

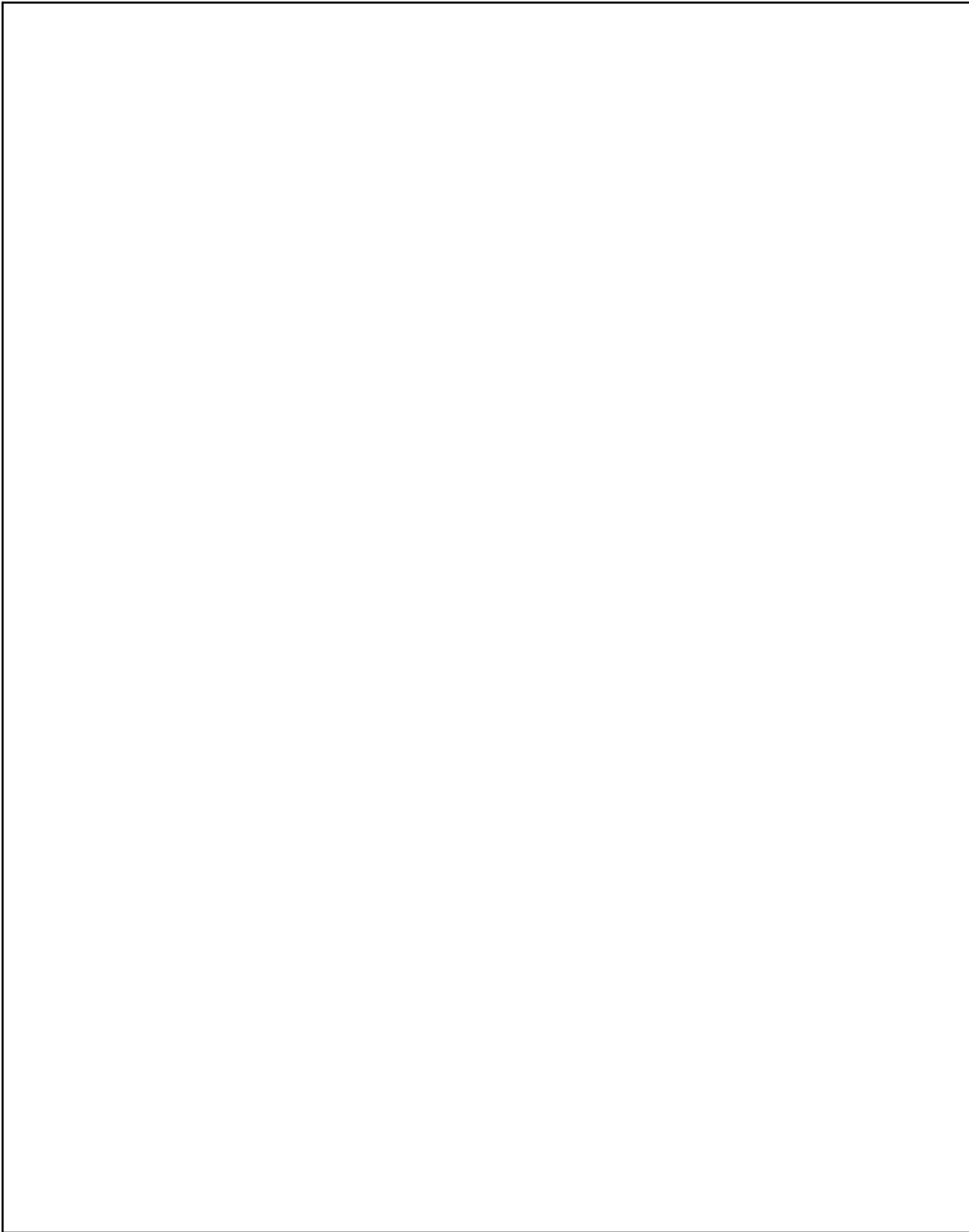
WEEK 1 Day 4

Writing Basics
 Retelling
 Note: For Week 1, the Writing block is only 15 minutes long.

Content Objective	I can tell a true story with details. (SL.4.K)
Language Objective	I can tell an oral story about myself and my family. (SL.4.K)
Vocabulary	characters: a person, animal, being, creature, or thing in a story setting: when and where the story takes place.
Materials and Preparation	<ul style="list-style-type: none"> K for Me Writing Personal Recount Pre-Assessment Personal Recount Rubric, from Week 4, Day 1 Pre-select a child to tell a story, based upon what you already know about the children.
Opening 1 minute	Gather the children in a circle on the rug. <i>Yesterday, we listened to a story written and illustrated by Stephanie Stuve-Bodeen, Elizabeti’s Doll. We learned about characters: a person, animal, being, creature, or thing in a story. Elizabeti was the main character because the story was mostly about her. It is very important that writers describe characters with a lot of detail. For example, Elizabeti was a girl and she wanted to have a baby just like her mother. The author provided enough detail through words and illustrations, that we could picture Elizabeti in our minds. Today, another classmate will share a personal story. As we listen to the story, let’s see if we can picture it in our mind. We want to picture who the characters are and the setting- when and where the story takes place.</i>
Deconstruction and Individual Construction 13 minutes	Choose a child to share a personal story to the class. As the child tells the story, hone in on the “orientation” portion of the rubric. Use the contents of the rubric to guide the conversation. Orientation: Introduces who the story is about, where and when it happened, and what happened.

	<p>As the child is sharing their story, determine where they are on the rubric:</p> <ol style="list-style-type: none"> 1. Attempts to introduce the story, but most elements are missing or unclear. 2. Attempts to introduce the story, but elements are missing or unclear. 3. Introduces who the story is about and when and where it happened. 4. Introduces who the story is about, where and when it happened, and what happened. <p>Discuss the story with the whole group. The following are questions to support the child along the progression.</p> <p><i>I noticed that when _____ shared his/her story, I felt that something was missing. Can you tell us who the characters are in your story? What do they look like?</i></p> <p>Or...</p> <p><i>I noticed when _____ shared his/her story, I wasn't sure when and where it happened. Can you tell us where this story takes place? Remember that this is called the setting. Does it happen in the summer? At night time? (ask questions that would help the child think about the setting and add more detail).</i></p> <p>Or...</p> <p><i>Can you tell us what happens in the beginning, then what happens after that? (Try to encourage a sequence of events- beginning, middle and ending).</i></p>
<p>Closing 1 minute</p>	<p><i>Today we learned a lot of different parts that make up a story. We learned that a story can have characters and a setting. We know that we gave enough details in our storytelling when others can picture the story in their minds. As we begin to write our books this year, we will want to think about these parts in order for our readers to picture our stories in their minds.</i></p>
<p>Standards</p>	<p>SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p>Ongoing assessment</p>	<p>Listen for and make note of children's discussion. What do they notice about the texts? What do children already know about the purposes of writing?</p>

Notes



Writing U1 W1 D4