



Using Vocabulary Cards

All unit books



Writing &
Drawing

Standards:

ELA.LS.VAU.PS.1

ELA.LS.VAU.PS.3

Materials:

- unit books
- writing utensils
- paper
- 3-4 page blank books
- vocabulary word picture cards
- pocket folders
- thera-putty, squeeze balls, and/or playdough

Vocabulary:

- fiction/non-fiction: pretend/ not pretend
- vocabulary: words that someone knows
- word
- illustrate: make a picture
- story: how something happened

Preparation: Glue image of unit book's cover on the outside of a pocket folder and place the corresponding vocabulary word picture cards inside.

If appropriate, allow children to "warm up" their hands before drawing and writing by squeezing thera-putty or with simple hand exercises, i.e., opening and closing fists and opening them, wiggling their fingers, writing the letters in the air, etc.

Intro to Centers:

"We have read **fiction** and **nonfiction** books. What do you notice?"

"We learned **vocabulary- words-** in these books. What are some **words** you learned from _____?"

"Today at Writing and Drawing, you can use these materials to **illustrate** and write your own stories with **vocabulary words** you've learned."

"This word says _____. What is a sentence with this word?"

Show books. Children respond.

Children respond.

Show materials. Model using cards and returning them to the appropriate folder.

Children respond.

During Centers:

If appropriate, draw a line on the bottom of the page as a visual cue for writing. Encourage children to act out stories they have written. Encourage children to sequence stories with *first, next, then, last*, etc. Encourage children to notice features of letters/words, i.e., number of letters, line formation, etc.

Guiding Questions during Centers:

- How did you decide to write a fiction or nonfiction story?
- What can you do if you want to write a word from a book, but there is no vocabulary card?
- If this vocabulary word did not have a picture on the card, how could you figure out what the word is?
- How do illustrations help you learn new words?

Thinking & Feedback: Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation: Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation: Display children's finished work (pictures and/or books) in Library & Listening alongside classroom books. Encourage children to categorize peers' books, i.e., according to theme, fiction/nonfiction, etc. Challenge children to write alternate endings to unit books.