

Writing from the *Heart*

Volume I

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Introduction

Compare the two responses below. Which do you think teaches more?

“Johnny, come look at this. You forgot to capitalize the first letter in your name. And is this a sentence? There’s no period at the end. You’ve got three misspelled words here. I know you want to give me this note, but why don’t you fix these mistakes before I try to read it, OK? I’ve marked everything that’s wrong so you’ll know what to fix.”

“Johnny! How wonderful that you wrote this note to me! Your trip to the zoo sounds like such fun, and I love the picture you drew of the lions! I can tell you were listening to the sounds in the words as you wrote, just like we’ve talked about. And you remembered to write your name; that way I knew whom the note was from. You’re really learning so much about writing, and I’m glad you thought to tell me about your zoo trip this way. I’m so proud of you!”

If you think the second response teaches more, we agree with you. This response puts the focus on Johnny’s message—what he is trying to say. It also points out what skills he is demonstrating, rather than emphasizing all the things that need to be fixed. The first response does the opposite. It overlooks the purpose of writing—to communicate.

Even before they come to school, children see writing and print in their environment in standard, correct form—in books, signs, labels, newspapers and magazines, and countless other places. They start to form ideas about how we use print, and they begin to explore how writing “works.” As they experiment, many are sensitive to the fact that their attempts are not like the conventional products they see. Feedback, at this point, can reinforce the sense that they have “missed the mark” if it focuses heavily—and at inappropriate times—on errors in form (letter formation, spelling, grammar). Instead, feedback should validate children’s efforts by praising their attempts to use writing, seeking to understand their messages, and carefully scaffolding them to understand how to use form. This motivates students to learn and produce more.

Consequently, a teacher’s approach to instruction can make all the difference to emerging writers. The right kinds of activities should model and explain what they need to learn, yet allow students to experiment. Instruction should send the message that intentions and thoughts are valued and that young children can put these on paper in a myriad of ways as they learn to write. We believe, from the bottom of our hearts, that instruction should accept students where they are as it works to move them forward. You’ll see how we build these ideas into instruction in *Writing from the Heart*.

Program Overview

Writing from the Heart is the Success for All writing program for first- and second-grade students. It is the precursor to *Writing Wings*, the writing program that begins at third grade. *Writing from the Heart* consists of two volumes: Volume I for first graders and Volume II for second graders. The two volumes are based on the following set of principles.

Principles of Instruction

1. Instruction in writing for young children should focus on their messages—what they want to say—over and before instruction in how they say it. Young children need to learn why people write before they learn the details of how. Otherwise, they have no reason to learn.
2. Young children are emerging and beginning writers. Their efforts may not look like “correct” writing, but they show valid skills and strategies on the continuum of learning to write.
3. Learning concepts about print is as important as learning basic writing skills. Children need instruction in what we know about written language, how and why it is used, and the terms we use to talk about it.
4. Young children learn best when skills, concepts, and strategies are explained and modeled. Meaningful opportunities to experiment with new information should follow.
5. Instruction should reinforce the speech-to-print feature of writing. Young children need explicit demonstration and modeling in how the alphabet system works to put spoken words into print.
6. Activities that teach writing should tap into young children’s interests and background knowledge. This motivates children to write.
7. From the beginning of first grade, instruction should reflect a process approach to writing. Even the youngest child can learn to think and talk about what he or she wants to write before writing it.
8. Young children should learn to write in a social environment. Instruction should include lots of opportunities for cooperative learning.

Components of the Program

The components of *Writing from the Heart*, listed below, support the principles of instruction. They are described in more detail elsewhere in both volumes, but they are summarized here as part of the Program Overview.

Units

Both volumes include sets of activities that are unified according to theme or skills and concepts. Volume I activities are unified more according to the skills and concepts they teach. The activities in Volume II are more thematically unified.

Activities

The activities in both volumes are a series of related writing experiences that continue over consecutive days. The activities in Volume I span three days; Volume II activities span three-to-five days. While the activities in the two volumes are structured differently, they both begin with instruction that teaches and motivates students to carry out the writing tasks that follow.

Process Approach

Activities in both volumes rely on a process of instruction. The difference is that Volume II begins with explicit instruction in the writing process—Prewriting, Drafting, Responding and Revising, Editing, and Publishing—while Volume I builds on a more simplistic, implicit use of process.

Cooperative Learning

Typical of Success for All programs, cooperative learning is a cornerstone of *Writing from the Heart*. In Volume I, students use Think-Pair-Share and other ways of working with partners daily, throughout each activity. In Volume II, students have formal routines for working with peers in partnerships and teams to further their work.

Assessment

Assessment figures into the program in different ways for the two volumes. With Volume I, teachers assess students' understanding and use of skills and concepts through observation. They use a checklist to record and monitor progress. With Volume II, teachers assign scores, as outlined on Writing Score Sheets for each

activity, for participation in the writing process, and for the quality of the written product. Total activity scores are then figured into Team Score Sheets along with cooperation points.

Journal Writing

Journal writing is part of the first-grade program and an optional part of the second-grade program. This type of writing, as described in the next section, is especially effective for meeting important goals for young writers. Journals also give teachers another way to observe and scaffold individual skills.

First Grade (Volume I)

This section describes the “pieces” of the first grade program and how to put these together. The information begins with explanations of the units, activities, and journal writing, then moves on to describe scheduling, timing, and assessment.

Units

The first grade units expose students to different types of writing, starting with informal, personal topics (simple descriptions of familiar events and thoughts) and ending with “All-About” explanatory topics that are self-selected. Simple, prescribed narratives in Unit 5 acquaint students with story structure—a beginning, middle, and end. Each unit is designed to introduce and focus on key concepts, skills, and strategies, as shown below.

Unit 1: Getting Started

“Getting Started” teaches and validates emergent-writing strategies—a variety of ways, including sound spelling, that young children can use to put their thoughts on paper. The unit also reinforces basic concepts about print.

Unit 2: Good News!

This unit reinforces using emergent-writing strategies to write, thus encouraging students to “write” (put their thoughts on paper) fluently, without help. The unit also teaches sharing, listening, and giving feedback.

Unit 3: All About Me!

In this unit, “sound spelling,” one of the emergent-writing strategies presented in Unit 1, becomes a focus. Teachers model and encourage students to use this strategy but also accept and encourage using other strategies as needed.

Unit 4: More About Me!

Unit 4 continues to demonstrate and reinforce sound spelling. By the end of this unit, most students should be using sound spelling to write, relying less and less on other emergent strategies, such as drawing pictures, scribble writing, and “inventing” words.

Unit 5: Our Fairy Tales

“Our Fairy Tales” presents concepts about stories, including story problem and the literary conventions of “Once upon a time,” and “the end.” Students also learn how to make plans for stories and use these for writing them.

Unit 6: All-About Stories

In this unit, students learn more about the writing process and how to plan, draft, and make changes (edit). They list topics—things they know “all about”—and select story ideas from the list.

Overviews give more detail about the skills, concepts, and types of writing covered in each unit.

Activities

With the exception of the first unit, “Getting Started,” each unit includes three activities (“Getting Started” includes two). The activities are listed in the Table of Contents for the manual and in the overviews for each unit. Each activity culminates with a written product and picture. Two kinds of instructional routines are built into the activities: routines in the daily cycle of the lesson and those built into the three-day cycle of instruction.

The daily cycle of instruction includes the following routines: Motivate (Talk), Participate (Write), and Celebrate (Share). Each routine provides practice in an essential component of instruction.

Motivate (Talk)

Both students and teachers spend time talking before they write. On the first day of an activity, the teacher explains the activity to the students—tells them what they will be writing. This time is also used to talk about what students will accomplish each day. Relevant concepts are taught and modeled; the teacher often “thinks out loud” about his or her own writing. Students reflect, brainstorm, and put their ideas into spoken language. Talk is essential to each lesson. For young children, writing is an extension of their thinking and far easier to do if they can first verbalize their ideas.

Participate (Write)

Students also spend time each day writing. Once they have thought and talked about what they want to write—and how they will write it—they are ready to attempt the

task. Before they do, however, the teacher models writing on chart paper or on the board. This modeling opportunity is important for demonstrating—and prompting students to think about—skills and concepts highlighted in the activity. As students write, the teacher encourages and takes note of examples of work that demonstrate relevant skills and concepts. At the end of the writing period, these examples are pointed out to the class for peer modeling. Teachers do not spell words for students as they write.

Celebrate (Share)

Celebration is part of every writing activity. Although only a small number of students will share with the whole class on any given day, all will share with their partners. Teachers should develop a rotating system for sharing with the class so that no student is overlooked. Celebration is important to students' growing awareness of the relationship between author and audience. Moreover, young children want and expect to share their work; the day would not be complete without this opportunity.

The three-day routine of instruction in each activity sets a pattern for writing. This pattern is a simplified version of a writing process but is not labeled as such until the last unit.

Day 1

Day 1 is used to present the activity and to generate thoughts on the subject. In some cases, the activity begins with reading a story, if possible. Students' thoughts and ideas on the topic are recorded as lists of words or phrases. The purpose is to prepare students for the writing they will do on Day 2 by building their background knowledge and exposing them to vocabulary related to the topic. Day 1 is most similar to prewriting in the writing process.

Day 2

Day 2 is devoted to writing connected text—thoughts written as sentences or students' approximations of them. Day 2 is most similar to drafting. As the units progress, the link between the Day 1 activity and the Day 2 writing becomes stronger, with Day 1 becoming a planning activity that students use to write on Day 2.

Day 3

Day 3 focuses on illustrating the writing from Day 2 with pictures and writing labels for these pictures. The expectations for labels increase from writing “about” the picture (and story) to writing good sentences. In the later units, this part of the activity introduces concepts about book covers, including title and author placement (front cover) and book summaries (back cover). Day 3 is most like the publishing step of the writing process.

Journals

In addition to the activities, teachers should use journals with first-grade students (and with second-grade students as needed). We advise using journals on the days that students are not working on writing activities. Journals are unassigned, ungraded opportunities for students to write.

There are several reasons both students and teachers benefit from the use of journals. This practice gives young children more opportunities to experiment with writing in a context with fewer demands. Consequently, they usually feel more comfortable taking risks and trying out new concepts they are learning about print. Because students determine their topics (and how they will write), they often enjoy journal writing and are motivated to participate in this type of writing. Teachers can use journal-writing time to observe students’ skills further and to teach or model concepts and skills for individuals as needed.

How to use journals with students is addressed more extensively in an appendix to this manual. There you will find suggestions for materials, guidelines, and mini-lessons to use with journals.

Scheduling

There are several ways that teachers can pair journal writing with the unit activities. In fact, the only restriction is that activities occur on consecutive days. Teachers do not, however, need to use journals on consecutive days. Thus, journal writing and the unit activities can be combined in the following ways.

	Monday	Tuesday	Wednesday	Thursday	Friday
Option 1	Journals	Journals	Activity Day 1	Activity Day 2	Activity Day 3
Option 2	Journals	Activity Day 1	Activity Day 2	Activity Day 3	Journals
Option 3	Activity Day 1	Activity Day 2	Activity Day 3	Journals	Journals

Timing

The amount of time set aside for writing each day will be brief for beginning first graders and become longer as their skills and attention spans grow. Fifteen minutes might be enough time when students begin this program and thirty to forty minutes as they progress through the units. Journal time typically will be shorter than time spent on the activities. Also, teachers should expect beginning first graders to spend far more time talking and sharing than actually writing. As skills increase over the year, the amount of time spent writing will expand.

In the beginning, teachers may find that they need more time for the daily activities than allotted. If so, consider spreading the activities out over four or five days of instruction and introducing journals later.

Assessment

An observational assessment checklist is provided for Volume I; this is found in the appendices. The checklist helps teachers monitor students' progress towards critical goals for the first-grade program. Points of assessment, using this checklist, follow Units 2, 4, 5, and 6. At these points, teachers need to determine, with the checklist, whether the majority of the students have met certain goals. If so, the teacher

should proceed with the program, helping individual students “catch up” by providing personal support during the activities, during journal time, and with tutoring if possible.

If, with assessment, the teacher determines that the majority of the students have not met the identified goals at a critical point, he or she should expand the types of lessons used in the previous unit to provide students with additional opportunities to acquire skills before proceeding. Teachers will find guidelines for developing these lessons in the “What to Expect, How to Respond” pages at the critical points in the manual following Units 2, 4, 5, and 6.

Conclusion

Instruction in writing at the first-grade level is a sensitive issue, as illustrated in the Introduction to this manual. Teachers’ attitudes about writing itself—whether importance is placed first on the message or on the form of that message—and toward young children’s attempts at this skill can make lasting impressions that affect progress in the years to come. We hope you will take this advice to heart and help students get off to a good start. Let *Writing from the Heart* show you how.



What to Expect, How to Respond

Language “Talk”

What to Expect

Imagine someone saying to you, “Let’s write the ximp ‘cat’ here; what is the first ptmum in the ximp ‘cat’? Can you use that ximp in a srupe? Let’s make a srupe with the ximp ‘cat.’” You may be able to figure out what these words mean from context (ximp=word, ptmum=letter, srupe=sentence), but suppose you couldn’t? There are children who enter school not knowing some of these basic terms. For them, our “talk” about writing and reading makes no sense.

How to Respond

Do not assume that your students know basic terminology that we use to talk about writing, especially as you begin to teach writing. Monitor and scaffold, or build, their understandings with the following procedures:

- Check comprehension of different terms by asking questions: “Who can point to one word on this page?” “Who can show me with her finger one sentence on this page?”
- Talk about “letters,” “words,” “sentences,” and other terms students need over and over as you demonstrate writing. (Many of these will be built into your sample scripts for the earliest lessons.)
- Use these terms also when you work one-on-one with students.
- Periodically recheck students’ understanding of different terms. Ask them to show you a word (any word), a sentence, a period, a capital letter, a lowercase letter, and so forth.



What to Expect, How to Respond

Directional Principles

What to Expect

Suzy scribbles across the page, beginning at the top left side and moving in a line to the right, and then returning to the left side again. She makes rows and rows of scribble writing until she is satisfied with her work. “See?” she says proudly, “I wrote all this.”

Robby, however, writes letters and some words but places them all over the page. Some children know the correct direction of print even before they write conventional letters or words. Like Suzy, these children may “scribble write” with appropriate linear direction. Other children, however, are more like Robby; they do not pick up the directional principle so easily and need support to do so.

How to Respond

Be patient and don’t criticize. Writing with appropriate direction comes with some maturity and experience writing. Help students along with the following techniques:

- ✦ Demonstrate and explain the direction of print as you write on the board or on chart paper so students can follow the direction: “I’ll start here and write across the paper to the other side; then, I’ll come back to this side again.”
- ✦ After you write, sweep your hand under the print as you read it to reinforce the direction.
- ✦ Show the direction of print when you read aloud. It is helpful to use a big book so they can easily see the print.
- ✦ Periodically check students’ understanding. Ask them to tell you where you should start, in which direction you should write, and where you “go” when you finish a line.



What to Expect, How to Respond

A Wide Range of Writing Skills

What to Expect

Rachael is already writing simple words, spelling many of these correctly, and using sound spelling to help herself write others. Johnny, however, writes only a few letters and has not yet learned to write his name. He likes to scribble across the page and then tell you what it means. Teachers find a wide range of writing skills among first graders, some of whom are using print (beginning to read and write) for the first time.

How to Respond

In *Writing from the Heart*, we encourage children to “write” with the unconventional writing skills they have. These skills may not produce “correct” writing, but they represent their current understandings and abilities to write. We do this so that children will take more risks and produce more “writing.” Children who are comfortable showing what they know—and what they can do—benefit from instruction more than those who are reluctant to make attempts that may not be perfect.

Our goal, however, is to teach conventional writing. We do this by accepting their developmental attempts and then teaching—explaining and modeling—new skills, prompting students to use these, and reinforcing students when they do. That’s why, throughout the activities, you will see labels for sample scripts that say, “**How to Teach and Model...**,” “**How to Prompt...**,” and “**How to Reinforce...**” These show the cycle of instruction that is important to the skills that we want to teach.

Unit 1

Getting Started

Writing Activities

- ✦ How We Write!
- ✦ Who We Are

Overview

Getting Started teaches students different ways to write down their words. The first activity, “How We Write!” teaches, or validates, emergent-writing strategies that young children use to put their thoughts on paper. Students learn that first graders have lots of options when it comes to writing. They can “find” words, make pictures for words, sound spell words, and so forth. The second activity, “Who We Are,” reinforces the emergent strategies in a simple writing activity that describes who is in the class.

The goal of this unit is to show students that no matter what their developmental capabilities, they can communicate messages with paper and pencil. Consequently, children learn that they can “write” without help. This allows them to take risks and explore writing, which are prerequisites to progressing in this skill.

How We Write!



Objectives

Day 1, students will:

- ✦ learn about emergent-writing strategies.
- ✦ write lists of words for classroom objects using emergent-writing strategies.

Day 2, students will:

- ✦ learn about Story Talk—a way to talk about your ideas.
- ✦ write a story about a walk around the school using Story Talk and emergent-writing strategies.

Day 3, students will:

- ✦ draw a picture and learn how to label it—tell about it in writing.

DAY 1

YOU WILL NEED

Bulletin board titled
“We are Learning
to Write”

Motivate (Talk)

- ✦ Tell your students that they are going to write a lot of cool things this year. They will write their own “news,” books about themselves, and stories just like the ones they read in books.
- ✦ Explain that for these activities, they’ll need to be able to write a lot. They’ll also need to know lots of ways to put their ideas down on paper so they can keep going when they are writing, without asking for help. This week and next week they will learn how.
- ✦ Tell students that, starting this week, they will learn the ways that first graders—boys and girls like themselves—get their ideas on paper as they learn to write. In fact, they will start putting their finished writing on a bulletin board that says, “We are Learning to Write.” Show students the board with this title.
- ✦ Explain that today they’re going to write a list of some of the things in their classroom—they’re going to see how many things they can list. As they do, they’ll learn how first graders keep going to write words. Tell your students that they may already know and do many of these things but you want to be sure that they all know lots of ways to write. That way, no one in this class should ever have to say, “I don’t know how to write that!”
- ✦ Ask them to look around the classroom. Tell them to think of some of the things that they see. Model with your own thoughts.

YOU WILL NEED

- Bulletin board
- Chart paper
- Icons



Take Note →

How to teach and model

Brainstorming (sample script)

“When I look around, I see the calendar, desks, chairs, books, mats, and pencils. What are some other things that you see?”

Participate (Write)

- ✦ Tell students that you want to start a list of these items on chart paper, and then they will make their own lists. As you’re writing, you’ll show them the different ways that first graders might keep going to write these words. Explain the direction of your list before you start writing.

Your goal is to demonstrate emergent-writing strategies and make a chart of these for future reference. Maintain a positive attitude as you do so, showing acceptance for all of the strategies. When you finish, add and explain “icon” pictures to help students remember the strategies. These are provided at the end of the lesson.

How to teach and model

Directional principles (list) (sample script)

“I’ll write the words starting here.” Point to top left of the paper. “When we write a list, we write from top to bottom, so I’ll write one word here, then the next word here, and on down the page.” Use your hand to demonstrate the direction.

Emergent-writing strategies



Finding and copying a word

Finding and copying a word (sample script)

“Let’s put ‘calendar’ on our list. Sometimes you can find a word and just copy it, like ‘calendar.’ See? I know that this says calendar (point to the word you have chosen) because we look at it every day and talk about it; I can copy that word for my list.” Write the word you have selected.

calendar



Inventing how to write a word

Inventing how to write a word (sample script)

“Let’s put ‘desk’ on the list, too. Sometimes first graders make up how to write a word. They might make up how to spell the word; they might even make up letters. That’s invented writing. As long as they tell me what it means, so we both know, it’s another way to put their ideas on paper. Invented writing might look like any one of these.” Write inventions as shown below. “If I tell you that they all mean ‘desk,’ then we both know what they mean.”

mmelo or *oX d* or *Aetk*



Making a picture for a word

Making a picture for a word (sample script)

“Let’s add ‘chair’ to our list. Sometimes first graders like to show a word with a picture. If I wanted to show you ‘chair’ with a picture, it might look like this.” Draw the object very simply.



