



WEEK 3 Day 5

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>sketch: a rough drawing</p> <p>communicate: to share an idea by talking, writing, or showing someone else</p>
Materials and Preparation	<ul style="list-style-type: none"> ● teacher’s drawing and writing book ● drawing and writing books ● caddies with pencils, crayons, and colored pencils ● date stamp (optional)
Opening 10 minutes	<p><i>Let’s make a plan before we get started. Think about what you told your partner yesterday: the true story from your life. Then retell it to your partner. When you are ready, 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 or information.</p> <p>Review the routine for turning to talk to a partner. Guide children to move so they are sitting knee to knee with their partners. Review the routine for choosing who will talk first.</p> <p>As the children talk to their partners, circulate to support them.</p> <p>Bring the group back together. Distribute the drawing and writing books and have the children place them in their laps. Guide the children to open the books to the first page. If you are using clips, teach the children how to clip their books.</p>

<p>Individual Construction 10 minutes</p> <hr/> <p>5 minutes</p>	<p><i>Now you will plan for what to draw on this page. Remember yesterday you chose just one part of your story to draw. Think about what you will draw from the story or information you just told your partner. Then, sit side-by-side with your partner and tell her which part you will draw.</i></p> <p><i>Today you will begin by sketching in pencil! Remember, when you sketch, you start the drawing without adding a lot of details.</i></p> <p>According to established classroom routines, send the children with their drawing and writing books to begin drawing. As they work, circulate to support them. Write or stamp the date on each child’s page.</p> <p>If appropriate, encourage children to label their pictures with sounds learned.</p> <hr/> <p>Show the colored pencils. Model choosing colors to add to your own sketch. Discuss when you would add color with crayons and when you would use colored pencils. Introduce classroom routines for colored pencils, including where to keep them and how to indicate they need sharpening.</p>
<p>Closing 5 minutes</p>	<p>Model one or two students work. Show the labeling, the details in drawing, and the proper use of colored pencil/crayons.</p> <p>Review routines for putting away drawing and writing books and pencils. Guide children slowly through the process.</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.</p> <ul style="list-style-type: none"> Do they know how to take out and put away their drawing and writing books? writing tools? 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? Do the colors they choose to add enhance communication? What do they understand about the differences between crayons and colored pencils?