



WEEK 3 Day 4

Writing Basics
Individual Construction: Drawing Stories and Information

Content Objectives	<p>I can tell and draw a true story from my life. (W.3.K.b)</p> <p>I can tell and draw what I know about a topic. (W.3.K.b)</p>
Language Objective	I can share my plan for writing with my partner. (SL.1.K.a)
Vocabulary	<p>purpose: the reason for doing or creating something</p> <p>sketch: a rough drawing</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Why We Write chart ● Why We Write: <i>The Lion and the Mouse</i> sheet ● teacher’s drawing and writing book ● caddies with pencils only ● blank paper, one per child ● drawing and writing books, one for each child <p>Label the books with children’s names.</p>
Opening 10 minutes	<p>Remind children of <i>The Lion and the Mouse</i>.</p> <p>Refer to the Why We Write chart.</p> <p><i>Let’s think about why Jerry Pinkney might have written this book—what his purpose was. Remember, people write for many different reasons, sometimes to give information or to tell true stories about themselves.</i></p> <p><i>Why do you think Jerry Pinkney wrote this book? [to teach a lesson about friendship and helping each other; to show that even a little mouse can help a big lion]. Yesterday we wrote about someone helping us, or when we helped someone else. Our purpose was to tell a true story about a time with a friend.</i></p>
5 minutes	<p>Show the teacher’s drawing and writing book.</p> <p><i>This is my special drawing and writing book! It has so many blank pages inside just waiting for my stories and information!</i></p>

<p>5 minutes</p>	<p>Turn to the first blank page. <i>Here I will draw my first story. You have your own book that you will get tomorrow to write your stories in! Before we start with our illustrations we need to practice telling our partner a story.</i></p> <hr/> <p><i>Turn and talk to a partner to tell a true story. Think about your friends, and something fun you may have done together. After you and your partner share a true story, you will go back to your seat and draw one picture that goes with your story. This will be a sketch for your very first drawing in your own book!</i></p>
<p>Individual Construction 15 minutes</p>	<p>On blank paper, children will sketch an illustration that represents their true story that they told to a partner. Remind children to add details for a setting, characters, and try to label with sounds we know and hear. These illustrations will be saved for the following lesson: when they receive their writing and drawing booklet.</p>
<p>Closing 5 minutes</p>	<p>Show children where the drawing and writing books will be kept. Introduce classroom routines for getting drawing and writing books and bringing them to areas for writing. Set expectations for places in the classroom where children can write (at tables, lying on the rug, etc.). Introduce expectations for how children will move writing tools to the areas where they work (for example, taking pencils to the rug).</p> <p>Introduce routines for putting away drawing and writing books and pencils. Guide children slowly through the process.</p> <p><i>Tomorrow you will continue your writing!</i></p>
<p>Standards</p>	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic. SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Note children’s use of the new routines and materials. Consider what will need to be retaught the following day.</p> <ul style="list-style-type: none"> Do they know how to take out and put away their drawing and writing books? pencils? Do they know where to sit to write? How effectively do they represent their ideas with images? How effectively do they use the space on the page?

Notes