Remembering what a word looks like

Remembering what a word looks like (sample script)

“Let’s add ‘book’ to our list. Sometimes first graders know how to write a word because they have seen it before, and they remember what it looks like, or what parts of it look like. As you learn to read, you’ll do this more and more. For example, I might know how to write ‘book’ because I’ve seen it so many times. I might remember what the whole word looks like, or just parts of it. I could write what I remember, or write the parts I remember, and invent the other parts.” Write several examples to demonstrate.

book, or bk, or boec



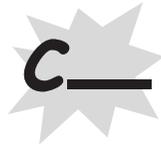
Sound spelling

Sound spelling (sample script)

“I want to put ‘mat’ on my list, too. That’s an easy word to spell by listening to the sounds. First graders learn that ‘sound spelling’ is a great way to write words. They stretch the word, listen to the different sounds they hear, and make the letters for those sounds. As you learn to read, you’ll get better and better at sound spelling.”

“You don’t have to know all of the letters in a word to use sound spelling, either. Sometimes first graders know how to make all the letters, but sometimes they know just some of the letters, and sometimes just the first letter. They might add some other letters to the ones they know. When they write a word with sound spelling, it might not look like a word they remember, but they used sounds to figure out how to write it.” Bounce and stretch the sounds in a simple, easy-to-hear word as you write them. Show several examples.

mat, or mt, or maoc



Using a placeholder

Using a placeholder (sample script)

“Let’s put ‘clock’ on our list, too. One thing I’ve seen first graders do is make a line where a word goes, just to remind themselves that a word goes there. Later they tell me what the word is, like they do when they invent how to write it. If they know the first or last letter of the word, like ‘c’ or ‘k’ for clock, they might write that letter first and then the line. I’ll show what that looks like with ‘clock.’”
Show examples on the board.

_____, or C_____, or C_____k

- Explain that everyone should be able to read the list that you have made and talked about; have students reread the items aloud with you as you point to them. Read invented items as words since you told what their meanings were earlier (you might want to remind students of this).
- Explain that now you want students to make their own lists. Tell them that you want them to make the longest lists they can. They can use the words on the chart paper, but they must also add to the list. As they do, they can also practice using the different ways of writing about which you’ve talked. Review these ways.
- Tell students to Think-Pair-Share with a partner as many things as they can that they see in the classroom. It doesn’t matter if they say the same things. When they are finished, they should begin to write these down, using the different strategies to keep going.
- Circulate to encourage and help reluctant writers. Ask them what they want to “say” and how they might best write it (suggest strategies).
- Find examples from students who have made extensive lists and, at some point, comment on these to reinforce fluency (writing a lot without help). Also, note and mention examples of different strategies.

How to reinforce

Fluency (extensive lists, regardless of correctness or strategies used) (sample script)

“Wow! I’m so impressed with how much some of you have written! Look at John’s list. It is so long!”

Emergent-writing strategies (sample script)

“Suzy and Marc have figured out how to keep going by using different ways of writing. See how Marc wrote, ‘bulletin board?’ He wrote ‘b’ because he knew it started with that letter, and then he invented the rest of the word. He told me what it meant, so now I know, too.”

YOU WILL NEED

Bulletin board

Celebrate (Share)

- ✦ Select some of the students to share—show and tell what they wrote—with the whole class. Respond enthusiastically and positively to their ideas, and make specific comments to reinforce different strategies. To demonstrate variety, ask for volunteers with the question, “Did anyone write an idea in a way different from those we’ve seen?”
- ✦ Have all students show and tell their partners what they wrote. Celebrate the work they have done, explaining that you want to post their papers to show the lists and as a reminder of how they are learning different ways to write. Leave the list of emergent-writing strategies where the class can see it; you will refer to it often in the coming weeks.

DAY 2**Motivate (Talk)**

- ✦ Remind students that they made a list of the things in their classroom yesterday. Remind them, too, that they learned a lot of different ways first graders write words—different ways to keep going as they learn to write.
- ✦ Explain that many of the things they’ll be writing—news, books about themselves, and stories—will be more than words, though. Explain that they will write these things using Story Talk. They will talk about, then write, their ideas the way they might sound in a book or a story they would read.
- ✦ Explain that today they will see how Story Talk works as they write a story about their school. They will take a walk around the building and then write a story to tell what they saw or heard.
- ✦ Take the class for a short walk, pointing out different things or asking them what they notice as they look around and listen. Have them notice, for example, the artwork in the hall, a poster about new books outside the library, music coming from the music room, another grade eating lunch in the lunchroom.
- ✦ When you return, ask students what they saw and heard on the walk. After this discussion, explain that to help them write about these ideas, they’ll use Story Talk, as you mentioned earlier. Explain further what you mean by Story Talk, and model how to use it.

How to teach and model**Telling ideas with Story Talk: (sample script)**

“When you tell something in Story Talk, you tell it as a whole idea, the way it might sound if you read it in a story. You all know what stories sound like; we read them aloud in class all the time. They sound a little different from the way we talk, don’t they? When we talk, sometimes we don’t say a whole thought because the person we are talking to understands what we mean

without our doing that. For example, if I asked you, 'What did you see on the walk?' you might answer, 'the library,' or 'the lunch room,' or 'Ms. Ella's class.' These answers are not whole thoughts by themselves, but I would understand them because I asked the question."

"If you wanted to put those ideas in Story Talk, or say them as whole ideas, you could say (speak as if reading aloud), 'I saw the library on our walk,' or 'We saw the lunch room,' or 'I saw Ms. Ella's class.'"

- ✎ Ask several volunteers to tell you one thing they saw on the walk and to say it in Story Talk. Do this until the class seems to understand what you mean.

Participate (Write)

- ✎ Explain that you are ready to write a story about the walk you took with them. You'll begin the story, then ask other students to add to it. First, point out the direction you'll use when writing. Then, using chart paper, model writing a sentence using Story Talk.

YOU WILL NEED

Chart paper

How to teach and model

Directional principles (narrative) (sample script)

"I'll start here (point to top left), just as I did when we wrote a list. But stories are different; we write the words across the page to here (sweep hand left to right) and then come back to this side and go across again (show return point and sweep left to right again). That's the way writing looks in a story book."

Writing from Story Talk (sample script)

"Let's see...first I'll write, 'We went for a walk.'" Say this sentence slowly as you write, so students can see and hear the match between spoken and written words. "Then I'll write, 'We saw the library.'" Again, say the sentence slowly as you write, to demonstrate the match between the spoken and written words.

- ✎ Ask a volunteer to write the next sentence on the chart paper, reminding him or her to use Story Talk and suggesting strategies as needed (do not provide help otherwise), as shown in the sample script. Have the student reread the written sentence when he or she is finished. (Do not correct the sentence or how the student rereads it.)

How to prompt

Writing from Story Talk (sample script)

"I've started our story. Who would like to add a sentence about something else we saw—John? Come here and, first, tell us what you want to write. Say it in Story Talk. Where will you begin writing that sentence? Can you show me? Now, write it for us, saying it out loud as you do."

How to prompt

Emergent-writing strategies (sample script)

“Remember, you have many choices for how to write your words—how to put your ideas on paper. Look at the chart for ideas. Do you know letters for any sounds in that word? Could you draw a picture? What about inventing the word and telling me what it means.”

- ✦ Repeat this last step several times with different students.
- ✦ Once you have several sentences on the chart, tell students that you want all of them to write about at least one more thing they saw on the walk. They will write this on paper at their desks. Remind them to use Story Talk and to keep going by using the different ways they know of to write.
- ✦ Circulate to encourage and support reluctant writers. Ask them what they want to “say” and how they might best write it (offer suggestions of strategies).
- ✦ Also find, and later point out, examples of work that demonstrate directional principles, emergent writing strategies, and writing from Story Talk.

How to reinforce

Directional principles (sample script)

“Most of you remembered the direction we use when we write sentences for stories. You learned to start at the top, write across to the other side, and then come back down to go across again.”

Emergent-writing strategies (sample script)

“I noticed that many of you, like Laura, used different ways to put your ideas down. Mark used some pictures for some words; Ann invented some of her writing; I saw Jose find some of his words by looking at the sentences that we had on the chart; and Eric used the sounds in some words when he wrote.”

Writing from Story Talk (sample script)

“Lots of you used Story Talk as you wrote. I can tell because your writing sounds like it comes from a book. Listen to these examples.” Read aloud a few sentences to demonstrate.

YOU WILL NEED

Bulletin Board

Celebrate (Share)

- ✦ Ask several students to show, and read, their sentences from a special chair that you establish for sharing (in a later lesson, you will designate this the “Author’s Chair”).
- ✦ Make sure other students know to listen quietly. Explain that they should listen as they would for other listening activities (such as, movies; church or temple activities, if appropriate; plays or singing events; assemblies; etc.).
- ✦ Have other students read and show their sentences to their partners; remind listeners to give readers their full attention. Reinforce good reading and good listening.

- ✎ Celebrate the work your students have done; collect and post their sentences on the bulletin board labeled, “We are Learning to Write.” Remind them that they are learning a lot about writing.

DAY 3

YOU WILL NEED

Chart paper

Motivate (Talk)

- ✎ Remind students that yesterday they wrote about different things they saw around the school. The day before that they wrote a list of things they could find in their classroom. All along they have been learning and practicing different ways to put their ideas down on paper. Review the chart of emergent-writing strategies.
- ✎ Tell students that today they will draw a picture and write about it. This is something they will do many times this year; they will make pictures to go with the different things they will write.
- ✎ Explain that they are going to draw a picture of something they see from the classroom window. Ask them to look out the window now and think about what they can see. (You may need to allow students to go to the window or possibly find another room with a wider view from the window.)
- ✎ Explain that you want to make a list on chart paper of some of the things they saw. Ask volunteers to tell you ideas, and begin to list these items. Prompt students to think about directional principles and different writing strategies.

How to prompt

Directional principles (sample script)

“Remember, this is a list of words, and we write that differently from the way we write a story. Where do we start a list of words? Where does the next word go and the one after that? Can you show me?”

Emergent-writing strategies (sample script)

“I used sounds to write the word ‘tree.’ Can any of you think of other ways someone could write that word? Yes! I could draw a tree.” Draw a simple tree next to the word. “What else? Yes! I could invent how to write it and tell you that what I wrote means ‘tree,’ like this.” Write an invented combination of letters next to the drawing. Continue occasionally to prompt students to think about different strategies.

- ✎ Once you have a fairly extensive list, ask students to reread it with you. Explain that when they write about their pictures, they may use some of the words on this list.

YOU WILL NEED

Strategies Chart

Paper

Drawing materials

Picture for modeling

Participate (Write)

- Ask students to draw their pictures now. Tell them to draw something they saw when they looked out the window.
- When they are finished, explain that you want students to tell about their drawing in Story Talk, the way they would write about it to make it sound as if it came from a book. Model how to do this.

How to teach and model**Describing with Story Talk (sample script)**

“Remember to tell me about your picture with Story Talk. That would be different from just pointing and naming what’s in your picture, wouldn’t it? If you were reading about your picture, and not pointing, how would it sound?”

“I’ll show you with my picture. I might say, ‘I drew a house.’ Or, I might say, ‘This is a house,’ or ‘I saw a house.’”

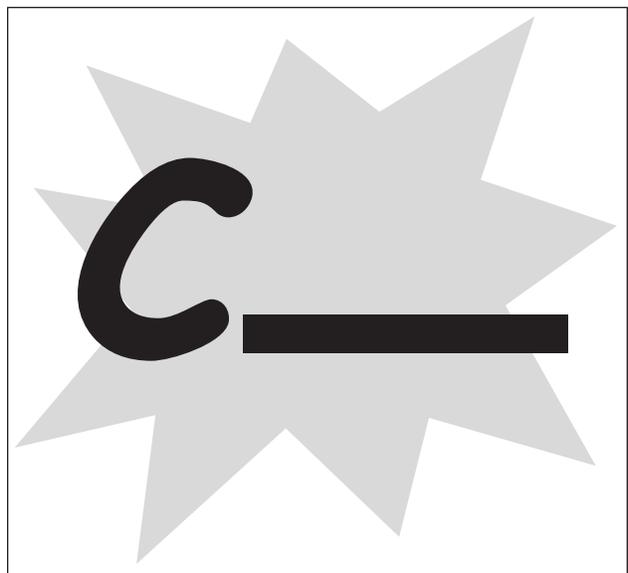
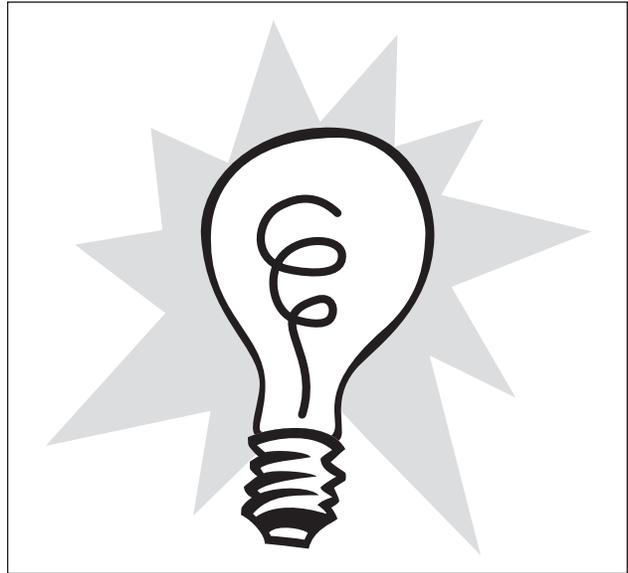
- Ask several volunteers to tell about their pictures in Story Talk. Then, have all students tell their partners what they plan to write in Story Talk.
- Have students write about their pictures now. Give individual attention as needed, helping students articulate what they want to say and suggesting appropriate strategies.
- Find, and later point out, as you did the previous day, examples of work that demonstrate directional principles, emergent-writing strategies, and writing from Story Talk.

YOU WILL NEED

Bulletin Board

Celebrate (Share)

- Ask several students to share their pictures and what they wrote from the special chair for sharing. Remind students to listen quietly when others are sharing.
- Praise each volunteer, and make a specific, positive comment about his or her work. At this point, focus on the ideas in the writing and drawing, rather than strategies used.
- Have other students read and show their sentences to their partners. Reinforce good partner sharing.
- Celebrate your students’ work. Collect and post their pictures and descriptions on the board, explaining that these are very good examples of how they are learning to write.





Who We Are



Objectives

Day 1, students will:

- ✦ discuss and brainstorm ideas about “who they are” as a class.
- ✦ write ideas using emergent-writing strategies.

Day 2, students will:

- ✦ write simple stories about “who they are,” using Story Talk and emergent-writing strategies.

Day 3, students will:

- ✦ complete their stories and draw pictures to illustrate them.

DAY 1

YOU WILL NEED

Bulletin board

New title for bulletin board: “Who We Are”

Motivate (Talk)

- ✦ Tell students that this week they will write stories about who is in this class and post them on the board. That way, anyone who comes in can read about the class. Explain that you have changed the title of the bulletin board this week to, “Who We Are.”
- ✦ Remind students that they’ve learned a lot of different ways to put their ideas down on paper so they can keep going when they write and be able to write a lot. Review the chart of emergent-writing strategies created on Day 1 in “How We Write!”
- ✦ Begin a discussion with students about “who they are” as a class. Guide their thinking by asking and talking about the questions below; during Participation, you will write the answers in a list.

How to teach and model

Brainstorming (sample script)

“Let’s think about how we would describe those of you in this class. First of all, what grade are you in? Right! You’re in the first grade. Is this a class of all boys or all girls? No. You’re right. Some of you are boys, and some of you are girls. How old are you? How many of you are six years old? Is anyone seven? Is anyone five? What room are you in? Did you know that this classroom has a number? Who is the teacher of this class? What school do you attend?”

YOU WILL NEED

Chart paper
Student paper

Participate (Write)

- ✎ Tell students that you want to write these ideas on chart paper—that making a list will help them write the stories about “who they are.” Begin by mentioning the direction you’ll use to write a list. Then list answers to the discussion questions above, pointing out, or eliciting from students, different ways to write these answers.



Take Note →

Your goal is to reinforce the emergent-writing strategies, as well as prepare the list. You will write the answers, then prompt students to think of other ways to write, or show, the answers.

How to prompt

Directional principles (list) (sample script)

“Who remembers where we begin a list? Can you show me? After we write the first thing on the list, where will we write the next idea and the next? Show me with your hand the direction to use for writing our ideas.”

Word strategies for emergent writers (sample script)

“Let’s begin writing what grade this is; what would that be? First! That’s correct; I’ll write that here.” Say the word slowly as you write it. “Can any of you tell me another way to write that word? Yes. You could copy my word. But suppose I covered up my word. Could you think of another way? Look at the chart and tell me.”

“I’ll write ‘boys’ and ‘girls’ on our list, too. I bet many of you have seen those words. Where have you seen them? Of course! They are on the bathroom doors! What else do you see on the bathroom doors? That’s right. Pictures! You could write these words with sound spelling, or with pictures, or by remembering what the words look like.”

“Let’s write how old you are. I’ll write words for five, six, and seven. Can someone tell me how else you could write those numbers? Yes. You can always write the numeral itself—5, 6, or 7. That’s something we didn’t talk about before, different ways to write numbers. We can do that for our room number, too.”

“Now, let’s write the name of the school. Hmm...do you think we could find that word someplace? Let’s look around. Oh! Here’s a PTA newsletter with the school’s name on it. Would someone like to look at that and write it for us?”

- ✎ Explain that you have a good list of words now. Have the students reread the list with you.
- ✎ Tell students that when they write their stories, they will write about the ideas that they have listed, but they will also write about things they like to do, whether in school or at home. Ask them to think about these things now. Model how.

How to teach and model**Brainstorming (sample script)**

“Think about what you really like to do. For example, I like to read, take walks, go to the movies, and go out to eat at different places. One of my sons likes to play football and soccer; the other likes to build with blocks. I have a friend who really likes to cook, ice skate, and ride her bike.”

- ✦ Ask several students to share their ideas with the class to make sure that students understand the task. Then, have everyone share his or her ideas with a partner.
- ✦ Tell students to write one or two of their ideas on a piece of paper. Remind them that they know lots of ways to write their ideas.
- ✦ Circulate to encourage and help students, without spelling words for them. Offer suggestions of appropriate strategies.
- ✦ As you circulate, take note of different strategies that students used to express their ideas. Mention these examples to the class.

Celebrate (Share)

- ✦ Call on different students (those you noted who represented a variety of strategies) to share—show and tell what they wrote—with the class. Respond enthusiastically and positively after each idea, and comment on the different strategies used as reinforcement.
- ✦ Have all students show and tell what they wrote with their partners. Celebrate the work they have done, and remind students that they will use these lists to write their stories tomorrow. For now, collect their papers or have students file them.

DAY 2YOU WILL NEED

Bulletin board
List from Day 1

Motivate (Talk)

- ✦ Explain that the class will write their stories about “who they are” today and tomorrow. Point to the empty board with that caption to remind them where the stories will be posted. They will begin with the ideas they listed yesterday on chart paper. Make sure this list is visible.
- ✦ Explain that today they will use Story Talk and these ideas to write the first part of their stories. Remind students that this means they will talk about, then write, their ideas the way they would sound in a book or a story they would read.
- ✦ Review the list of words on the chart paper with students, and model how to tell one or two of these ideas in Story Talk.

