



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.3.1.b )
<b>Language Objective</b>	I can ask questions to understand a story. (SL.2.1.b)
<b>Vocabulary</b>	<p><b>communicate:</b> to share ideas with each other</p> <p><b>purpose:</b> the reason for doing or creating something</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>Mango, Abuela, and Me</i>, Meg Medina</li> <li>● writing notebooks, one for each child</li> <li>● writing tools</li> </ul>
<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 themselves, and sometimes we tell stories we make up. In Mango, Abuela, and Me Mia tells the story of her abuela coming to live with her and of them teaching each other new languages.</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. Tell a true story from your life. After telling the story, invite your partner to ask a question to clarify his understanding.</p>

<p><b>Individual Construction</b> 8 minutes</p>	<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>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>
<p><b>Individual Construction</b> 12 minutes</p>	<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>Send the children with writing notebooks and writing tools. 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>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we communicated true stories about ourselves. Tomorrow we will communicate information.</i></p>
<p><b>Standards</b></p>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>SL.2.1.b</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
<p><b>Ongoing assessment</b></p>	<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? 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> <p>After the lesson, review children’s writing. What do they communicate about themselves? How do they communicate about themselves? How effectively do they tell their stories with illustrations? How effectively do they tell their stories with words?</p>
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**Notes**

