



WEEK 3 Day 1

Writing Basics
Deconstruction: Communicating through Images

Content Objective	I can use the illustrations to understand a story. (W.3.K.b, R.11.K.a & R.11.K.c)
Language Objective	I can discuss a story with a partner. (SL.1.K.a)
Vocabulary	<p>communicate: to share an idea by talking, writing, or showing someone else</p> <p>information: facts or details about a subject</p> <p>image: a representation of something in the form of a drawing, photograph, etc.</p> <p>represent: to use something to stand for something else</p> <p>setting: where and when a story takes place</p> <p>characters: the people or animals who the story is about</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Lion and the Mouse</i>, Jerry Pinkney Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the inside cover. ● teacher whiteboard Write the following prompts on the board. I see _____. It makes me think _____. ● blank paper, one piece per child
Opening 1 minute	<p><i>We've been communicating by telling stories and information. Another way we can communicate is through images. Images represent, or stand for, something else. They can be drawings, paintings, photographs, collages. They can tell stories, give information, or convince someone of something. Today we are going to read a new book called <i>The Lion and the Mouse</i>, by Jerry Pinkney. As we read, we will talk about how Jerry Pinkney uses images.</i></p>

<p>Deconstruction 15 minutes</p> <p>cover</p>	<p>Show the cover of <i>The Lion and the Mouse</i>. <i>Look at the cover of this book. What do you see? What does it make you think? Take a moment to look silently and think.</i></p> <p>Point to and read the sentence frames on the board: <i>I see _____.</i> <i>It makes me think _____.</i></p> <p>Have several children share their observations using these sentence frames.</p>
<p>pages 1-6</p>	<p>Slowly turn through the pages, showing illustrations and reading words.</p>
<p>pages 7-8</p>	<p><i>What do you notice about this book so far, that might be the same or different from other books we've read? [There are illustrations but very few words.] Turn and talk with a partner.</i></p> <p>Review the routine for Turn and Talk.</p> <p><i>What is the setting of this book—where does it take place? How do you know?</i></p> <p>Encourage children to reference the details in the illustrations that show the setting.</p> <p><i>Who are the characters in this story? Remember, when we read Abiyoyo, we learned that the characters are the people or animals a story is about.</i></p> <p><i>What is happening in the story so far?</i></p> <p>Show the previous pages as needed to assist children in retelling the beginning of the story.</p>
<p>10 minutes</p>	<p><i>Now that we have learned about the setting and characters in illustrations, it is our turn to go back to our seats and try to create our own illustration. We will create our illustration from a book that we have read together. You might create an illustration of the setting of Abiyoyo, or maybe a character from the story Abuela! Remember to use details in your illustrations.</i></p> <p>If it makes sense for the group, remind children to listen for sounds they may know on their illustrations For example, in Abiyoyo's setting there may be a picture of a sky and the children can write an 's'.</p>
<p>Closing 1 minute</p>	<p>Select a few pieces of work to share: 1-2 pieces that show details in a setting and 1-2 pieces that show details in characters.</p> <p><i>Today we learned that a whole story can be communicated through images! Tomorrow we will continue reading The Lion and the Mouse to find out what happens.</i></p>
<p>Standards</p>	<p>R.11.K.a With prompting and support, describe the relationship between</p>

	<p>illustrations and text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p>
Ongoing assessment	<p>Listen for and make note of how children discuss the text.</p> <p>What do they notice about the text?</p> <p>What do children already know about communicating through images?</p>

Notes