YOU WILL NEED

List from Day 1
 Chart paper
 Student paper

How to teach and model**Telling ideas with Story Talk (sample script)**

“Remember, in stories the ideas are written as whole thoughts. A story would not say, ‘first grade;’ it would say, ‘I am in first grade.’ In a story you would not read, ‘boy,’ or ‘girl,’ you would read, ‘I am a boy.’ This is what Story Talk sounds like.”

- Ask a volunteer to tell you the next word or idea on the list, saying it in Story Talk.

Participate (Write)

- Explain that they will write their stories now. You’ll write one or two sentences together to get them started. First, point out the direction you’ll use when writing. Then, using chart paper, model writing a sentence using Story Talk.

How to teach and model**Directional principles (narrative) (sample script)**

“I’ll start here (point to top left), just as I did when we wrote a list. But you know now that we write a story in a different direction from the way we write a list of words. We write the words across the page to here (sweep hand left to right) and then come back to this side and go across again (show return point and sweep left to right again.) That’s the way writing looks in a story book, and that’s how our stories should look.”

Writing from Story Talk (sample script)

“Now I’ll say a sentence using Story Talk and write the words as I say them. Watch and listen.” Begin the story by saying the first sentence (first idea on the list) slowly as you write, so students can see and hear the match between spoken and written words. Write, “I am in first grade.”

- Ask for a volunteer to write the next sentence on the chart paper, structuring his or her efforts as shown in the sample script. If necessary, guide the student to use the emergent-writing strategies discussed the previous day; otherwise, do not help the student write. Have the student reread the written sentence when he or she is finished. (Do not correct the sentence or how the student rereads it.)

How to prompt**Writing from Story Talk (sample script)**

“I’ve written the first sentence in our story. Who would like to write the next one? Mark? Come here and, first, tell us what you want to write. Say it in Story Talk. It says, ‘boy’ or ‘girl’ on our chart.” Guide Mark to say, “I am a boy.”

“Where will you begin writing that sentence? Can you show me? Now, write it for us, saying it out loud as you do. Remember, you know lots of ways to write. Look at the chart on the wall if you need a reminder.”



Take Note

- Once you feel that students understand the task, writing each idea from the list as a sentence (using different strategies as needed), ask them to write their own stories from the chart of ideas. They may copy the first sentences, but they must be careful to change “boy” to “girl” if necessary.

If students need more support, write all of the sentences as a group, and then allow students to copy them. Underline the words or numbers that they may need to change for their own stories.

- As students write, circulate to encourage and help without spelling words for them. Take note of students who have demonstrated good directional principles, different emergent-writing strategies, and writing from Story Talk. Mention these to reinforce the skills and strategies for all students.

Celebrate (Share)

- Ask several students to show, and read, what they have written from the special chair that you have established for sharing. Remind other students to listen quietly. Praise these students for their efforts.
- Have other students read and show their sentences to their partners; remind listeners to give readers their full attention. Reinforce good reading and good listening.
- Celebrate your students’ work. Explain that they will finish and post their stories tomorrow. For now, collect their stories or have students file them.

DAY 3

YOU WILL NEED

Students’ stories
(Day 2)

Students’ papers
(Day 1)

Motivate (Talk)

- Remind students that yesterday they began writing about “who they are.” Explain that today they will finish these stories by adding the ideas about what they like to do and drawing a picture. Remind them that they talked about, and wrote down ideas for, what they like to do on a separate sheet of paper.
- Make sure each student has these two papers—the story they wrote yesterday and the paper with ideas about what they like to do.
- Explain that they will write about what they like to do in Story Talk, like they did for their stories yesterday. Ask several students to tell you what they wrote that they like to do. Make sure they say these ideas in Story Talk to demonstrate how they will write them.

How to prompt**Telling ideas with Story Talk (sample script)**

“Matthew, you wrote ‘skateboard’ on your list. Will you write ‘skateboard’ for your story? Tell me how you would say it in Story Talk.” Prompt Matthew to say, “I like to skateboard.”

- ✎ Now, have all students tell their partners what they like to do—the ideas on their papers—using Story Talk.
- ✎ Explain that they will add these ideas to the stories they wrote yesterday and draw a picture to go with their completed stories. For their pictures, they might draw themselves or something about what they like to do. For example, Matthew might draw himself, a picture of himself riding his skateboard, or a picture of his skateboard.

YOU WILL NEED

Students’ stories
(Day 2)

Students’ papers
(Day 1)

Chart paper (optional)
Strategies Chart

Participate (Write)

- ✎ Explain that first students should finish writing their stories, adding the ideas about what they like to do as they told them to partners. When they are finished, they should draw their pictures. Use several students’ stories to show exactly where students should add these ideas. Model by writing your own sentence(s) on the board or on chart paper.

How to teach and model**Writing from Story Talk (sample script)**

“I’m going to write, ‘I like to read.’ I’m also going to write, ‘I like to take walks.’ Watch me as I say these to myself, softly, so that I make sure I write each word.” Say the sentences slowly as you write them, to demonstrate the match between the spoken and written words.

- ✎ Remind students that they know a lot of ways to put their ideas down on paper. Review the chart of these strategies, if necessary. Then have them get started.
- ✎ Circulate to support students and offer suggestions of emergent-writing strategies they might use.
- ✎ Also, find examples of work that demonstrate directional principles and a variety of strategies. Talk about these, as you have done before, when students are finished.

YOU WILL NEED

Bulletin board

Celebrate (Share)

- Ask several volunteers to read (or tell about) and show their completed stories and pictures from the special chair for sharing. Remind students to listen quietly.
- Have other students read and show their sentences to their partners. Remind listeners to listen quietly. Reinforce good reading and good listening.
- Celebrate your students' work; collect and post their pictures and descriptions on the bulletin board. Explain that next week they will begin writing their "news" stories. They are ready to write more because they know lots of ways to keep going when they write.

Unit 2

Good News!

Writing Activities

- ✦ School News
- ✦ Fun News
- ✦ Animal News

Overview

Young children love to talk about “news”—things that happen to them or that they know about from personal experience. These topics are some of the easiest to write about because they are familiar, concrete, and conversational. Activities in “Good News!” capitalize on all of this by having students write about a school event, write about a personal experience, and write an animal story. Students produce “news” stories on the special papers provided with each activity.

Throughout this unit, students are encouraged to use the emergent-writing strategies presented in Unit 1, thus enabling them to “write” (put their thoughts on paper) fluently and independently. The teacher raises expectations for students to write “sentences” (whole thoughts) when labeling pictures and to end these with periods. The unit also teaches students how to share with “storytelling” voices, how to listen, and how to give feedback—tell what they liked about an author’s work.

School News



Objectives

Day 1, students will:

- ✦ learn what “news” stories are: stories about things that really happened.
- ✦ brainstorm and list words for school routines and activities.

Day 2, students will:

- ✦ write simple “School News” stories (stories about an event that happened in school), using Story Talk and emergent-writing strategies.
- ✦ learn how to share stories with good “storytelling” voices.

Day 3, students will:

- ✦ learn about authors, audiences, and the Author’s Chair.
- ✦ draw and label pictures for their “School News” stories.
- ✦ learn to follow Rules for Listeners when authors are sharing.

DAY 1

YOU WILL NEED

“School News” paper
Book about school—
See Appendix B

Motivate (Talk)

- ✦ Explain that students are ready now to write news stories—stories about things that really happened and are interesting or enjoyable to read about. They have learned lots of ways to put their ideas down on paper. Indicate, or review, the chart of emergent-writing strategies.



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- ✦ Tell students that the first news story they will write will be about something that happened in school. They will write their stories on special paper, just like real news stories. Show them this paper (found at the end of this activity).
- ✦ Explain that to get started, you want to talk about and list some of the different things students do in school. They will use these lists tomorrow to help them think of a good story.
- ✦ Begin the discussion, if possible, by reading aloud one of the books suggested for this activity, or a different book about school. Have students think about things they do in school, focusing on routine events. Motivate them by reviewing some of the school activities they heard about in the book, or by asking them to search the classroom for “clues” about school activities.

How to teach and model**Brainstorming (sample script)**

“Let me see. I’m reminded of lots of things we do in school just by looking around the room. I see lots of clues about what we do here all day. When I see books, it reminds me that we look at and read them. Look. There’s our job chart and our fish tank; that makes me think of other things, like feeding the fish. Here’s our calendar; that’s another clue about something we do every day. Let’s all be detectives and look for clues. Let’s see how many things we can think of that we do in school.”

YOU WILL NEED

Chart Paper

Participate (Write)

- Begin to write a shared list of activities on large chart paper. If needed, call attention to the direction for writing before you begin, and, as you write, occasionally ask students if there’s another way that they could express an idea.

How to prompt**Emergent-writing strategies (sample script)**

“I’m going to write ‘read books.’ What are some different ways that first graders could write that idea—‘read books’? Right. A picture is one way. What would you draw? Are there other ways? Yes. You might be able to find the words and copy them. Do you know other ways? Look at the chart for ideas. That’s right! You could write the sounds you know that are in that word or write what you remember about how it looks. Remember, you don’t have to know all of the letters to write a word. You can write just those you know or hear.”

- Once you have a number of items on the list, have students reread the list with you.
- Tell students that now you want them to make their own lists of these activities. They may use the items already listed on the chart paper, but they must add at least one or two more ideas of their own.
- Circulate to help reluctant writers by asking them what they want to “say” and how they might best write that down (suggest strategies). Also, take note of examples of work that demonstrate different writing strategies and fluency (writing a lot).
- When students are finished, mention the examples you noted.

How to reinforce**Emergent-writing strategies (sample script)**

“I noticed that Mark drew a fish for ‘feed the fish.’ That’s a good way to show that idea! I saw Rita copy ‘math’ and ‘science’ from the schedule on the board. Finding words is another good way to write. I heard Bob saying the words slowly as he wrote them so he could write letters for the sounds he knew.”

Celebrate (Share)

- ✦ Select some of the students to share—to read and show—their lists with the class from the chair you have designated for sharing. Focus on ideas, praising students for the activities they added to their lists.
- ✦ Have all students share their lists with partners. They should read and show their lists to each other. Praise good partner sharing.
- ✦ Celebrate your students’ work. Collect their lists, or tell students to file them. Tell students they will use them the next day when they write their news stories.

DAY 2YOU WILL NEED

Lists from Day 1

Motivate (Talk)

- ✦ Explain to your students that today they will write their School News stories. Remind them that news stories tell others about something that really happened—something that is interesting or enjoyable to read about.
- ✦ Show and read aloud your completed list of activities on chart paper. Explain that you will write a news story, too, about something that happened in one or more of these activities. You might write about something funny or interesting that happened. You’ll use your list to help you remember.
- ✦ “Think aloud” to select your own topic and to develop your story. Select a topic that your students will enjoy, but make sure it relates to an activity that you have on your list. (Something embarrassing or funny that happened to you will always work well!)

How to teach and model**Selecting a topic (sample script)**

“Let me think.... What do I want to write about. I’ll read through my list of activities to help me remember.” Slowly read through the list to show you are thinking about it; point to items as you read. *“Did something happen when we ate lunch? Did something happen when we went outside? Oh, I know! I remember something very funny that happened to me when we were reading one day!”*

Telling ideas with Story Talk (sample script)

“I’m going to use Story Talk to tell you what happened that day, just like you might hear it read from a book. That’s the way I’ll try to write it, too. Listen:”

One day, I started to read a book. Johnny laughed. Billy laughed. Everyone laughed. The book was not funny! Suzy pointed to my shoes. One shoe was black. The other shoe was blue. My shoes were mixed up!

- ✦ Ask students to read their lists to think of something they would like to write about. Remind them that it might be something that was interesting, funny, or fun.
- ✦ Have several volunteers share their topics and tell what happened—what they would like to write—using Story Talk, just as you did.
- ✦ After several students have shared their stories with Story Talk, ask the other students to do the same with their partners. Remind them to tell what happened on their special day in school using Story Talk.

YOU WILL NEED

- Chart paper
- “School News” paper

Participate (Write)

- ✦ Tell students that now they will write their stories. You will start yours, on chart paper, to remind them how to write from Story Talk. Demonstrate with a sentence or two.

How to teach and model

Writing from Story Talk (sample script)

“I’m going to write my story here, saying it just the way I told it to you. I want you to do the same; say your story softly to yourself, just as you told it to the class or your partner, and write it down. Watch how I do it.” Say a sentence slowly as you write, so students can see and hear the match between spoken and written words.

- ✦ Pass out the “School News” papers (found at the end of the activity). Tell students that they should write their stories now, using Story Talk and the different ways they know to put their ideas down. Remind them to look at the chart of examples if they need help remembering.
- ✦ Encourage the whole class, but personally help reluctant writers. Ask them what they want to “say” and how they might best write it (suggest strategies).
- ✦ Give your students as much time as possible to write; encourage students who stop early to “keep going.”



- As you circulate to provide encouragement and support, find examples of work that demonstrate using different strategies to keep going and to write a lot (fluency). When everyone has finished, point out these examples, as you have done before.

Celebrate (Share)

- Introduce the concept of sharing a story with “storytelling” voices.

How to teach and model

Using “storytelling” voices to share (sample script)

“You know, a good story can sound interesting or boring, depending upon how someone tells it or reads it. How does a good storyteller sound? Listen. I’ll read my story in a boring voice and then in a good ‘storytelling’ voice, and you tell me what’s different.” Read aloud your story both ways, and discuss the differences. *“That’s right. A good “storytelling” voice expresses, or shows, the feelings in the story. Without those feelings, a story might be boring. I want you to read your stories with good “storytelling” voices!”*

- Now, ask several students to share their stories with good “storytelling” voices from the special chair designated for this purpose.
- Have other students read their stories and show their pictures to partners. Remind students that they should read in their “storytelling” voices, and listeners should give readers their full attention. Reinforce good reading and good listening.
- Celebrate your students’ work, and explain that tomorrow they will draw pictures to go with their “School News” stories.

DAY 3

YOU WILL NEED

Bulletin board titled
“We are Authors”

Model of picture with
sentence

Motivate (Talk)

- Talk about author and audience, as shown in the script, and introduce the Author’s Chair. Then, explain that you are going to change the title on the board from “Who We Are,” to “We Are Authors.”

How to teach and model

The concept of author-audience (sample script)

“Does anyone know what an author is? Yes. An author is someone who writes something. We usually think of authors as the people who write the books we read, but, actually, anyone who writes anything is an author. You are all authors whenever you write. Writing is the same, whether it’s in a book, a newspaper or magazine, or a story you write in school. Everyone can learn more about writing, whether they’re in first grade or they’re adults who have been writing for a long time.”

“Authors write for an audience—their readers, and they learn to consider what the readers think about the writing. Authors often share their writing with an audience while they are working on it to find out what the audience likes, whether the writing could be better, and how to make it better. Authors also sometimes share their writing with an audience when they have finished it, just for the fun of sharing it.”

“We’re going to start calling our sharing chair the ‘Author’s Chair.’ When you are sitting here reading your writing, you will be the author. When you are listening to another writer share, you will be part of the audience. Sometimes you’ll think about and talk about an author’s writing—what you like and what could be better. Other times you’ll just listen to enjoy it.”

- ✦ Explain that today, some students will sit in the Author’s Chair to share their school news. When they do, you’re going to show the listeners what to do when the authors read.
- ✦ Tell students that first, though, they will draw a picture to go with their story and label it. Model by showing how you labeled the picture you drew to go with your story.

How to teach and model

Labeling your picture (sample script)

“I want you to label your picture after you draw it. That means you will tell, in writing, what your picture is about. A label is not long; it is usually just one idea about the picture. For my story, I drew a picture of me holding a book. Remember, I wrote about something that happened during reading. When I colored the picture, I colored one shoe blue and the other shoe black. Under the picture I wrote, ‘This is me reading in my mixed-up shoes.’”

YOU WILL NEED

“School News” picture paper

Materials for drawing

Participate (Write)

- ✦ Pass out the “School News” picture paper provided at the end of this lesson for the students’ pictures and labels.
- ✦ Ask students to draw pictures for their School News stories and think about what they would like to tell about them in writing. Ask several volunteers to share their ideas to make sure that everyone understands the task.
- ✦ Have all students share what they want to write with a partner, and then tell them to go ahead and write. Remind them that they know lots of ways to write their words. Review, if necessary, the chart of emergent writing strategies.
- ✦ Give individual attention as needed, prompting reluctant writers to talk about what they want to draw or write and encouraging them to get started. Suggest individual strategies.



YOU WILL NEED

"Rules for Listeners"

Celebrate (Share)

- Ask a volunteer to bring his or her labeled picture to the Author's Chair to read. Before the author reads, explain the Rules for Listeners, shown below. (Create a chart of these rules for future reference.) Demonstrate.

Listen quietly.

Think about what the author is reading.

Tell the author what you heard and something you liked about it.

How to teach and model**Rules for Listeners (sample script)**

"Remember earlier I said that today we would learn what listeners do when an author is sharing? This list tells what to do. First, we will listen quietly; we already know that. We will also think about what the author is reading, or showing and telling us, and then tell the author something we liked."

"Let's practice. John, will you come to the Author's Chair and share your story and picture? Let's all listen and think about what John has to share." Listen attentively. "Now, I want to tell John what I liked. That's different from saying, 'It was good.' I want to name something that John said or showed me that I think is especially good." Give John a specific compliment. "Can anyone else tell John something he or she liked? Something different?"

- Ask three or four more authors to share from the Author's Chair. Prompt authors to use good "storytelling" voices, and ask different students to model the listening rules. Reinforce these behaviors.

How to prompt**Using "storytelling" voices (sample script)**

"Remember when we talked about "storytelling" voices? What does a "storytelling" voice do?" It sounds interesting; it shows feelings. "Please use these voices to share when you're the author. It will make us want to pay attention because your story and picture will sound so interesting."

- Have all of the students share their stories, pictures, and labels with partners. Remind them to read their stories with good "storytelling" voices when they are the authors and to follow the Rules for Listeners when they are the audience.
- Celebrate your students' stories, and post these on the bulletin board now labeled, "We Are Authors." Explain that each news story they write will be posted here.

School News Picture By: _____



Fun News



Objectives

Day 1, students will:

- ✦ brainstorm favorite activities.
- ✦ write lists of activities using emergent-writing strategies.

Day 2, students will:

- ✦ write “Fun News” stories (stories about events that they enjoyed), using Story Talk and emergent-writing strategies.

Day 3, students will:

- ✦ draw and label pictures for their stories.

DAY 1

YOU WILL NEED

“Fun News” paper
Book about activities—
See Appendix B

Motivate (Talk)

- ✦ Remind students that they are writing news stories about something that happened to them or that they know about, and would like to tell others. Tell students that this week they are going to write their second news story. This one will be a “Fun News” story.
- ✦ Their “Fun News” stories will be about something that happened, or that they did, when they were having a good time. They will write these stories on special paper, just as they did for their “School News.” Show them the paper (found at the end of this lesson).

- ✦ Engage students in a discussion about what they like to do when they are not in school. Read one of the books suggested, if possible, and brainstorm activities, asking students to think about what they like to do when they are outside and when they are inside.

How to teach and model

Brainstorming (sample script)

“I want to talk about things we like to do when we’re not in school. What are some things that you enjoy doing when you are outside? What are some things you like to do when you are inside?” Accept all contributions; keep asking different students to get a variety of responses.



“You’ve made some good suggestions. When I’m inside, I like to read, play board games or cards, knit, and cook. When I’m outside, I like to walk the dog. In the summer, I like to swim and go fishing.”

- Explain that you want everyone to make a list today of the things they like to do for fun—how they have a good time when they are not in school, whether they’re inside or outside. Their lists will help them tomorrow when they write their stories. You’ll start the list with some ideas from volunteers, but then students will make their own lists.

