oral recounting to share information (The farmers grow food.). [DISCOURSE]
Ongoing assessment	Note the effectiveness of the children’s story and information telling and drawing. How effective are children at telling stories/information? 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/information they tell? How effectively do they represent their ideas with images? How effectively do they use the space on the page?

Notes



Writing U1 W3 D4