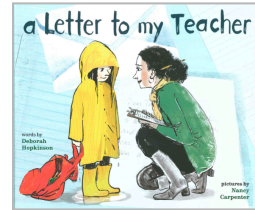


## Unit 1: How We Learn in Our School Communities

### WEEK 1 Day 4



### Writing Basics

#### Individual Construction: Telling and Writing Stories

<b>Content Objective</b>	I can tell and write a true story about my life. (W.3.2)
<b>Language Objective</b>	I can ask questions to understand a story. (SL.2.2.b)
<b>Vocabulary</b>	<b>communicate:</b> to share ideas with each other <b>information:</b> facts or details about a subject <b>purpose:</b> the reason for doing or creating something
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• <i>A Letter to My Teacher</i>, Deborah Hopkinson</li><li>• writing notebooks, one for each child</li><li>• writing tools</li></ul> <p>Plan and rehearse a short, true, personal story. Ensure that the story can be told succinctly and fluidly. Make notes if useful.</p>
<b>Opening</b> 1 minute	<i>We have been talking about communicating in different ways, for different purposes. One way that people communicate is through storytelling.</i>
<b>Modeling</b> 8 minutes	<p><i>People tell different types of stories for different purposes. Sometimes we tell true stories about ourselves, and sometimes we tell stories we make up. In A Letter to My Teacher the narrator tells stories about her own experiences in second grade.</i></p> <p><i>In our class this year we are going to tell lots of stories to each other! Today I would like to tell you a true story about myself, so that you can get to know me better.</i></p> <p>Model telling a story to a partner. After telling the story, invite the child partner to ask a question to clarify their understanding.</p>

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<b>Individual Construction</b> 8 minutes	<p><i>Now it's your turn! 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 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></p> <p>Model the silent signal. Allow children time to prepare for telling their stories.</p> <p>Introduce the routine for choosing who will talk first.  <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></p> <p>As the children tell stories to their partners, circulate to support them.</p>
<b>Individual Construction</b> 12 minutes	<p>Hold up a writing notebook.  <i>Today you get to try out a new material for writing—a writing notebook! Each person will have a notebook. Each page has space for illustration and lines to write on.</i></p> <p>Introduce class-specific routines for using writing notebooks.</p> <p><i>Now you will use pictures and words to write the story you told your partner. Think about how you will communicate your story with drawing and writing. What will you draw? What words will you write?</i></p> <p>Distribute or indicate the location of writing notebooks and writing tools, and send the children to write. As children write, circulate to support them, by (for example)</p> <ul style="list-style-type: none"> <li>• asking questions to help generate ideas;</li> <li>• helping children segment and encode sounds in words;</li> <li>• directing children to classroom resources for writing words.</li> </ul>
<b>Closing</b> 1 minute	<p><i>Today we communicated true stories about ourselves. Tomorrow we will communicate information.</i></p>
<b>Standards</b>	<p><b>W.3.2:</b> Use a combination of drawing, and writing to communicate a topic with a beginning, middle (including details) and an end.</p> <p><b>SL.2.2.b:</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
<b>Ongoing assessment</b>	<p>As children work in pairs, circulate to take notes about how children work in pairs and the effectiveness of their storytelling.</p> <p>Are children following the routines for talking with a partner?</p>

	<p>What needs to be reinforced/retaught?</p> <p>How effective is their storytelling?</p> <p>Do children's partners understand their stories?</p> <p>What types of questions do they ask each other?</p> <p>What can be learned about the children from the stories they tell?</p> <p>After the lesson, review children's writing.</p> <p>What do they communicate about themselves?</p> <p>How do they communicate about themselves?</p> <p>How effectively do they tell their stories with illustrations?</p> <p>How effectively do they tell their stories with words?</p>
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## Notes