YOU WILL NEED

Chart Paper

Participate (Write)

- Using the ideas generated during brainstorming, begin to write a shared list of activities on chart paper. At the top write, “How We Have Fun,” and explain this title.
- As you write, mention the direction of the print, if needed, and occasionally ask students if they know other ways to write an idea.

How to prompt

Emergent-writing strategies (sample script)

“I’ll write ‘play softball.’” Say the words aloud and stretch them slightly, as you write, to reinforce the match between spoken and written words. “Now, I’ll go down to the next line to write, ‘paint.’” Again, say the word and stretch it slightly to emphasize the match. “Can you think of another way to write those ideas? Yes. You could draw a picture. What would you draw for softball? Yes. You could listen to the sounds, as I did, and write the letters for those sounds. Remember, you can just write the letters you know. Remember, too, that if you invent words or make a line where a word belongs, you can always explain what you mean.”

- Continue eliciting ideas and adding to your list, “thinking aloud,” as you write. When you have a fairly comprehensive list, ask students to reread it with you. Remind them that this is a list of ideas from many different students.
- Tell students that you want them to make their own personal lists of things they like to do. They may use words on the chart if some of their ideas are listed, but they will need to add more.
- Have one or two volunteers tell the class what they would put on their personal lists. Question them to add as many ideas as possible. Once you think students understand the task, ask them to Think-Pair-Share with a partner their own lists and then write them down. Remind them to use different ways of writing so they can write a lot and keep going.
- Circulate to encourage and help reluctant writers. Ask them what they want to “say” and how they might best write it (suggest appropriate strategies).
- Find examples of students’ work that demonstrate different writing strategies and fluency (writing a lot). Point these out to the class, as you have done before.

YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- Ask several students to come to the Author’s Chair to share their lists. Include students who have added a lot to their lists, but also students who, collectively, have used a variety of strategies.
- Remind students that we follow the Rules for Listeners at this time. Ask them what these are, and refer to them on the chart posted in the classroom. After authors share, model appropriate responses, if necessary.
- Have all students share their lists with their partners at this time, assisting as needed. Celebrate their work, and remind them that they will use these lists to write their “Fun News” stories tomorrow. For now, collect their lists or tell students to put them in their folders.

DAY 2

YOU WILL NEED

Lists from Day 1

Motivate (Talk)

- Tell your students that today they will write their “Fun News” stories using their lists from the day before to get ideas.
- They will use the list to help them think about a time they did something that was especially fun. Maybe it was a day they had fun with a friend doing a lot of different things, or maybe a day they were involved in just one activity that was especially fun. Or, they could decide to write about something they did all by themselves that was especially fun.
- Read aloud your list, and use it to brainstorm a topic for your own story. Also “think aloud” to develop your topic.

How to teach and model**Selecting a topic (sample script)**

“I’m going to read my list and see if it gives me some ideas. Let’s see (begin to read), ‘swim’—there’s the time my friends and I went swimming at night, in the dark, because the pool stayed open late. That was fun! ‘Sledding’— oh, I remember the time all of us went sledding the whole afternoon. ‘Read’— I could write about the time I took my book and made a special reading place for myself outside. Hmm...I think I’ll write about the snow day when we went sledding. That was so much fun!”

Developing a topic with Story Talk (sample script)

“Let me tell you what happened that day. I’ll tell it the way I want to write it—like it would be in a book.”

One night, it snowed all night. Schools closed the next day. Robert, Sam, Lisa, and I went sledding. We went down the hill so fast!

Sometimes we raced. We did it again and again until we were too cold to sled anymore. We had such a good time!

- Ask students to think about what they want to write. They should use their lists to remind themselves of things they like to do for fun, and then think of one time that was especially fun.
- Have several volunteers share their topics and tell what happened—what they would like to write using Story Talk—just as you did.
- Now, have all students share their stories with partners, telling them in Story Talk.

YOU WILL NEED

Chart Paper

“Fun News” paper

Participate (Write)

- Explain that it’s time for students to write their stories now. On chart paper, model by writing several sentences of your own story, saying them aloud as you do. Begin to teach and model ending sentences with periods, as shown in the script.

How to teach and model

Writing from Story Talk (sample script)

“Who can tell me what I do when I write? That’s correct. I say my story aloud, but softly, just the way I told it, so I can listen to the words as I write them down. Watch me write the first sentence.” Say each sentence slowly, as you write, to show the match between spoken and written word.

“There! That’s my first sentence. I put a period here (point to it) to show where it ends.”

Your goal is to begin teaching and modeling how to use periods. You will do this repeatedly, and reinforce students who use them, before you expect all students to demonstrate this skill.



Take Note



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- Pass out the “Fun News” papers to students, and tell them to get started on their own stories; remind them to use Story Talk as they write. If necessary, review the chart of different ways they can put their thoughts on paper.
- Encourage the whole class, but personally help students who are reluctant to start by asking them to talk about, and then write, what they want to say first, second, third, fourth, and so forth. Also, suggest strategies that best fit the students’ capabilities.
- As students work, locate examples of work that demonstrate fluency, using different strategies to keep going, and adding periods at the end of sentences. Point these out to the class, as you have done before.

YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- Ask several students to read aloud their stories from the Author’s Chair, reminding them to use their best “story telling” voices to make their stories interesting. Remind other students to follow the Rules for Listeners. Ask a volunteer to review these for the class. If necessary, model responses as authors share.

How to prompt**Reading aloud in “storytelling” voices (sample script)**

“Remember to show me how you feel about your story. That will make it interesting. I’ll bet you were happy and excited about whatever you wrote. Can you read your story to show me that?”

How to reinforce**Reading aloud in “storytelling” voices (sample script)**

“Oh, what good storytelling that was. I could tell from your voice how much fun you had; you made it sound so interesting.”

- Have other students read their stories to partners. Remind students that they should read in their “storytelling” voices, and listeners should give readers their full attention. Also, remind listeners to say what they like about the story.
- Celebrate your students’ work. Tell them that tomorrow they will draw pictures to go with their stories and label them. Then you will put their “Fun News” stories and pictures on the board for all to see. For now, collect their stories, or have students file them.

DAY 3

YOU WILL NEED

Story from Day 2

Model of picture with sentence

Motivate (Talk)

- Remind students that they wrote news stories yesterday about something they did that was really fun.
- Explain that today they will draw a picture to go with the story and label it with a sentence to explain what the picture shows. Model how by labeling the picture you have drawn with a sentence.

How to teach and model**Labeling your picture with a sentence (sample script)**

“See? I drew a picture of me on my sled. Remember, I wrote about the day we went sledding all afternoon? I could label my picture with just one or two words, like my name and ‘sled,’ but I want to write a sentence about the picture—a whole idea that tells who is in the picture and what is happening.”



Take Note

It will sound like a sentence from a story, and I'll put a period to show the end. I think I'll write, 'I had fun on my sled.' I'll say it slowly as I write so I can hear the words and make sure I write all of them down." Say the sentence slowly enough to demonstrate clearly the match between each spoken and written word.

In this activity, you begin to be more explicit—more specific—about writing sentences (complete thoughts). Some students will already understand this, others will not. It may take considerably more time and exposure for these students to understand and use this concept.

YOU WILL NEED

"Fun News"
picture paper

Materials for drawing

Participate (Write)

- ✎ Explain that you want students to draw their pictures first. Ask several volunteers to tell what they might draw to go with their stories. Once students seem to understand the task, pass out the paper provided for their pictures and labels; ask them to begin.

- ✎ When everyone has finished drawing, ask students to think how they would like to label their pictures. Ask several volunteers to show their pictures and tell what they will write. Remind them to say it in a sentence—to tell a whole idea about what is happening in the picture.
- ✎ After volunteers have shared their sentences orally—giving you an opportunity to clarify the task—have all students tell a partner what they will write and then write it. Remind students that they know lots of ways to write about their ideas, and indicate the strategies on the chart.
- ✎ Give individual attention as needed, helping students articulate what they want to say in a sentence and, if necessary, suggesting strategies for writing it. At this point, you should need only to review strategies with individual students.

- ✎ Circulate to find examples of concepts and strategies you want to reinforce. Reinforce especially, examples of complete, meaningful sentences, regardless of the spelling. If necessary, reinforce different strategies that students use to write, to demonstrate your acceptance of these for struggling, reluctant writers.

How to reinforce**Sentences (sample script)**

"I see lots of good sentences. For example, John wrote (read sentence). That's a whole thought about the picture, and he even remembered to put a period at the end."



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YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- ✎ Select some students to share their pictures and sentences from the Author's Chair. Ask a volunteer to review the Rules for Listeners. Model how to follow these, if necessary.
- ✎ Praise all authors who share for doing a wonderful job. Comment favorably on specific ideas, either shown in their pictures or written in their sentences. Do not comment negatively if students did not write a sentence. Ask them, instead, if they can tell you about the picture in a sentence, and praise them for their ideas.
- ✎ Have all students share their pictures and labels with their partners. When they are finished, celebrate their work. Collect the pictures with their labels and post these, along with the stories, on the board titled "We Are Authors."

Fun News Picture By: _____





Animal News



Objectives

Day 1, students will:

- ✦ talk about pets and select a pet to write about for “Animal News” stories. brainstorm and list attribute words to describe their pets.

Day 2, students will:

- ✦ write “Animal News” stories, using Story Talk and emergent-writing strategies.

Day 3, students will:

- ✦ draw and label pictures for their stories.

DAY 1

YOU WILL NEED

Book about animals—
See Appendix B

Motivate (Talk)

- ✦ Explain that students will begin working on the last of their news stories today. This will be a news story about an animal—a pet that they have or know about, or maybe even a pet they wish they had.
- ✦ Tell students that, in these stories, they will describe a pet and tell something else about it, perhaps something surprising or funny. Explain that they have special news paper for these stories and pictures, just as they had for their other news stories.
- ✦ Engage students in a discussion about pets—theirs and other people’s. Begin, if possible, by reading one of the books suggested for this activity. Continue the discussion with the questions below:

How many of you have pets? What kinds of pets do you have?

What kinds of pets would you like to have, if you could choose?

What kinds of pets do your friends or relatives have?

How many different kinds of pets do you know about?

What is the most unusual pet you know about?

- ✦ If necessary, model with your thoughts on the topic to keep the discussion going.

How to teach and model**Brainstorming (sample script)**

“We have two cats at our house, and we just got a puppy. Lots of our friends have cats or dogs, but we know some people who have different kinds of pets, too. One friend has a gerbil, and another friend has a hamster. I know a friend, too, who has pet rats. Can you imagine? When I was growing up, I knew a girl who had a horse. She kept the horse at a barn in the country, so she had to drive there to take care of and ride her horse.”

- Have students think about their experiences with pets to decide which one they would like to write about. Remind them that they can write about an imaginary pet if they prefer—an animal they wish they had. Model how and help (prompt) them to think about the topic.

How to teach and model**Selecting a topic (sample script)**

“I’ve had lots of experiences with pets that I could write about. I had a dog when I was growing up, and now we have these three pets. I can remember things about all these animals that I could write about. I remember, for example, the dog we had when I was growing up—what it looked like and how it acted. The funny thing about Suzy—that was her name—is that her tail was only about an inch long and when she wagged it, the whole end of her body would wag, too.”

“I’ve had experiences with other peoples’ pets, though, too. When I was little, for example, there was a big, white boxer dog named Martini that lived in our neighborhood. Dogs didn’t have to stay on leashes then, so they would just show up in your yard anytime. We were scared of Martini—not because he was mean, but because he was big. Whenever we were playing and saw him, we would scream, ‘Martini’s coming!’ and run. Now that I think about it, it makes me laugh because Martini was really nice, just big!”

“Of all these animals, though, I think I would like to write about the puppy we got recently. There are so many things that he does that are funny—and some that are not so funny!”

How to prompt**Selecting a topic (sample script)**

“Do you have memories or experiences about pets, either your own or someone else’s? Who would like to tell us? Do any of you have a hard time remembering something that has really happened? Maybe you would like to write your news about an animal you wish you had. Who would like to do that? Can you tell me about this pet? How would you describe him or her? It’s fun to think about your imaginary pet, don’t you think?”

- Have several students share their topic ideas with the class, and then have all students share their ideas with their partners.

YOU WILL NEED

Chart paper

- Explain that today they will think about how to describe the pets they have selected.

Participate (Write)

- Point out that the class has mentioned different kinds of pets that you want to list. Explain, too, that all of these pets look different, even if some are the same kind of animal. Tell students you also want to list some of the words they would use to describe their pets.
- Begin by writing “Kinds of Animals” on the board or on chart paper. Ask students to tell you what kinds of pets they selected, and list these—always say words aloud when you write them. Reread the list with students. If needed, also discuss how you might show the ideas on the list using other strategies (refer to those listed on the chart).
- Next, write “Size” on the board or on chart paper (keep “Kinds of Animals” in view). Ask students to tell you about the size of the pets about which they plan to write. Prompt them to think of different words for size, and make a list of these words. Reread the list with the students.

How to prompt

Brainstorming (vocabulary) (sample script)

“Someone said their pet was ‘big.’ There are different words for big. Can you think of other ways to describe ‘big’? Right! There’s ‘huge’ and ‘large.’ What about different words to describe small? What are some of those?”

- Continue making lists of descriptive words this way, using different categories—you might include shape, color, and “covering” (whether the animal has feathers, fur, scales, or hair). Use your judgment about how many categories to talk about with your students. Your completed lists might look something like this:

<u>Kinds of Animals</u>	<u>Sizes</u>	<u>Shapes</u>	<u>Colors</u>	<u>Coverings</u>
Dogs	Huge	Long	Brown	Feathers
Cats	Big	Round	Black	Long fur
Fish	Little	Thin	Yellow	Short fur
Hamsters	Medium	Fat	(etc.)	Curly fur
Gerbils	Small	Short		Scales
	Tiny	Tall		

- Explain that you want students to make one list of words on paper to describe the pets about which they plan to write. They would probably use some of the words on the board, but they need to remember that these words describe lots of different animals; they must use the right words to describe the animals they’ve selected.

- ✎ Model by creating your own list on chart paper, selecting words to describe your pet. Point out that you are writing words, but not sentences, for your list. Demonstrate the match between your spoken words and the written words as you write.

How to teach and model

Developing the topic (as you write) (sample script)

“I’m going to write ‘Java the Puppy’ and underline it so we’ll know what my list is about.”

“Since I’m just writing words now to describe Java, not sentences, I won’t use any periods. Let me see. How can I describe Java? Let me look through the list of words for size.” Begin to read the list aloud. “Oh, here, ‘small’ is good; he’s just a puppy, but he’s not really tiny anymore. How else would I describe him? Well, he’s really kind of thin; I think that describes his shape best, but he has long legs and big feet, so I think I’ll add that. Color is easy; he’s all brown. He is covered with fur, but it’s curly fur. I’m going to add to my list that Java has a long tail and brown eyes.”

Example of a completed list:

Java the Puppy

small

thin

long legs

big paws

brown

curly fur

long tail

brown eyes

- ✎ Tell students that you want them now to Think-Pair-Share with partners what words they will use to describe the pets they plan to write about and then to begin writing their lists.
- ✎ Circulate to encourage and help reluctant writers. Ask them what they want to “say” and how they might best write it (suggest strategies).
- ✎ Find examples of students who have made extensive lists, regardless of spelling, and at some point, comment on these aloud to reinforce fluency and detail.

YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- Ask several students to share their lists from the Author’s Chair. Include students who have added a lot to their lists, but also students who, collectively, have used a variety of strategies.
- Remind students that we follow the Rules for Listeners at this time. Ask them what these are, and refer to them on the chart posted in the classroom. As authors read, model appropriate responses, if necessary.
- Have all students share their lists with partners at this time. Celebrate the work they have done, and explain that tomorrow they will use the lists to write their “Animal News” stories. For now, collect their lists, or ask students to file them.

DAY 2

YOU WILL NEED

Lists from Day 1

Motivate (Talk)

- Tell students that today they will write their “Animal News” stories. They will write a story about the pet they selected yesterday. Ask them to tell their partners again the pets they have selected (what kind and its name).
- Explain that the stories will tell what the pets are, describe them, and tell something the students know about them. If they are writing about imaginary pets, they can make up something interesting about the pets.
- Tell students that before they write, they will use their lists and Story Talk to tell their stories the way they will write them. Remind them that after they describe the pets, using the list, they will tell something else they know about these pets. Model this activity.

How to teach and model**Developing a topic with Story Talk (sample script)**

“I’ll show you how I plan to write my story. I’ll look at my list and say the ideas in sentences, like a story. Listen. This is what I’ll write about my puppy:”

Java is my puppy dog. He is small and thin. He has long legs and big paws. He is brown. Java has curly fur. He has a long tail. He has brown eyes.

“Now, I need to add something else about Java. I could write so many things. He likes to chase balls. He loves for people to pet him. He makes funny noises when he yawns. I could write all of that, but he did something one time that was really funny. I think I’ll tell about that.”

One day, Java fell into the bathtub. The tub had water in it. Java was surprised. We laughed!

- ✎ Ask one or two volunteers to tell the class, using Story Talk, what they will write. Remind them to use their lists to describe the pets and then to add something else they know at the end.
- ✎ Once the class seems to understand the task, ask students to tell their partners what they plan to write, using their lists and adding ideas.

YOU WILL NEED

Chart paper

“Animal News” paper

Participate (Write)

- ✎ Explain that it’s time to write the news stories now. Model by writing a sentence or two of your own story, on chart paper. Remember to match spoken and written words and to talk about sentences and periods.

How to teach and model

Writing from Story Talk (sample script)

“I’m sure you remember how we write. We say our stories aloud, but softly, just as we told them to our partners, so we can make sure we write all the words. Watch me write the first sentence: ‘Java is my puppy dog.’ There! That’s my first sentence. Remember what we call this mark at the end? Yes. We use a ‘period’ to show the end of a sentence.”

- ✎ Pass out the “Animal News” papers (found at the end of this activity). Tell students that they should get started on their own stories now. Remind them, if necessary, that they know a lot of ways to write their ideas, and indicate the chart of strategies.
- ✎ Encourage the whole class, but personally help students who are reluctant to start by asking them to talk about, and then write, what they want to say first, second, third, fourth, and so forth. Also, suggest strategies that best fit their capabilities.
- ✎ As students write, find samples of work that you can use to reinforce fluency (writing a lot, regardless of spelling) and sentence construction. Point these out to the class.

How to reinforce

Fluency (writing a lot, regardless of correctness) (sample script)

“Look how long Sam’s story is! He told me so much about the pet he chose. Did anyone else write a long story?”

Sentences (sample script)

“Johnny and Melissa wrote some good sentences here—listen.” (Read sentences aloud.) They sound just like they came out of a book, don’t you think? And they remembered to put a period at the end of each one.”



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YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- Ask several students to read their stories aloud from the Author's Chair. Remind other students to remember the Rules for Listeners. Ask a volunteer to restate these for the class.
- With each author, prompt or reinforce good “storytelling” voices. Explain that this story should sound interesting, like other stories they’ve read. Model if necessary.

How to prompt**Reading aloud in “storytelling” voices (sample script)**

“Remember to make your story interesting with your voice. The pets you wrote about are special, not boring. You want me to feel that they are special.”

How to reinforce**Reading aloud in “storytelling” voices (sample script)**

“Oh, what good storytelling that was. I could tell from your voice how you feel about this pet. You made it sound so interesting.”

- Have other students read their stories to partners. Remind students that they should read in their “storytelling” voices and listeners should give readers their full attention. Also, remind listeners to say what they like about the story.
- Tell students that tomorrow they will draw pictures to go with their stories and label them. Then, you will put their “Animal News” stories and pictures on the board for all to see. For now, collect their stories, or have students file them.

