

WEEK 2 Day 4

**Writing Basics**  
Individual Construction: Storytelling

<b>Content Objective</b>	I can tell a true story from my life. (W.3.K.b)
<b>Language Objective</b>	I can ask questions to understand my partner. (SL.2.K.b)
<b>Vocabulary</b>	<b>communicate:</b> to share an idea by talking, writing, or showing someone else
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● teacher’s illustration of story from Week 1 Day 5</li> <li>● blank paper, 1 for each child</li> </ul> <p>Before the lesson, consider how children will be partnered during Writing and how they will decide which partner speaks first. For example, children may have assigned Writing partners, or they may turn to the person sitting next to them.</p>
<b>Opening</b> 6 minutes	<p><i>We have been talking about how people, like Abiyoyo, communicate through storytelling. Today I will remind you of the story from yesterday about my life, and you will tell a story to a partner.</i></p> <p>Show children the illustration from your story. Invite children to help retell the story based on illustration.</p>
<b>Individual Construction</b> 10 min	<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 several minutes to prepare for telling their stories.</p> <p><i>Remember, when we talk to partners on the rug, we sit together, facing each other, with our knees touching. [Model with a child.] This helps us hear just our partners. We also use low voices, only loud enough for our partners to hear—like this! [Model speaking in</i></p>

<p>10 minutes</p>	<p>a quiet voice.]</p> <p>Introduce the routine for turning to talk to a partner. Guide children to move so they are sitting knee to knee with their partners.</p> <p>Introduce the routine for choosing who will talk first.  <i>The first partner will tell her story, and the second partner will ask a question. Then the second partner will tell his 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> <hr/> <p>Call children’s attention back to the whole group. Retell one child’s story. As a group, decide what this story’s illustration might look like. Have children turn and talk about what illustration they will draw about their own true story.</p> <p>Invite children to go back to their seats to draw the illustration that goes with their true story. Encourage details that relate to their true story.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we began telling and illustrating our own stories! Tomorrow we will continue communicating through storytelling, drawing, and will begin labeling.</i></p>
<p><b>Standards</b></p>	<p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.  <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>While circulating, 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?  What needs to be reinforced/retaught?</p> <p>How effective is their storytelling?  Do children’s partners understand their stories?  What types of questions do they ask each other?  What can be learned about the children from the stories they tell?</p>

**Notes**