



WEEK 3 Day 3

**Writing Basics**  
Individual Construction: Telling Stories and Information

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| <b>Content Objectives</b>        | <p>I can tell a true story from my life. (W.3.K.b)</p> <p>I can tell what I know about a topic. (W.3.K.b)</p>  |
| <b>Language Objective</b>        | I can ask questions to understand my partner. (SL.2.K.b)   |
| <b>Vocabulary</b>                | <p><b>communicate:</b> to share an idea by talking, writing, or showing someone else</p> <p><b>image:</b> a representation of something in the form of a drawing, photograph, etc.</p> <p><b>information:</b> facts or details about a subject</p>   |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● <i>The Lion and the Mouse</i>, Jerry Pinkney</li> <li>● blank paper, one per child</li> </ul>   |
| <b>Opening</b><br>1 minute       | <p><i>We have been reading The Lion and the Mouse, a story by Jerry Pinkney that is communicated mostly through images. Today we will finish reading it together.</i></p>  |
| 15 minutes                       | <p>Quickly walk through the pages read in the previous lesson.</p> <p><i>Remember, yesterday when we read, the mouse was being chased by other animals and jumped on the lion’s back to escape. The lion could have hurt the mouse, but instead decided to let it go.</i></p> <p><i>Let’s continue reading to find out what happens in the story.</i></p> <p>Slowly show the illustrations and read the words in the rest of the book.</p> <p>Use the following questions to discuss the book.</p> <p><i>What happened in the rest of the story?</i></p> <p><i>Why do you think the mouse helped the lion?</i></p> <p><i>What can this story teach us?</i></p> |

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| <p>5 minutes</p>                                     | <p><i>Today we will draw an illustration about a time you helped someone, or someone helped you. Think about when you may have needed someone to help you, maybe a grownup, or maybe a friend. Turn and talk to your partner to tell them your story.</i></p>  |
| <p><b>Individual Construction</b><br/>10 minutes</p> | <p>Invite children back to their seats to illustrate the time they helped someone, or someone helped them. Remind children to use details in their drawings, creating a setting, and using characters. If appropriate, encourage children to label their illustrations with sounds that they hear.</p>   |
| <p><b>Closing</b><br/>1 minute</p>                   | <p><i>Tomorrow we are going to learn about our drawing and writing books!</i></p>  |
| <p><b>Standards</b></p>                              | <p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate about a topic.<br/><b>SL.2.K.b</b> Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p>  |
| <p><b>Ongoing assessment</b></p>                     | <p>Note the effectiveness of the children’s storytelling and information telling.<br/>How effective is their storytelling?<br/>Do children’s partners understand their stories?<br/>What types of questions do they ask each other?<br/>What can be learned about the children from the stories they tell?<br/>How effective are children at telling information?<br/>Do their partners understand?<br/>What types of questions do they ask each other?<br/>What can be learned about the children from the information they tell?</p> |

**Notes**