DAY 3

YOU WILL NEED

Model of picture with sentence

Motivate (Talk)

- Tell students that today they are going to draw pictures to go with the news stories they wrote yesterday about pets. Then, they will label these with a sentence or two. When the pictures and labels are finished, they will post them on the bulletin board with the stories so everyone can enjoy them.
- Explain that they’ve each written a good description of the pet, so it should be easy to draw a picture of him or her. The students should remember to show all the things they told about the pets in their stories—the size, shape, color, and type of covering. They should also include special things, like a long tail or big paws.
- Show your picture, and model with how you decided to label it.

How to teach and model**Labeling your picture with a sentence (sample script)**

“See my picture? I decided to draw a picture of Java in the bathtub because that’s what I told about in my story. I drew him thin, with brown curly fur, and I showed his big paws up on the edge of the tub. For my sentence, I wrote, ‘Java fell in the tub.’”

YOU WILL NEED

“Animal News” picture paper

Materials for drawing

Participate (Write)

- ✎ Explain that you want students to draw their pictures first. Ask several volunteers to tell what they might draw to go with their stories. Once students seem to understand the task, pass out the “Animal News” picture paper (found at the end of this activity) for their pictures, and have everyone draw.
- ✎ When everyone has finished drawing, ask students to think now how they would like to label their pictures. Ask several volunteers to show their pictures and tell what they will write. Remind them to say it in a sentence or two—to tell whole ideas about what is happening in the picture.

- ✎ After volunteers have shared their sentences orally—giving you an opportunity to clarify the task—have all students tell a partner what they will write and then write it. Remind students that they know lots of ways to write about their ideas, and indicate the strategies on the chart.
- ✎ Give individual attention as needed, helping students articulate what they want to say in a sentence and, if necessary, suggesting strategies for writing it. At this point, you should need only to review strategies with individual students.
- ✎ Circulate to find examples of concepts and strategies you want to reinforce. Reinforce, especially, examples of good sentences, regardless of the spelling. If necessary, for struggling or reluctant writers, reinforce different strategies that students use to write, to demonstrate your acceptance of these methods.



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How to reinforce**Sentences (sample script)**

“What wonderful sentences many of you have written. Listen to some of these.” Read some complete sentences. *“These authors also remembered to put periods at the end of their sentences.”*

YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- ✎ Select some students to share their pictures and sentences from the Author's Chair. Ask a volunteer to review the Rules for Listeners.
- ✎ Praise all authors who share for doing a wonderful job. Comment favorably on specific ideas, either shown in their pictures or written in their sentences. Do not comment negatively if students did not write a sentence. Ask them, instead, if they can tell you about the picture in a sentence, and praise them for their ideas.
- ✎ Have different volunteers tell the authors what they liked about their pictures and labels.
- ✎ Have all students share their pictures and labels with their partners. When they are finished, collect the pictures with their labels and post these, along with the stories, on the board titled, "We Are Authors."

Animal News Picture By: _____





What to Expect, How to Respond

After Unit 2— Should You Continue?

What to Expect

By the end of Unit 2, we hope you have a class full of children who are comfortable talking about what to write and putting their ideas down, no matter how they do so. Take a minute to assess their progress with the checklist goals found in Appendix C. If you find that the class has progressed as expected according to this list, celebrate with them, and continue to Unit 3.

If students need more practice, you may want to create additional activities like those in Units 1 and 2 to support the goals of these units. The information below will help you.

How to Respond

If you want to develop more activities similar to those in the first two units, use these guidelines:

- ✦ Ask students to write about familiar experiences at this point. The first two units are based on experiences that are common to children—things that happen to them (and that they want to tell others about) at home, in school, and with friends.
- ✦ Encourage them to use whatever strategies will help them put their ideas on paper. Activities in the first two units teach, prompt students to use, and reinforce a variety of emergent-writing strategies.
- ✦ Reinforce fluency; encourage students to “write” a lot. This, and the use of emergent-writing strategies, are the goals of Units 1 and 2.

Support these guidelines by using the routines for instruction explained in the beginning of the manual for the grade-one activities. Include three days of instruction for each activity. On Day 1, introduce the topic, talk about it, help students brainstorm words related to the topic, and list these as a class activity. On Day 2, have students tell their “stories” before and as they write. On Day 3, have students illustrate their stories and label their pictures. Remember to include the essential parts of instruction each day: Motivate (Talk), Participate (Write), and Celebrate (Share).

Unit 3

All About Me!

Writing Activities

- ✦ This Is Me!
- ✦ My Family
- ✦ My Neighborhood

Overview

In “All about Me!” students write a series of three “stories” that they publish as one book. As in Unit 2, the topics are personal. However, unlike “Good News!” these stories are written in a collection rather than as separate products.

“Sound spelling” becomes a focus in this unit. This strategy is more explicitly demonstrated and reinforced. The teacher encourages students to use sound spelling but also accepts and advises using other emergent strategies as needed. Students are encouraged to write sentences and to end these with periods.



This Is Me!



Objectives

Day 1, students will:

- ✦ talk about how we describe people; describe pictures of children.
- ✦ brainstorm and list attribute words to describe themselves.

Day 2, students will:

- ✦ write descriptions of themselves, using Story Talk, sound spelling, and other emergent-writing strategies as needed (story one, book one of “About Me”).

Day 3, students will:

- ✦ draw and label pictures of themselves.

DAY 1

YOU WILL NEED

Book showing people from different cultures—*See Appendix B*

Pictures of children from different cultures from magazines, advertisements, or newspapers

Motivate (Talk)

- ✦ Explain to your students that today they will begin to work on making very special books about themselves. They will make two books, and each one will have three stories in it. They will begin by describing themselves; these descriptions, and pictures that they will draw to go with them, will be the first story in the first book.
- ✦ If possible, read aloud one of the suggested books, and then show students the color photographs of different children you have collected. Explain that one of the things that makes us unique is the way we look.
- ✦ Explain that although people have the same features—two eyes and two ears, a nose, mouth, and so forth—we certainly don’t all look the same. Explain that when you describe someone, you must tell what he or she looks like in a way that makes that person special—in a way that tells how that person is different from everyone else.
- ✦ Demonstrate by asking students to listen as you describe one of the students in your class, without telling whom you’re describing. Describe him or her (without telling the name) as having brown eyes, brown hair, two ears, a nose, and a mouth. Now, ask this student to stand. (More than one student should stand. If not, ask others who fit this description why they did not stand.)
- ✦ Now, describe the student you selected with much more detail—the length and shade of hair, how the hair is fixed or cut, the student’s height, more

detail about the features. Use only positive terms to describe the student. Have the student you describe stand. (Your description should clearly fit only one student.)

- Tell students that when they describe themselves, they should think about adding enough detail—information—so that no one can confuse their descriptions with those of others. To help them do this, you want them to practice describing some pictures of other children.

YOU WILL NEED

Chart Paper

Pictures of children from different cultures

Participate (Write)

- Explain that we typically describe people according to face, body size and shape, coloring, and hair. Write these words on chart paper for list headings.

Face Body size and shape Coloring Hair

- Use your pictures (color photos of different children) to generate different descriptive words for these characteristics. Show one picture at a time, and ask your students to describe each child. Write their words under the appropriate headings. Explain that we do not describe other people or ourselves in unattractive ways. Make the point that everyone is attractive in his or her own way, and we just look different. As you create the lists of descriptive words, begin to demonstrate sound spelling with short, phonetically regular words.

How to teach and model

Sound spelling (sample script)

“That’s right. This child has red hair. It’s easy to hear the sounds in ‘red’ when we stretch that word. Listen: /rrr/eee/ddd/. What did you hear first? That’s right, the /rrrr/ sound. Listen now for the next sound: /rrrr/eeee/dddd/. What sound comes after /rrr/? Correct. The /eeee/ sound. Listen for the last sound: /rrr/eee/ddd/. What is that sound? Yes, /ddd/. Let’s stretch the word together and then say it fast: /rrr/eee/ddd/, red.”

“I’ll write the letters for those sounds as I stretch the word.” Stretch and write “red” on the board, demonstrating the match between speech and letter sounds. Then, run your hand under the letters as you say them fast to pronounce the word.

“Writing letters for sounds in words is one of the ways we write words. As you learn more and more letter sounds, you’ll get better and better at writing words this way. Remember, if you don’t know all of the sounds and letters in a word, you can just write the ones you do know—even if it’s just the first letter.”

Your goal is to increase awareness of the different sounds in spoken words and the relationships of these to letters. With practice, students should be able to stretch and hear the sounds in any word that they can pronounce. These are the phonemic-awareness skills used in sound spelling. It will take much longer to learn which letters represent all of those sounds, the phonetic skills.



Take Note

- Continue describing pictures until you have lots of descriptive words listed. Reread these with your students; you could have them raise their hands when a descriptive word or phrase applies to them. Your chart paper might look something like this:

<u>Face</u>	<u>Body size and shape</u>	<u>Coloring</u>	<u>Hair</u>
Round	Tall	Dark brown skin	Straight
Long	Short	Light brown skin	Curly
Thin	Medium	White skin	Thick
Big eyes	Big	Blue eyes	Kinky
Long nose	Little	Brown eyes	Fine
Long lashes	Long legs	Medium brown skin	Short
Glasses			

- Explain that now students are ready to make lists of words to describe their own looks. The list should include words to describe their faces, body sizes and shapes, coloring, and hair. Students should also include anything else that is special about their looks. Model by making your own list first.

How to teach and model

Writing about the topic (sample script)

“I’ll make my list first to show you how. I’ll write ‘Ms. Coran’ here and underline it; that will be the title of my list. First, I’ll describe my face. Remember, I’m not writing sentences—just words. Let me read through the list to see if any of these words describe me.” Read aloud the first list of words as you point to each word. *“Well, my face is kind of round, and I wear glasses. I’ll write the words ‘round face’ first and ‘glasses’ under that.”* Stretch and simultaneously write the words. Continue reading the lists on the board, discussing your own looks, and selecting appropriate words—or generating new ones—to write for your list. A final list might look like this:

Ms. Coran
 Round face
 Big brown eyes
 Glasses
 Tall
 Thin
 Long arms and legs
 Dark brown skin
 Short brown hair

- Tell students that you want them to Think-Pair-Share with partners what words they will use to describe themselves and then begin writing their lists. Remind partners to check to make sure the lists include words to describe face, body size and shape, skin color, and hair. Students should always select or generate the words they want to use to describe themselves.
- Circulate to encourage and help reluctant writers. Ask them to talk about what they want to “say,” item by item, and how they might best write it (suggest strategies).
- Find examples of students who have made extensive lists, regardless of spelling, and comment on these aloud to reinforce fluency and detail.

YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- Ask several students to share their lists from the Author’s Chair. Include students who have added a lot to their lists, but also students who, collectively, have used a variety of strategies.
- Remind students that we follow the Rules for Listeners at this time. Ask them what these are, and refer to them on the chart posted in the classroom. Model appropriate responses, if necessary; otherwise, have student volunteers respond to the author.
- Have all students share their lists with partners at this time. Celebrate their work, and explain that these lists will help them write “stories” to describe themselves tomorrow.

DAY 2**YOU WILL NEED**Students’ lists
from Day 1**Motivate (Talk)**

- Remind students that yesterday they made lists of words to describe themselves. Explain that today they are going to use those lists to write storylike descriptions of themselves. A storylike description means it will be in sentences, as if it were in a book, instead of a list of words. The stories are for the books they are making about themselves.
- Before they write, have students take out their lists and think how they can use Story Talk (sentences) to say the words they wrote. Model with your own list.

How to teach and model**Developing a topic with Story Talk (sample script)**

“This is how I’ll describe myself in Story Talk, using my list of words. I’ll make my ideas and words into sentences.” Point to different items on your list as you tell them in sentences. Example:

I have a round face. I have big, brown eyes, and I wear glasses. I am tall and thin. I have long arms and legs. My skin is dark brown. I have short, brown hair.

“You know, I think we should add something to these stories. I think we should add a sentence or two telling people about what we do well. Everyone does something well. Maybe you’re good at something in school, like reading, math, or drawing. Maybe you’re good at something you do outside of school, like riding a bike, playing ball, or helping your mother in some way. I’m going to add this to my story:”

I am good at skating and painting.

- ✎ Ask one or two volunteers to tell what they will write, using Story Talk and their lists, to the class.
- ✎ Remind them, if they forget, to add a sentence or two about something that they do well.
- ✎ Once the class seems to understand the task, ask students to tell their partners, in Story Talk, what they plan to write, using their lists. Remind them to add a sentence or two about something that they do well.

YOU WILL NEED

- “This Is Me” story paper
- “This Is Me” transparency or Chart Paper

Participate (Write)

- ✎ Pass out the “This Is Me” story papers (found at the end of the activity). Explain that students are ready to write their stories, again using Story Talk to put their ideas into sentences.
- ✎ Model how they will write, using an overhead transparency of the paper or chart paper. As you do, talk about sound spelling with a few simple, phonetically regular words. Begin to prompt them to think about the sounds and what letters make those sounds. Reinforce what they know about other emergent writing strategies as well.



How to prompt

Sound spelling: (sample script)

“Listen to this word before I write it. /BBiiiggg/. What sound do you hear first?” Stretch the word again. “What do you hear next? Right. You can hear /iii/. And last, listen again: /bbb/iii/ggg/. What did you hear? Right. There’s a /gggg/ sound on the end of the word. When I say those sounds fast /bbiiiggg/, what word do they make? Right, ‘big.’”

“Does anyone know what letter stands for /bbb/? That’s right, ‘B.’ Does anyone know what letter makes the /iii/ sound in big? How about the /ggg/ sound?”

How to reinforce**Other emergent-writing strategies (sample script)**

“Suppose you knew only that ‘b’ was in that word? What are some things that you might do to write the word? Yes. You could write the ‘b,’ and make a line to show a place for the rest of the word; you could always explain what word goes there when you read your stories. You could also invent the rest of the word; you could put down letters that you know, even if you’re not sure they belong in that word.”

- ✎ Tell students that they should get started on their own stories now. Suggest that they try to sound out words as they write, but remind them that they know lots of other ways to write and that these are perfectly good ways to put their ideas down. Indicate the chart of emergent-writing strategies.
- ✎ Encourage the whole class, but personally help students who are reluctant to start by asking them what they want to write—and then telling them to write it—first, second, third, and so forth. Also suggest strategies that best fit their capabilities.
- ✎ As students write, find samples of work you can use to reinforce fluency (writing a lot, regardless of spelling), attempts at sound spelling, and sentence construction. Point these out to the class.

How to reinforce**Fluency (sample script)**

“Look how long Laura’s story is! Did anyone else write a long story?”

Sentences (sample script)

“Matthew wrote some good sentences. Listen.” Read sentences. *“They sound just like they came out of a book. And he remembered to end each with a period.”*

Attempts at Sound Spelling (sample script)

“I can tell that John was listening to the sounds in the words he wrote. He started the word ‘blue’ with a ‘B.’ /BBllluue/. Can you hear the ‘B’ sound at the beginning of that word?”

YOU WILL NEED**Rules for Listeners****Celebrate (Share)**

- ✎ Ask several students to read aloud their stories from the Author’s Chair. Remind other students to remember the Rules for Listeners. Ask a volunteer to restate these for the class.
- ✎ With each author, prompt or reinforce good “storytelling” voices. Explain that this story should sound interesting, like other stories they’ve written. Model if necessary.

How to prompt**Reading aloud in “storytelling” voices (sample script)**

“Remember to make your story interesting with your voice. You are special, so remember to make yourself sound that way.”

- ✎ Have other students read their stories to partners. Remind students that they should read in their “storytelling” voices and listeners should give readers their full attention. Also remind listeners to say what they like about the story.
- ✎ Celebrate the work students have done, and explain that tomorrow they will draw pictures of themselves to go with their stories.

DAY 3YOU WILL NEED

Students’ stories from Day 2

Model of picture with sentence

Motivate (Talk)

- ✎ Tell students that today they are going to draw pictures of themselves and label these with a sentence or two. When the pictures and labels are finished, they will post them on the “We Are Authors” bulletin board, with the stories they wrote yesterday, so everyone can enjoy them. Later, they will become the first part of the books they are making.
- ✎ Explain that they’ve each written good descriptions of themselves so it should be easy to draw a good picture. The students should remember to show all the things they told in their stories. They should use crayons or markers to add color.
- ✎ Show your picture, and model how you decided what to label it.

How to teach and model**Labeling your picture with a sentence (sample script)**

“I’ve already drawn my picture. See? I drew it just like I described myself in my story, even with my glasses on my face. I drew myself on skates, too, because that’s one of the things I said I do well. I wrote this sentence under my picture, ‘This is me on skates.’ I guess I could have written instead, ‘I like to skate,’ or, ‘Here I am on skates,’ but this is what I decided to write.”

YOU WILL NEED

Materials for drawing

Participate (Write)

- ✎ Explain that you want students to draw their pictures first. You might suggest that they draw pictures of themselves doing what they said they do well. Make sure that everyone sees the connection between the written descriptions of themselves and the pictures.
- ✎ When they are finished, have several volunteers tell how they will label their pictures, making sure they say their ideas in complete sentences. Then, have all students Think-Pair-Share with partners what they want to write.

- ✎ Have students write about their pictures now. Give individual attention as needed, helping students articulate what they want to say in a sentence and, if necessary, suggesting strategies for writing it. At this point, you should need to review strategies with only a few students.
- ✎ Circulate to find, and later reinforce, examples of complete sentences and attempts at sound spelling. If necessary, reinforce different strategies students use to write to show your acceptance of these methods.

How to reinforce

Sentences (sample script)

“Many of you have done a wonderful job writing your sentences. You’ve written a complete thought and remembered to add a period at the end. Listen to some of these.” Read some complete sentences.

Attempts at sound spelling (sample script)

“Jerry used sounds to write some of his words. For example, he wrote ‘am.’ Listen to me stretch ‘am’; you can hear the sounds—/aaamm/. What letter makes the /aaa/ sound? Right, an ‘a.’ And what letter makes the /mmm/ sound? Yes, ‘m.’ Say them fast and what do they spell? Say it with me—‘am.’”

YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- ✎ Ask a volunteer to review the Rules for Listeners. Select some students to share their pictures and sentences from the Author’s Chair.
- ✎ Praise all authors who share for doing a wonderful job. Remember not to comment negatively if students did not write a sentence. Ask them, instead, if they can tell you a sentence for their picture.
- ✎ Have different volunteers tell the authors what they liked about their pictures and labels.
- ✎ Have all students share their pictures and labels with their partners. Celebrate the students’ work, and post the labeled pictures, along with the descriptions, on the board titled “We Are Authors.”



My Family



Objectives

Day 1, students will:

- ✦ read and talk about families; brainstorm names of people in their own families.
- ✦ write lists of the names of members of their own families.

Day 2, students will:

- ✦ write about their families and a special family event, using Story Talk, sound spelling, and other emergent writing strategies as needed (story two, book one, of “About Me”).

Day 3, students will:

- ✦ draw and label, with sentences, pictures to go with their stories.

DAY 1

YOU WILL NEED

Book about families—
See Appendix B

Motivate (Talk)

- ✦ Tell students that this week they are going to write stories about their families. When they put their books together—the books they are writing about themselves—these stories will follow the stories they wrote last week.
- ✦ Begin a discussion about families. If possible, read one of the books suggested for this activity or your own selection. Talk about your own family. Explain that families include people we live with and people related to us who perhaps don't live with us. Explain, too, that many people think of their pets as part of their families. Tell who is in your family, and also talk about families you know (“friends”—no names) that are different from yours, to model family diversity.

How to teach and model

Brainstorming (sample script)

“Let me tell you about my family. I’m married and have two children, so the people I live with are Robert, my husband, Sam, my son, and Lisa, my daughter. I have other family members, too, though, who don’t live with me—my mom and dad, my sister Sue, and my brother Mark. I have some relatives who don’t live with me, but who live nearby. They are my aunts and uncles—Bill, Susan, and Jesse—and my cousins—Mike, Laura, Bill, and John.”

“Families are all different, though. I have a friend—a woman—who has a grown son and an adopted daughter. She is divorced, and she lives with her daughter, but her son visits them often.”

- Ask several volunteers to tell about their families. Ask enough students to show a variety of types of families.
- Explain that today students will make a list of the members of their own families. This will help them when they write their stories tomorrow. Ask different volunteers to talk about their families. Remind them to think of who lives with them, relatives who don’t live with them, and pets, if they want.

YOU WILL NEED

Chart paper

Participate (Write)

- Explain that many of the students will have the same kinds of relatives. Like you, for example, many will have a mom, a dad, and perhaps a brother, or a sister. Explain that you are going to start a list of types of relatives. Use this opportunity to model sound spelling with some of the shorter, phonetically regular words (mom and dad).

How to teach and model

Sound spelling (sample script)

“I’m going to put ‘mom’ on the list; many of you will have a mom in your family. That’s a short word, and it’s easy to hear the sounds in it. Listen: /mmm/ooo/mmm/. What do you hear first? Right, /m/. Listen again, and tell me what the next sound is: /mmm/ooo/mmm/. What sound do you hear in the middle? Right, the /o/ sound. What about the last sound? What do you hear? Listen again: /mmm/ooo/mmm/. That’s right, the /m/ sound again.”

“I’m going to write the letters for those sounds as I stretch the word. Maybe you can help me. Call out the letters you know as I stretch ‘mom,’ and I’ll write them.” Allow students to contribute “m” “o” “m” as you stretch and write these letters. *“Very good! Those letters—‘m-o-m’—spell “mom.”*

- Continue writing names of types of family members, and then reread the list with your students. The list on chart paper might look something like this:

Mom

Dad

Sister

Brother

Grandmother

Grandfather

Aunt

Uncle

Cousin

- ✎ Tell students that when they make their own lists, they will use some of these words, but also names that they know. Remind them that they can try to write the sounds for the names but that they also know lots of other ways to write. Indicate the chart of emergent writing strategies. Model with your own family how to make this list.

How to teach and model

Writing about the topic (sample script)

“I’ll show you how by making my own list. Let’s see. I have a mom and a dad; I’ll write those on my list. I have a sister named ‘Sue’ and a brother named ‘Mark.’ I’ll add those to the list, too. Then, I have my husband Robert, my son Sam, and my daughter Lisa.” Continue adding to your list, including a cousin, aunt, and uncle by name. *“There, that’s most of my list. I’ll add more later.”* Your list might look something like this:

My Family
 Mom
 Dad
 Brother Mark
 Sister Sue
 Husband Robert
 Son Sam
 Daughter Lisa
 Aunt Susan
 Uncle Bill
 Cousin Mike

- ✎ Tell students that they need to make their own lists now. Have them Think-Pair-Share who will be on their lists and then begin to write these names down. Remind students that they can use sound spelling and other ways that they know of to write.
- ✎ Circulate to encourage and help reluctant writers. Ask them what they want to “say,” and how they might best say that (suggest strategies).
- ✎ Find examples of students who have made extensive lists, regardless of spelling, and comment on these aloud to reinforce fluency and detail. Also note and mention attempts at sound spelling.



Take Note →

Be cautious about how you reinforce extensive lists with this activity. If some students have very small families, their lists cannot be as long as others. Make sure that they don’t feel you are rewarding students for having large families.

How to reinforce

Fluency (extensive lists, regardless of correctness or strategies used) (sample script)

"...I know Daryl has a large family, and he has done a great job listing most of his family members, including his aunts and uncles who live nearby! Rachel's family is smaller, and she has remembered to include everyone!"

Attempts at sound spelling (sample script)

"...Ralph used sounds to write this word; I can tell when I read it. He wrote 'a-n' for Ann. Listen when I stretch Ann: /AAA/nnnn/. Can you hear the /a/ sound and the /n/ sound?"

YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- ✦ Select some students to share their lists from the Author's Chair. Include students who have done a good job including their family members, but also students who, collectively, have used a variety of strategies.
- ✦ Remind students that we follow the Rules for Listeners at this time. Ask them what these are, and refer to them on the chart posted in the classroom. Model appropriate responses if necessary.
- ✦ Have all students share their lists with partners at this time. Celebrate the work they have done, and explain that tomorrow they will use the lists to write stories about their families. For now, collect their lists, or ask students to file them.

DAY 2

YOU WILL NEED

Students' lists
from Day 1

Motivate (Talk)

- ✦ Remind students that the day before they made lists of their family members. Explain that today they'll use those lists to write a story about their families. They will describe their families, using their lists, and then tell about something they did with their families.
- ✦ Before they write, have students take out their lists and think about how they will describe their families in Story Talk. Model with your own list.

How to teach and model

Developing a topic with Story Talk (sample script)

"I'll show you how I plan to write my story by telling it to you in Story Talk. I'll put the names on my list into sentences" Point to different examples on your list as you tell them in sentences.

I have a mom and a dad. Mark is my brother. Sue is my sister. I have a husband named Robert. Sam is my son, and Lisa is my daughter.

Continue telling, in sentences, who is in your family, indicating names on your list as you talk.

- Remind students that they will also tell about something they did once with their families, or with some family members. Model with what you plan to add.

How to teach and model

Developing a topic with Story Talk—continued (sample script)

“I also want to write about one time when we played football and my cousin fell in the water. I’ll tell you about that the way I plan to write it.”

One day we all played football. Mike ran to get the ball. He fell into the fishpond. We laughed and laughed!

- Ask students to think about what they want to add. Suggest that reading over their lists may help them remember things they’ve done with different family members.
- Ask several volunteers to tell what they plan to write about in Story Talk. Remind them to include who is in their families and tell about something they did with them.
- Once the class seems to understand the task, have all students tell partners what they plan to write.

YOU WILL NEED

- “My Family” paper
- Chart paper

Participate (Write)

- Pass out the “My Family” paper (found at the end of the activity). Explain that it’s time to write the stories now, again using Story Talk to put their ideas into sentences.
- Model by writing part of your own story on chart paper. Use the opportunity to prompt students to think about sound spelling with a few short, phonetically regular words.

How to prompt

Sound spelling (sample script)

“Listen to this word before I write it: /rrr/aaa/nnn/. I’ll bet you know some of the sounds in that word and could help me write it. What sound comes first in /rrr/aaa/nnn/? That’s right, /r/. Does anyone know what letter makes that sound? I’ll write it. That’s right, ‘r.’ What about the next sound in ran: /rrr/aaa/nnn/? Right, /a/. Does anyone know what letter makes that sound? Right, ‘a’ makes the /a/ sound. What’s the last sound in ran: /rrr/aaa/nnn/? Yes, the /n/ sound. Who knows the letter for /n/? Right, it’s ‘n.’ Can you help me write ‘ran?’ I’ll say the word slowly, again, and you say the letters as I write them.”



- ✎ Tell students that they should get started on their own stories now. Suggest that they try to sound out words as they write, but remind them that they know lots of other perfectly good ways to write. Indicate the chart of emergent writing strategies.
- ✎ Give encouragement to the whole class, but personally help students who are reluctant to start by asking them to talk about, and then write, what they want to say first, second, third, and so forth. Also suggest strategies that best fit their capabilities.
- ✎ Allow students as much time as possible, and encourage those who stop early to “keep going.”
- ✎ As students finish, circulate to identify samples of work you can use to reinforce fluency (writing a lot, regardless of spelling), attempts at sound spelling, and good sentence construction. Point these out to the class.

How to reinforce

Fluency (sample script)

“Jane’s story is very interesting. She told me a lot about going to the zoo with her family. Who else wrote a long story?”

Attempts at sound spelling (sample script)

“Lewis wrote the sounds he heard in many of his words. I can tell because if I read these letters back (point to ‘sistr’ and stretch the word slightly), they spell ‘sister.’”

Sentences (sample script)

“Many of you have written good sentences and many remembered to put periods at the end. They sound just like they came from a book. Listen. I’ll read some of them to you.” Read aloud some complete sentences.

YOU WILL NEED

Rules For Listeners

Celebrate (Share)

- ✎ Ask several students, one at a time, to come to the Author’s Chair and read their stories aloud. Remind the class that, as the audience, they will use the Rules for Listeners. Ask a volunteer to review these rules.
- ✎ Remind the authors to use their best “storytelling” voices to make their stories interesting.

How to prompt

Reading aloud in “storytelling” voices (sample script)

“Who remembers how we make our stories sound interesting? That’s right, we show feelings in our voices. If our story is funny, we make it sound funny. If our story is about having a good time, we sound happy and maybe a little excited.”

- ✎ Have other students read their stories to their partners. Remind students that they should read in their “storytelling” voices and listeners should give readers their full attention. Also, remind listeners to say what they liked about the story.
- ✎ Celebrate the work students have done, and explain that tomorrow they will draw pictures of themselves to go with their stories. For now, collect their stories, or have students file them.

DAY 3

YOU WILL NEED

Students’ stories from Day Two

Model of picture with sentence

Motivate (Talk)

- ✎ Remind students that yesterday they wrote stories about their families. Redistribute or ask students to take these out now. Explain that today they will draw pictures to go with these stories, label them, and then post them with their stories on the bulletin board. Later, the pictures and stories will become part of the books they are making.
- ✎ Tell students that they may draw either a picture of their family members, or a picture of the event they wrote about—what they did with their families. Ask them to look at their stories to remember what event they used.
- ✎ Show your picture, and model how you decided what to write for the label.

How to teach and model

Labeling your picture with a sentence (sample script)

“This is the picture I made for my story. It’s a picture of my cousin Mike sitting in the water holding the football. I even put a fish on top of his head. He didn’t really have a fish on his head, but I think this picture looks funny, and it shows that there were fish in the pond. Under my picture, I will write the sentence, ‘Mike fell in the fish pond.’”

YOU WILL NEED

Materials for drawing

Participate (Write)

- ✎ Explain that you want students to draw their pictures first.
- ✎ When they have finished, have several volunteers show their pictures and tell how they will label them, making sure they say their ideas in complete sentences. Then, have all students Think-Pair-Share what they want to write.
- ✎ Have students write about their pictures now. Give individual attention as needed, helping students articulate what they want to say in a sentence and, if necessary, suggesting strategies for writing it.

- ✎ Circulate to find, and later reinforce, examples of complete sentences and attempts at sound spelling. If necessary, reinforce different strategies students used to write, to show your acceptance of these methods.

How to reinforce

Sentences (sample script)

“Listen to some of these good sentences. Those who wrote them also remembered to use periods at the end.” Read aloud examples.

Attempts at sound spelling (sample script)

“Lester has used sounds to help him write lots of his words. He is getting good at writing the letters he knows for sounds in a word, even if he doesn’t know all of them. If I read the letter sounds in this word, I can tell that he wrote, ‘brother.’ See? He wrote ‘b-r-u-t-h-r.’ When you say those sounds, it reads ‘brother.’”

YOU WILL NEED

Rules For Listeners

Celebrate (Share)

- ✎ Ask several students, in turn, to share their pictures and labels from the Author’s Chair. Remind all students that you will use the Rules for Listeners at this time. Review these, if necessary.
- ✎ Praise these authors for their work. If they do not write complete sentences, ask them if they can tell you their idea in a sentence.
- ✎ Make sure that some students respond to these authors, telling what they liked about the pictures and labels.
- ✎ Now, ask all students to share with their partners, using the Rules for Listeners. Celebrate the work they have done, and post it, along with their stories, on the bulletin board titled “We Are Authors.”



My Neighborhood



Objectives

Day 1, students will:

- ✦ read and talk about different neighborhoods.
- ✦ brainstorm and list the kinds of things they can see in their neighborhoods.

Day 2, students will:

- ✦ write descriptions of their neighborhoods, using sound spelling and other emergent writing strategies as needed (story three, book one, of “About Me”).

Day 3, students will:

- ✦ draw and label, with sentences, pictures of their neighborhoods.
- ✦ make (publish) their first books about themselves (suggested title: “About Me”).

DAY 1

YOU WILL NEED

Book depicting neighborhoods—
See Appendix B

Motivate (Talk)

- ✦ Explain that this week students will finish the first book about themselves. They will write a description of their neighborhoods that will follow the stories about themselves and their families.
- ✦ Engage students in a discussion about neighborhoods. If possible, introduce the topic by reading aloud one of the books suggested for this activity or your own selection. Then, ask students to close their eyes for a minute and think about what they can see if they look around their own neighborhoods. Guide the discussion with the questions below.

What kinds of buildings are in your neighborhood? Homes? Stores? Apartments? Churches or synagogues?

Do you have sidewalks in your neighborhood?

Where do children play in your neighborhood? Do you have parks? Playgrounds? Large yards?

What kinds of workers do you see in your neighborhood?

What grows in your neighborhood? Are there many trees or a few? Do you see flowers and grass? Where?

Do you have busy streets in your neighborhood—streets with lots of traffic—or quiet streets with few cars?

Do you see lots of people walking in your neighborhood? Do you see many animals or birds?

- ✎ Model with your thoughts about your own neighborhood to keep the discussion going.

How to teach and model

Brainstorming (sample script)

“When I close my eyes, I can picture what my neighborhood looks like. I see houses and yards. The streets are quiet, without very much traffic. Lots of people take walks, and many people walk their dogs. There are two schools in my neighborhood. One has a playground, and another has a ball field. People like to take children and dogs to these places to play. We have a lot of trees, too, and yards that are not very big. People like to take care of their grass and plant flowers in their yards. I can think of many workers I see in my neighborhood. I see bus drivers driving kids to school. I also see people delivering the mail, picking up the garbage, and mowing yards.”

- ✎ Explain to students that they will each make a list of things they can see in their neighborhoods. These lists will help them write descriptions of their neighborhoods tomorrow.

YOU WILL NEED

Chart paper

Participate (Write)

- ✎ Tell students that you are going to make a list of some of the things the students have mentioned that they can see in their neighborhoods. Talk about, and list on chart paper, words and phrases used earlier to describe neighborhoods. Remember to model sound spelling with some of the shorter, phonetically regular words (examples might include, “dogs,” “bus”).

How to teach and model

Sound spelling (sample script)

“The word ‘dogs’ is a short word, and it’s easy to hear the sounds in it. Listen as I stretch the word: /ddd/ooo/ggg/sss/, dogs. What sound do you hear first? Right, the /d/ sound. Listen again and see if you can hear the second sound: /ddd/ooo/ggg/sss/. What comes after /ddd/? Right, the /o/sound. What comes after the /ooo/ sound? Listen again: /ddd/ooo/ggg/sss/. Right, the /g/ sound. Now, listen for the last sound: /ddd/ooo/ggg/sss/. Yes, the last sound is the /s/ sound.”

“I’m going to write the letters for those sounds as I stretch the word. Maybe you can help me. Call out the letters you know as I stretch the word, and I’ll write them.” Allow students to contribute “d,” “o,” “g,” and “s” as you stretch and write the word. *“Very good! Those letters — ‘d-o-g-s’—spell ‘dogs.’”*

- Continue to write words, taking contributions from different students but also listing your own ideas. When you are finished, reread the list with students. Ask them to raise their hands when you read an item that they can see in their own neighborhoods. Example of a completed list:

Houses
 Yards
 Streets
 Traffic
 People walking
 Dogs
 Schools
 Playgrounds and ball fields
 Trees
 Lawns and flowers
 Bus drivers
 Mail deliverers
 Garbage collectors
 Yard workers

- Tell students that they are ready to make their own lists now—lists of words that tell what they can see in their own neighborhoods.



Take Note

If you feel that students need more support, model by making your own list.

- Ask students to Think-Pair-Share with partners what words they would use to tell about their neighborhoods and then to begin writing their lists. Remind them to use sound spelling and other ways that they know of to write.
- Circulate to encourage and help reluctant writers. Ask them what they want to “say” and how they might best write it (suggest strategies).
- Find examples of students who have made extensive lists, regardless of spelling, and comment on these aloud to reinforce fluency. Also, note and mention attempts at sound spelling.

How to reinforce

Fluency (extensive lists, regardless of correctness or strategies used) (sample script)

“Lester has made such a long list of things he can see in his neighborhood. Look at how many things he listed!”

YOU WILL NEED

Rules for Listeners

Attempts at sound spelling (sample script)

“I see many of you are using sounds to help you write words. Look at some of these examples.” Show several examples that show attempts to spell with letters.

Celebrate (Share)

- Ask several students to share their lists from the Author’s Chair. Include students who have added a lot to their lists, but also students who, collectively, have used a variety of strategies.
- Remind students that we follow the Rules for Listeners at this time. Ask them what these are and refer to them on the chart posted in the classroom. Model appropriate responses, if necessary.
- Have all students share their lists with partners at this time. Celebrate the work they have done, and explain that tomorrow they will use the lists to write descriptions of their neighborhoods. For now, collect their lists, or have students file them.

DAY 2

YOU WILL NEED

Students’ lists
from Day 1**Motivate (Talk)**

- Tell your students that today will they write stories about their neighborhoods, using ideas from the lists they made the day before. Remind them that these stories will become part of their books about themselves.
- Ask students to take out their lists. Explain that before they write, they will talk with their partners about their lists, telling their ideas in Story Talk, or sentences, the way they will write them for the stories. Model how with your own list.

How to teach and model**Developing a topic with Story Talk (sample script)**

“I’ll show you how I plan to write my story. I’ll look at my list and say the ideas in sentences, like in a story. Listen, this is what I see in my neighborhood”:

I see houses. I see yards and quiet streets. I see people walking. Some people walk their dogs. I see schools, a playground, and a big field. I see people and dogs playing. I see lots of trees, flowers, and grass. I see workers driving buses, carrying the mail, picking up the garbage, and mowing yards.

- Ask one or two volunteers to tell how they will write their stories in Story Talk.
- Once the class seems to understand the task, have all students tell partners what they plan to write.

YOU WILL NEED

“My Neighborhood” paper

“My Neighborhood” transparency or chart paper

Participate (Write)

- Pass out the “My Neighborhood” papers (found at the end of the activity), and talk about the title. Explain that it’s time to write the stories now, using Story Talk as they did to tell them.
- Model by writing a sentence or two of your own story, either on a transparency of the paper or on chart paper. Use the opportunity to encourage students to think about sound spelling with a few short, phonetically regular words.



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How to prompt

Sound spelling (sample script)

“Listen to the word ‘grass’ before I write it. It’s easy to hear the sounds in that word. What do you hear first when I stretch it: /ggg/rrr/aaa/sss/? Right, the /g/ sound. What do you hear after that: /ggg/rrr/aaa/sss/? Yes, the /r/ sound. And what about the next sound: /ggg/rrr/aaa/sss/? Right, the /a/ sound. And the last sound: /ggg/rrr/aaa/sss/? Yes, the /s/ sound. Say all the sounds fast, and they make ‘grass.’”

“I’m going to use the sounds to help me write the word. Maybe you can help me. Call out the letters you know as I stretch ‘grass,’ and I’ll write them.” Allow students to contribute “g-r-a-s-s” as you stretch and write the word. *“Very good; those letters spell ‘grass.’”*

- Tell students that they should get started on their own stories now. Suggest that they try to sound out words as they write, but remind them that they know lots of other good ways to write. Indicate the chart of emergent-writing strategies.
- Encourage the whole class, but personally help students who are reluctant to start by asking them what they want to write—and then telling them to write it—first, second, third, and so on. Also, suggest strategies that best fit their capabilities.
- As students write, find samples of work that you can use to reinforce fluency (writing a lot, regardless of spelling), attempts at sound spelling, and good sentence construction. Point these out to the class.

How to reinforce

Fluency (sample script)

“Look how long Sam’s story is! He told me so much about his neighborhood. Who else told a lot?”

Attempts at Sound Spelling (sample script)

“John has been using sounds to help him write words. See how he wrote the word ‘fire’ in fire station? ‘F-i-r’ spells ‘fire’ when you say those letter sounds fast. Listen: /fff/iii/rrr/, ‘fire.’”

Sentences (sample script)

“Joe and Melissa wrote some good sentences. Listen. They sound just like they came out of a book. And they remembered to put a period at the end of each one.”

YOU WILL NEED**Rules for Listeners****Celebrate (Share)**

- Ask several students to read aloud their stories from the Author’s Chair. Remind the class that those in the audience will use the Rules for Listeners. Ask a volunteer to restate these for the class.
- With each author, prompt, or reinforce, good “storytelling” voices. Explain that this story should sound interesting, like other stories they have written. Model if necessary.

How to prompt**Reading aloud in “storytelling” voices (sample script)**

“Remember to show me how interesting your neighborhood is with your voice.”

- Have other students read their stories to partners. Remind students that they should read in their “storytelling” voices and listeners should give readers their full attention. Also, remind listeners to say what they like about the story.
- Celebrate the work students have done, and explain that tomorrow they will draw pictures to go with these stories. For now, collect their stories, or have students file them.

DAY 3**YOU WILL NEED**

Students’ descriptions
from Day 2

Model of picture
with sentence

Motivate (Talk)

- Tell students that today they are going to draw pictures to go with the descriptions of their neighborhoods. Then, they will label these with a sentence. When the labeled pictures are finished, they will put them on the bulletin board to share and then add them to the books about themselves.
- Redistribute the descriptions. Explain that it’s not easy to draw a whole neighborhood, so they can pick one thing in their neighborhoods, or one part, to draw for their pictures. Model how you decided what to draw and how to label your picture.

How to teach and model**Selecting a topic (for a picture) (sample script)**

"I read my story again to decide what I wanted to draw. I could have drawn lots of things: houses, people walking and maybe some walking their dogs, the playground, or a big field with people and dogs playing in it, or any one of the workers doing their jobs. I decided to draw the playground with children and dogs playing in it."

Labeling your picture with a sentence (sample script)

"See? I have a swing set, a slide, and some monkey bars. Some children are playing ball here, too. And there's a dog running around. I could have labeled it, 'This is the playground in my neighborhood,' but I decided to write this sentence: 'Kids having fun on the playground.'"

YOU WILL NEED

Materials for drawing

Participate (Write)

- ✦ Explain that you want students to draw their pictures first.
- ✦ When they are finished, have several volunteers tell how they will label their pictures, making sure they say their ideas in complete sentences. Then, have all students Think-Pair-Share what they want to write.
- ✦ Have students write about their pictures now. Give individual attention as needed, helping students articulate what they want to say in a sentence and, if necessary, suggesting strategies for writing it.
- ✦ Circulate to find, and later point out, examples of complete sentences and attempts at sound spelling. If necessary, reinforce different strategies students use to write, to show your acceptance of these methods.

How to reinforce**Sentences (sample script)**

"Listen to some of these good sentences. Those who wrote them also remembered to use periods at the end." Read aloud examples.

Attempts at sound spelling (sample script)

"Mark used sounds to help him write his words. See how he spelled the word 'walking'? He wrote 'w-a-l-k-n-g.' If I say the sounds for those letters, they make the word 'walking.'"

YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- ✦ Select some students to share their pictures and sentences from the Author's Chair. Remind all students that you will use the Rules for Listeners at this time, and review these, if necessary.
- ✦ Praise all authors who share for doing a wonderful job. Do not comment negatively if students did not write a sentence. Ask them, instead, if they can tell you about the picture in a sentence, and praise them for their ideas.

- Have all students share their pictures and labels with their partners. Celebrate the work they have done, and post it, along with the descriptions, on the bulletin board.



Take Note

Find time following this activity to compile the stories students have written—This Is Me, My Family, My Neighborhood—and publish them as books. Directions for making books are in Appendix D. Make sure that students share these and all books they make with other classmates and with parents.

Unit 4

More About Me!

Writing Activities

- ✦ My Favorite Things
- ✦ Favorite Places
- ✦ My Favorite Foods

Overview

This unit is similar to “All About Me!” in that it continues the theme of writing a collection of personal topics to publish in a book. Students begin to use simple planning guides in two of the activities—“My Favorite Things” and “My Favorite Foods”—to record their thoughts on Day 1. In doing so, they come closer to the concept of prewriting. By the end of this unit, students have “stories” (simple descriptions) of their favorite things, one of their favorite places, and their favorite foods. Plus, they have descriptions of their all-time favorite meals!

This unit introduces two easy-to-learn sentence constructions. In “Favorite Places,” students learn that two ideas—what a favorite place is and why it is a favorite—can be joined with “because.” In “Favorite Foods,” they learn that two similar ideas can be combined into one sentence, using “and.” For example, the ideas, “I like eggs,” and “I like ham,” can be written as, “I like eggs and ham.”

The activities continue to demonstrate and reinforce sound spelling. Our goal for the end of this unit is to have students primarily using sound spelling to write, and relying less and less on other emergent strategies, such as drawing pictures, using place holders, and “inventing” words.



My Favorite Things



Objectives

Day 1, students will:

- ✦ brainstorm their favorite things in different categories (foods, colors, games, holidays, seasons, and animals).
- ✦ tell and listen to partners name their favorite things; check off items as partners name them.
- ✦ write lists of the favorite things they have named.

Day 2, students will:

- ✦ write about their favorite things, using Story Talk, sound spelling, and emergent-writing strategies as needed (these will be the first stories in book two, “More About Me”).
- ✦ learn about using uppercase letters in titles and in the first words in sentences.

Day 3, students will:

- ✦ draw and label, with sentences, pictures to go with stories about their favorite things.

DAY 1

YOU WILL NEED

Chart paper

“My Favorite Things”
paper (with checklist)

“My Favorite Things”
transparency

Scratch paper

Motivate (Talk)

- ✦ Remind students that they are writing books about themselves. They have written one book; now they will begin another. Explain that this book will have three stories in it—one about their favorite things, one about their favorite places, and one about their favorite foods, including their all-time favorite meal!
- ✦ Explain that everyone has favorite things—favorite foods, colors, games, holidays, seasons, and animals. Write these words (foods, colors, games, holidays, seasons, and animals) across the top of the chart paper, as list headings, or write them on separate sheets of chart paper posted side-by-side. You will fill in these lists later in the activity.
- ✦ Randomly ask different students what their favorite item is under the different topics until you are sure that students understand all of the topics and the concept of selecting favorites for each.
- ✦ Tell students that you have a paper with these topics listed down the side. Show it on an overhead transparency. Explain that they are going to write a

list of their favorite things on these papers—read the items. Before they write anything, though, they will tell their partners what their favorite item is for each of these topics. Partners will make a “check” next to each item as it is mentioned to make sure that they don’t miss any topics. Model how to do this.

My Favorite Things

Name _____

Food: _____

Color: _____

Game: _____

Holiday: _____

Season: _____

Animal: _____

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How to teach and model

What checkmarks are for and how to make them (sample script)

“Who knows what a checkmark looks like? Can you come up here and make one on the board? Why do we check things off a list, does anyone know? That’s right. We make a check beside something to show that it has been done. Everyone practice making some checks on a scratch piece of paper. Make about five checks.” Walk around the room to help and praise students. Checks do not have to be perfect.

Partner check off during Think-Pair-Share (sample script)

“I’ll show you how to listen and check off your partner’s ideas as he or she talks. Brad, you be my partner for this. I want you to pretend that the transparency is my paper. I’ll start telling you my favorite thing for each topic on the list. You make a checkmark in the box beside each one that I talk about. OK? Don’t let me miss any! I’ll look at the words on the board to help me remember.”

“My favorite food is fried chicken! My favorite color is green, and my favorite game is tennis. Brad, did you make a check beside ‘food’ on the transparency when I said ‘fried chicken?’ What about ‘color’ when I said ‘green?’ Did you check off ‘game’ for ‘tennis?’ OK, let’s keep going.”

Continue naming your favorite things and making sure that the student is checking items as you mention them.

Deliberately skip an item to see if “Brad” or the other students in the class notice. If not, point it out. *“Hey! I see a check missing on your paper. Did I miss something? What was it? Remember, it’s your job to tell me if I forget something!”*

- ✎ Pass out the papers to all students now. Tell them to write their names on them and trade with partners for the check off. Tell students to begin to Think-Pair-Share with their partners what their favorite things are for each topic as their partners listen and make their checks.

YOU WILL NEED

Chart paper

Participate (Write)

- ✎ Explain to students that you want to write some of their ideas on the chart(s) you have posted. Start with the first heading, “foods,” and ask for volunteers to tell you what they said for this item. As students contribute words, write them on the chart and use this opportunity to prompt students to think about sound spelling. Use short, phonetically regular words.

How to prompt

Sound spelling (sample script)

“Red!” That’s a short word, isn’t it? Let’s listen to the sounds in that word: /rrreeeddd/. What’s the first sound? Listen again:/rrreeeddd/? Yes, /r/. What’s the next, or middle sound, in red: /rrreeeddd/? That’s right, it’s /e/. And the last sound in red: /rrreeedddd/? That’s it, /d/. Can you help me write that word? I’ll stretch the sounds, and you tell me the letters you know as I write.”

- Continue taking contributions from different students. Add your own favorites as well. When you have fairly extensive lists, reread them with your students.



Take Note

If a student repeats a word already on the list, say, “That’s a popular favorite! We already have it on the list. Does anyone have a favorite that we haven’t named yet?”

- Explain that students are ready to write their own lists now. Make sure that they switch their papers back so that everyone has his or her own.
- Tell them to think about what they told their partners and write the words beside each item on their pieces of paper. Explain that some of them will find the words they need on the lists you have created together. Remind them also to use sound spelling and other ways they know of to write. If you feel that students need more support, model by making your own list.
- Circulate to encourage and help reluctant writers. Ask them to tell you what their favorites are, item-by-item, and how they might best write those things (suggest strategies).
- Find examples of students who have completed the task correctly. Also, mention examples of sound spelling.

YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- Ask several students to share their lists from the Author’s Chair. Include students who are using a variety of emergent-writing strategies.
- Remind students that we follow the Rules for Listeners at this time. Refer to these on the chart.
- After each author reads, ask a volunteer to say what he or she thought was the most interesting “favorite” on the author’s list. Model if necessary.
- Have all of the students share their written lists now with partners. Celebrate their work, and explain that they will use these lists to write “stories” tomorrow about their favorite things. For now, collect their lists or have students file them.

DAY 2

YOU WILL NEED

Lists from Day 1

Motivate (Talk)

- Have students take out their lists of favorite things. Explain that today they will write stories about these things. They will write sentences about the favorite things they have listed. Remind them that first these stories will be posted for all to read, then they will become part of a new book about themselves.
- Explain that students will use Story Talk to share their sentences with partners before they write them. Ask several volunteers to model how they will do this for the class. These sentences are likely to be simple and repetitious; that is expected and acceptable.

How to prompt

Developing a topic with Story Talk (sample script)

“Who can show us how to use Story Talk to make a sentence about favorite foods? Ann, what is your favorite food? What sentence would you write?”

Reinforce correct responses (complete sentences) with praise, or model further, if necessary. Have different volunteers respond to different items on the list.

By prompting students to model, you are spot-checking their understanding of the concept. You are also shifting responsibility for modeling from yourself to your students’ peers.

- Once you are satisfied that the class understands the task, have all students share with partners what they plan to write.



Take Note

YOU WILL NEED

“Story Paper” paper
Chart paper

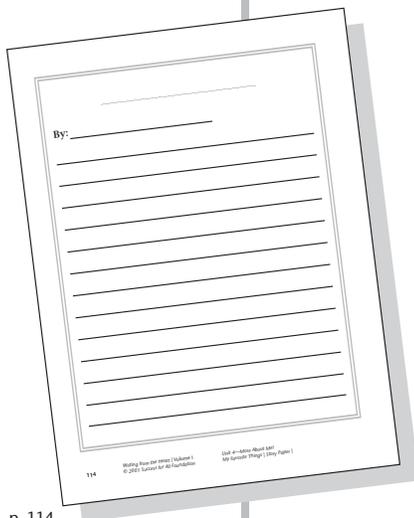
Participate (Write)

- After students have shared their lists with Story Talk, explain that they are ready to write their stories. Pass out the special paper provided for this story (found at the end of the activity).
- On chart paper, model writing the title and several sentences. Use this opportunity to talk about when to use uppercase and lowercase letters. Also prompt students to think about sound spelling.

How to teach and model

Uppercase and lowercase letters (sample script)

“My story is about my favorite things, so I’ll write ‘My Favorite Things’ for the title. I’ll use uppercase and lowercase letters when I write this. I’ll make the first letter in each word uppercase. The other letters will be lowercase. Watch.” Say and write the title, then point to the



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Take Note

uppercase letters and say each one (uppercase “M,” uppercase “F,” and uppercase “T”). *“When I write my story, I’ll use uppercase letters at the beginning of each sentence, too.”*

Your goal is to make your students aware of when to use uppercase and lowercase letters, but not to require correct use at this point. Explain that people use different words for uppercase and lowercase letters. Some use “big” and “little,” others use “capital” for uppercase.

How to prompt

Sound spelling (sample script)

“My favorite animal is a cat. Listen to the different sounds in ‘cat’: /ccc/aaa/ttt/. What do you hear first? Right, the /c/ sound. Listen now for the next sound: /ccc/aaa/ttt/. What do you hear after /c/? Yes, the /a/ sound. Now, listen for the last sound: /ccc/aaa/ttt/. That’s right; you hear the /t/ sound. Can you help me write the word? Tell me the letters you know for the different sounds as I stretch the word one more time. I’ll write them as you tell me.”

- ✦ Tell students that they should get started on their own stories now. Suggest that they use sound spelling, but remind them that they know lots of other ways to write, too.
- ✦ Encourage the whole class, but personally help reluctant writers get started by asking them what they want to write and then telling them to write each part of it—first, second, third, and so on. Also, suggest strategies that best fit their capabilities.
- ✦ As students write, find examples of concepts you want to reinforce, including attempts to use uppercase and lowercase letters (at least some correct use); attempts at sound spelling; and good sentence construction. Point these out to the class.

How to reinforce

Attempts to use uppercase and lowercase letters (sample script)

“Suzy used some capital letters in her title. Did anyone else do that?”

Sound spelling (sample script)

“I can tell that Mark was listening to the sounds in the words he wrote. He wrote the word ‘green’ as ‘g-r-e-n.’ When you say those letter sounds fast, they spell ‘green.’”

Sentences (sample script)

“Many of you are writing good sentences. They sound just like they came out of a book. Listen to this sentence John wrote” (read aloud).

YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- Ask several students to read aloud their stories from the Author's Chair. Remind other students that, as the audience, they will use the Rules for Listeners. Ask a volunteer to restate these for the class.
- With each author, prompt, or reinforce, good “storytelling” voices. Explain that this story should sound interesting, like other stories they’ve written. Model if necessary.

How to prompt**Reading aloud in “storytelling” voices (sample script)**

“Remember to make your story interesting with your voice. You want your listeners to pay attention, and they will if you sound interesting.”

- Have other students read their stories to partners. Remind students that they should read in their “storytelling” voices and listeners should give readers their full attention. Also, remind listeners to say what they liked about the story.
- Celebrate the work students have done, and explain that tomorrow they will draw pictures to go with their stories. For now, collect their stories, or have students file them.

DAY 3

YOU WILL NEED

Story from Day 2

Model of picture with sentence

Motivate (Talk)

- Explain that today students will draw a picture to go with the stories they wrote about their favorite things and label these with a sentence. They’ll post the labeled pictures and stories on the bulletin board so everyone can see them and later put them in their books.
- Redistribute their stories. Explain that you want them to think of a picture to go with one of their favorite things. Model how you decided what to draw and how to label your picture. Point out that you started your sentence with an uppercase, or capital, letter.

How to teach and model**Selecting a topic (for a picture) (sample script)**

“I read my story back to decide what I wanted to draw. I could have drawn lots of different things: a picture of me eating fried chicken or a picture of me playing tennis. I thought about drawing lots of things that are green and coloring them to show my favorite color. I finally decided to draw a picture to go with my favorite season, though—summer. I drew a picture of me at the beach.”

Labeling your picture with a sentence (sample script)

“Here’s my picture of me on the beach. See my sentence? I wrote, ‘I love to go to the beach in the summer.’ I didn’t write, ‘Summer is my favorite season,’ because that’s already in my story. Besides, the picture is really about the beach.” Point out that you have capitalized the first letter in your sentence. In this example, you would explain, too, that “I” is always capitalized.

YOU WILL NEED

Materials for drawing

Participate (Write)

- ✎ Explain that you want students to draw their pictures first.
- ✎ When they are finished, have several volunteers tell how they will label their pictures, making sure they say their ideas in complete sentences. Then, have all students Think-Pair-Share what they want to write.
- ✎ Have students write about their pictures now. Give individual attention as needed, helping students articulate what they want to say in a sentence and, if necessary, suggesting strategies for writing it.
- ✎ Circulate to find, and later point out, examples of sound spelling and complete sentences. Include examples of sentences that demonstrate use of capitalization in the first word.

How to reinforce**Sound spelling (sample script)**

“Jason and many others have used sounds to help write words. Here are some good examples. See? Jason spelled the word summer ‘s-u-m-r.’ When you say those letter sounds fast, you are saying ‘summer.’”

Sentences (sample script)

“What wonderful sentences many of you have written. Listen to some of these. Read some complete sentences. Many of you remembered to put periods at the end of your sentences, and some of you started your sentences with an uppercase letter.”

YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- ✎ Select some students to share their pictures and sentences from the Author’s Chair. Remind all students that you will use the Rules for Listeners at this time. Ask a volunteer to review these rules.
- ✎ Praise all authors who share for doing a wonderful job. Remember not to comment negatively if students did not write a sentence. Ask them, instead, if they can tell you their sentences for their pictures; remember to comment favorably on something they did.

- Have different volunteers tell the authors what they liked about their pictures and labels.
- Have all students share their pictures and labels with their partners. Celebrate the students' work, and post the pictures along with the stories about favorite things around the room for all to see. Make sure students understand that later these will become part of their books.

My Favorite Things

Name _____

Food: _____

Color: _____

Game: _____

Holiday: _____

Season: _____

Animal: _____

Favorite Places



Objectives

Day 1, students will:

- ✦ talk about what makes a place special; brainstorm their favorite places.
- ✦ write lists of at least four of their favorite places, using sound spelling and other emergent-writing strategies as needed.

Day 2, students will:

- ✦ learn to join ideas in a sentence with “because” (telling why a place is special).
- ✦ write descriptions of favorite places, using Story Talk, sound spelling, and other emergent-writing strategies as needed (story two, book two, “More About Me”).

Day 3, students will:

- ✦ draw and label, with sentences, pictures to illustrate favorite places.

DAY 1

Motivate (Talk)

- ✦ Tell students that the next part of the books they are making about themselves will be about their favorite places.
- ✦ Explain that everyone has favorite places—places where they like to be. People like places where they feel good and places that are pretty. Sometimes people like a place because they enjoy what they do there. Sometimes places are special, too, because people spend time there with people they like. Ask students for some examples; model with your own thoughts, if necessary.

How to teach and model

Brainstorming (sample script)

“I like to be warm, so some of my favorite places are a hot bath, under the covers in my bed, or on the beach in the hot sun. I also enjoy reading in these places. I like to be in our garden in spring, too, because it’s pretty there. And I love movie theaters because I like to watch movies so much.”

- ✦ Tell students that favorite places can be in their own homes or a close friend’s or relative’s home. They can be small like a piece of furniture, such as a favorite chair, or large like a room, such as their bedroom or the kitchen. Favorite places can be other types of buildings, too, like favorite stores,

restaurants, or places where you're involved in special activities, such as bowling. Favorite places can also be outside, such as at a park, a lake, or a favorite yard or place in a yard. Ask students for some examples. Give some of your own, if necessary.

How to teach and model

Brainstorming (sample script)

"There's one chair that I especially like in our house; it's in our living room. It's a nice place for me because it's comfortable and kind of cozy. I have a favorite restaurant, too. It's a Chinese restaurant that serves my favorite soup. I always want to go there if we go out to eat. There's a park near our house, too, that I like because it has a little lake with a path around it.

- Tell students that they will each make a list of their favorite places. First, though, you want to hear more about some of their favorite places and why they like them.
- Tell students that you want them to Think-Pair-Share with partners at least four places that are special to them. Have them think about places by asking themselves questions, such as, "Where do I like to be because I feel good there or because it is pretty? When I'm at home, where do I prefer to sit? Which room do I like to be in the most and why? When I go out, where do I most like to go and why?"
- Ask several volunteers to share their favorite places.

YOU WILL NEED

Chart paper

Participate (Write)

- Explain that you want to write down some of their ideas. At the top of a piece of chart paper, write "Favorite Places." Begin to take contributions of students' favorite places, and list these on the chart paper. As you write, demonstrate sound spelling with several words.

How to prompt

Sound spelling (sample script)

"Listen to that word—lake—for a minute. What sounds do you hear when I stretch the word: /lllaaakkk/? What do you hear first? That's right, /l/. Listen again to hear the next sound: /lllaaaakkk/. What did you hear next? Right, an /a/ sound. Listen a third time for the next sound: /lllaaakkkkk/. What did you hear? Right, /k/. /lllaaakkk/, 'lake.' Help me write that word. Tell me the letters you know as I say 'lake' again and write it."

Gradually begin to use more difficult words to demonstrate sound spelling, but continue to write the conventional (correct) spelling. For some words, such as "lake," you may want to mention that they include letters we can't hear. (Remember that at some point, Roots students will learn that the silent "e" makes "a" say its name. Make these connections if appropriate.)



Take Note →

- Once you have generated a list that represents different types of contributions from various students, reread the items as a class. Explain that students are ready to make their own lists.
- Remind students to think about what they told their partners and to make sure that they include at least four special places. Remind them, too, that some of the places are on the list you have made on chart paper.
- Circulate to encourage and help reluctant writers. Ask them to tell you what their favorite places are and how they might best write down the words about them (suggest appropriate strategies).

YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- Ask several students to share their lists from the Author’s Chair. Include students who are using different emergent-writing strategies.
- Remind students that we follow the Rules for Listeners at this time. Refer to these on the chart.
- After each sharing, ask a volunteer to say what he or she thought was the most interesting place on the author’s list. Model if necessary.
- Have all students share their lists with partners now. Then, celebrate their work, and explain that they will use these lists to write “stories” tomorrow about their favorite places. For now, collect their lists, or have students file them.

DAY 2

YOU WILL NEED

Lists from Day 1

Motivate (Talk)

- Tell students to take out their lists of their favorite places. Explain that today they will use their lists to write stories about their favorite places; this will be the second story in the books they are making.
- Tell students that before they write, you want them to use Story Talk to share with partners how they will make sentences with the words on their lists. Explain that there’s a special way you want them to do that for this story. For each item on their lists, you want them to tell what the favorite place is and why it is a favorite place. They may do this in one or two sentences. Model with ideas of your own.

How to teach and model

**Developing the topic with Story Talk (explaining why)
(sample script)**

“This is how I would tell about one of my favorite places—my bed. ‘One of my favorite places is under the covers in my bed. It’s a favorite place because it’s cozy, and I like to read there.’ You know, I said that with two

sentences. I could say the same thing with one sentence. Listen: ‘One of my favorite places is under the covers in my bed because it’s so cozy, and I like to read there.’”

“Listen again. I’ll use Story Talk to tell you about another favorite place—my grandmother’s house. ‘One of my favorite places is my grandmother’s house. I love the way her house smells.’ I can say that in one sentence, too, by using ‘because.’ Listen: ‘One of my favorite places is my grandmother’s house because I love the way it smells.’”

If you feel that your students do not understand how to combine sentences, give several more examples.



Take Note

- Tell students to begin to Think-Pair-Share with partners. If they forget to tell why they like a place, their partners should ask, “Why do you like it?”

YOU WILL NEED

- “Story Paper” paper
- “Story Paper” transparency or chart paper

Participate (Write)

- After students have shared, explain that they are ready to write their stories. Pass out the special paper provided for this story (found at the end of this activity).
- Model—on a transparency of the paper or on chart paper—by writing a few of your own sentences. Use the opportunity to prompt students to think about when to use uppercase and lowercase letters. Also, prompt them to think about sound spelling with several words, as you have done before.
- Depending upon your students’ progress, also talk about and demonstrate how you’ve joined two sentence ideas with ‘because’ (include at least one example).



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How to prompt

Uppercase and lowercase letters (sample script)

“Remember, we’ve talked about when to use uppercase and lowercase letters? I’m going to write, ‘My Favorite Places’ for the title. Which words would I begin with an uppercase letter and why? That’s right. In my title I will make the first letter in each word uppercase. You should do that with your titles, too.”

How to teach and model

Joining ideas in a sentence (sample script)

“Listen and watch as I write this sentence.” Say the sentence slowly as you write each word. “‘One of my favorite places is my grandmother’s house because I love the way it smells.’ Remember, we talked earlier about how that sentence is really two whole sentence ideas in one? One idea is that I love my grandmother’s house. ‘Because’ introduces the other idea. What is it? Right. ‘I love the way it smells’ is another idea. ‘I love the way it smells’ makes sense by itself. Doesn’t it?”

- Tell students that they should begin their own stories now. Suggest that they use sound spelling. Remind them, though, that they know lots of other ways to put down their ideas.
- Encourage all students, but personally help reluctant writers get started by asking them what they want to write and then telling them to write each part—first, second, third, and so forth. Suggest strategies that best fit their capabilities.
- As students write, find examples of concepts you want to reinforce, including capital and lowercase letters (some correct usage), attempts at sound spelling, and good sentence construction. If you have emphasized joining sentences with “because,” make a point of finding examples. Share examples with the class at some point.

How to reinforce

Uppercase and lowercase letters (sample script)

“Many of you, like Bobby here, used uppercase letters to start the words in your titles. Jana also used uppercase letters at the beginning of her sentences. Good job!”

Attempts at sound spelling (sample script)

“Marc and others are using sound spelling; I can tell because I can read their words by saying the letter sounds.” Talk about some specific examples.

Sentences, including those using “because” (sample script)

“Sally has some good sentences here, and she has used ‘because’ to put together two ideas. Listen to this.” Read Sally’s good ‘because’ sentence; it doesn’t matter if words are misspelled.

YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- Ask several students to read aloud their stories from the Author’s Chair. Remind other students that, as the audience, they will use the Rules for Listeners. Ask a volunteer to review these rules.
- Prompt, or reinforce, good “storytelling” voices as necessary. Explain that just like the other stories they have read aloud, these stories should sound interesting so their listeners will pay attention.
- After each reading, ask a volunteer to tell what they liked or what was the most interesting place the author told about; model if necessary.
- Now, have partners read their stories to each other; remind them to use “storytelling” voices to hold their listeners’ attention. Remind them, also, to tell what they liked (or found interesting) about the story.
- Celebrate the work students have done, and explain that tomorrow they will draw pictures to go with their stories. For now, collect their stories, or have students file them.

DAY 3

YOU WILL NEED

Story from Day 2

Model of picture with sentence

Motivate (Talk)

- ✎ Explain that today students will make pictures to go with their “Favorite Places” stories. They will label these with a sentence, as they have done before, and then post them, along with the stories, on the bulletin board to share. Later, they will put these in the books they are making.
- ✎ Redistribute their stories. Explain that you want them to select one of their favorite places for their pictures. They will draw a picture of the place. When they’re finished, they will each write a sentence or two to describe their pictures. Model how you decided what to draw and how to label your picture. Point out how you used uppercase letters at the beginning of your sentences.

How to teach and model**Selecting a topic (for a picture) (sample script)**

“Oh, I had so many choices of favorite places to draw. I could have drawn a picture of the lake I like to go to, or of a movie theater, but I decided, instead, to draw a picture of my grandmother’s house. See? There’s a side porch on the house and rose bushes in the front. There are some steps going up to the front door.”

Labeling your picture with a sentence (sample script)

“Under my picture I wrote, ‘This is my grandmother’s house. It is one of my favorite places because it smells good.’ You see I used an uppercase letter to start ‘this’ and ‘it.’ Does anyone remember why?”

YOU WILL NEED

Materials for drawing

Participate (Write)

- ✎ Explain that you want students to draw their pictures first.
- ✎ When they are finished, have several volunteers show their pictures and tell how they will label them, making sure they tell this in sentences. Then, have all students Think-Pair-Share with their partners what they will write.
- ✎ Have students write their sentences now. Give individual attention as needed, helping students articulate their ideas in sentences and suggesting appropriate strategies for writing. Prompt students to use sound spelling.
- ✎ Circulate to find, and later point out, examples of sound spelling and good sentence structure (note, especially, examples of sentences using “because”). Also point out examples of correct use of uppercase letters.

How to reinforce

Sound spelling (sample script)

“Dan and some others of you are really listening to the sounds in your words when you write them. I can tell because I see you stretching the sounds out and then writing down the letters for those you know. Look at this. Dan wrote ‘p-a-r-c,’ /pppaaarrccc/, ‘park.’”

Sentences (sample script)

“Mary and others of you have written wonderful sentences. Listen to a few.”
Read aloud some correctly structured sentences; it doesn’t matter if the words are misspelled. *“Many of you, like Mary, also remembered to begin your sentences with an uppercase letter.”*

YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- ✦ Select a few students to share their stories and pictures from the Author’s Chair. Remind students to use the Rules for Listeners.
- ✦ Praise the authors for doing a good job. If they did not write (and read) sentences, praise their ideas, and ask them if they could say them in sentences.
- ✦ After each reading, have a volunteer tell what he or she liked about the picture and sentences.
- ✦ Now, have all students share their pictures and sentences with their partners. Celebrate everyone’s good work, and post the pictures and sentences with the stories the students wrote. Explain that later they will add these to the books they are making.

My Favorite Foods



Objectives

Day 1, students will:

- ✦ brainstorm favorite foods for different meals—breakfast, lunch, and dinner.
- ✦ write lists of these foods.

Day 2, students will:

- ✦ learn to join ideas in sentences with “and” (example, “I like ham and eggs”).
- ✦ write descriptions of their favorite foods, using Story Talk, sound spelling, and other emergent-writing strategies as needed (story three, book two, “More About Me”).

Day 3, students will:

- ✦ select, from lists, favorite foods for an “all-time” favorite meal.
- ✦ draw and describe, with sentences, pictures of all-time favorite meals.
- ✦ make (publish) a second book about themselves (suggested title: “More About Me”).

DAY 1

Motivate (Talk)

- ✦ Tell students that today they are going to begin to write a story about something everyone loves—food! In their stories, they will talk about which foods are their favorites. These stories will be the third, and last, stories in the books they have been making that started with Favorite Things.
- ✦ Engage the students in a discussion about their favorite foods. You may want to prompt them with questions like, “Think about the foods you ate this week. Which ones were your favorites?” “If you could choose a favorite food to eat right now, what would it be?” “What is your favorite food to eat at breakfast?” “If you got to pick your favorite foods for dinner, what foods would you choose?” “What are your favorite lunch foods?”
- ✦ If needed, model with your thoughts about your favorite foods.

How to teach and model

Brainstorming (sample script)

“Yesterday, my mom told me she would cook my favorite foods the next time I came to her house. She asked me to think about what I wanted her to cook.”

I thought about foods I like for dinner. I really like fried chicken, but I also like steak. Some of my other favorite dinner foods are baked potatoes and green beans. But if I go to her house for lunch, I need to think about lunch foods. I might want a grilled cheese sandwich or hot dogs and chicken noodle soup. These are some of my favorites for lunch. When I think about my favorite breakfast foods, I think about pancakes and bacon, or eggs and grits."

- ✎ Explain that students are going to make a list of some of their favorite foods. They will list their favorite foods for breakfast, lunch, and dinner.

YOU WILL NEED

"My Favorite Foods" paper

"My Favorite Foods" transparency

Participate (Write)

- ✎ Display an overhead transparency of the paper "My Favorite Foods" (found at the end of this activity). Point out that it has places to list favorite foods for breakfast, lunch, and dinner. Tell students that you will show them how to use this paper to list some of your favorite foods.
- ✎ Talk about and write your own favorite foods for each meal on the lists. Use the opportunity to prompt students to think about sound spelling.

How to teach and model...

Sound spelling (sample script)

"Eggs are among my favorite breakfast foods. I'll write eggs on the chart for breakfast. Listen to the sounds in that word.

/EEEE/ggg/sss/: what is the first sound you hear? Right, the /e/ sound. What sound comes next? Listen to the word again:

/eee/gggg/sss/. Good, the /g/ sound comes next. What sound follows that one? The word is: /eee/ggg/sss/. Yes, the /s/ sound is next. Help me write 'eggs.' I'll say the word slowly again, and you tell me the letters to write." Explain that "eggs" uses two "g's" to make the /g/ sound.

- ✎ Pass out the list papers. Before they write, ask the students to Think-Pair-Share with their partners at least two favorite foods each for breakfast, lunch, and dinner.

- ✎ Explain to students that they are to make their own lists now. Remind them to think about and write down the favorite foods they shared with their partners.
- ✎ Circulate to encourage reluctant writers. Ask them to tell you what their favorite foods are and how they might best write these words down (suggest appropriate strategies).

YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- ✎ Invite several students to sit in the Author's Chair and share their lists. Choose students whose works collectively represent a variety of the emergent-writing strategies.



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- ✎ Draw the students' attention to the Rules for Listeners chart, and remind them to use good listening behaviors.
- ✎ After each author reads, ask for volunteers to tell what they liked about the work. Volunteers could share which foods they liked among those the author listed.
- ✎ Have all students share their written lists with their partners. Celebrate their work, and tell them that tomorrow they will use these lists to write "stories" about their favorite foods. For now, collect their lists, or ask students to file them.

DAY 2

YOU WILL NEED

Favorite foods papers from Day 1

Motivate (Talk)

- ✎ Remind students that they made lists of their favorite breakfast, lunch, and dinner foods. Tell them that today they will use their lists to write stories about their favorite foods. This will be the last story in the books they are creating about their favorite things.
- ✎ Tell students that before they write their stories they will use Story Talk to turn the words on their lists into sentences that tell about their favorite foods. Since many of their sentences will have a similar structure ("I like to eat eggs for breakfast. I like to eat toast for breakfast."), show and explain to students how they can join sentences with the word "and." Model this for the students; then, call on some volunteers to share their own Story Talk.

How to teach and model

Developing the topic with Story Talk (joining sentences with "and") (sample script)

"I like to eat pancakes for breakfast. I like to eat sausage for breakfast. Those two sentences almost sound the same. Don't they? I could make them into one sentence. I could say, 'I like to eat pancakes and sausage for breakfast.' That sounds better; it's more like the way I really talk. We can use the word 'and' to join two sentences that sound alike into one sentence."
Continue to model this concept with lunch and dinner foods.

- ✎ Ask for several volunteers to share their ideas in Story Talk. Suggest that they use "and" to join ideas into one sentence.
- ✎ After volunteers have shared their ideas with the class, tell the students to Think-Pair-Share their lists with their partners. Remind them that they are to use Story Talk to tell about their favorite breakfast, lunch, and dinner foods.

YOU WILL NEED

"Story Paper" paper

"Story Paper"
transparency
or chart paper

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Participate (Write)

- After students have shared their lists with Story Talk, explain that they are ready to write their stories. Pass out the story paper provided at the end of the activity.
- Model by writing part of your own story, beginning with the title, on a transparency of the paper or on chart paper. As you write, prompt students, as before, to think about when to use uppercase letters (in the title words and first words in sentences) and how to use sound spelling. Also, talk about joining ideas in a sentence with "and."

How to teach and model

Joining ideas in a sentence (sample script)

"When I told my story, I joined two sentences that sound alike into one sentence. Now, I want to write that down in my story. My first sentence was, 'I like to eat pancakes for breakfast.'" Write this down on the board, but not on the chart for your story. "My next sentence was, 'I like to eat sausage for breakfast.'" Also write this on the board. "When I write those ideas into my story, I'll put them in one sentence. 'I like to eat pancakes and sausage for breakfast.'" Write this sentence on your chart paper. "I used the word 'and' to join two sentences that sound alike into one sentence."

- Tell students they can now begin their own stories. Remind them to say their ideas in sentences with Story Talk and to use sound spelling as they write. Have them keep in mind that they have many ways to put down their ideas.
- Encourage reluctant writers to form their sentences orally for you before they try to write them down. If necessary, prompt them to recall emergent writing strategies that can be used as alternatives to sound spelling.
- Circulate, finding examples of writing behaviors you wish to reinforce, including appropriate use of uppercase and lowercase letters, sound spelling, and good sentence structure, especially sentences joining ideas with "and." After students have had a chance to finish their work, share examples aloud.

How to reinforce

Uppercase and lowercase letters (sample script)

"I'm seeing lots of students using uppercase letters in their titles. I'm glad you remembered. Each time Keesha started a new sentence, she used an uppercase letter for the first word. Keep up the great work!"

Sound spelling (sample script)

"Many of you are using sound spelling. As I go around and look at your stories, I can read the words you wrote by looking at the letter sounds."

Joining ideas in a sentence (sample script)

“Jan, Mike, and many others are putting more than one favorite food in a sentence. Listen to this sentence from Jan’s story. She wrote, ‘My favorite lunch foods are yogurt and cupcakes.’ Mike wrote, ‘Chili and cornbread are my two favorite dinner foods.’ Nice job!”

YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- ✦ Ask several students to read their stories aloud while sitting in the Author’s Chair. Review the Rules for Listeners before they begin.
- ✦ Remind authors to use good “storytelling” voices. Tell them that they should make this story sound interesting to their listeners as they read it aloud, just as they have done with the other stories they wrote. Ask different volunteers to tell what they liked about each story; model if necessary.
- ✦ After several students have shared their stories, allow partners to read their stories to each other. Once again, remind students to hold the listeners’ attention by using good “storytelling” voices. Remind listeners to say what they liked about the stories.
- ✦ Celebrate the work students have done, and tell them that tomorrow they will use their stories to create an art project about a favorite meal. For now, collect their stories, or have students file them.

DAY 3**YOU WILL NEED**

Favorite foods papers (lists) from Day 1

Transparency of the favorite foods paper from Day 1

Motivate (Talk)

- ✦ Tell students that today they are going to make a picture of an all-time favorite meal. The pictures will be posted around the room so everyone can enjoy them. Later, students will put these pictures and their favorite foods stories in the books they are making.
- ✦ Explain that they will create their all-time favorite meal from their favorite foods. They will select what they would most want to eat in one meal from all their favorites. They can have breakfast, lunch, and dinner foods in this meal—anything they want!
- ✦ Ask the students to take out their lists and read them. Explain that you want them to choose four of their favorite foods from their lists to create an all-time favorite meal. Tell them that they will circle the foods on their lists that will be a part of their all-time favorite meal. On a transparency of your list, or on chart paper, model by showing how you decide what foods to have in your own meal.

How to teach and model**Selecting a topic (for a picture) (sample script)**

“When I read over my list, I think about the foods I wrote about for breakfast, lunch, and dinner. What if I could put any of those foods together to create an all-time favorite meal? I’m going to pick four of them for my all-time favorite meal. I really love sausage, so that would be in my meal. I’m going to circle the word ‘sausage’ on my list.” Circle the word as you say this.

“Yogurt and potato chips are some more foods that I really enjoy, so I think I’ll put those in my meal.” Circle those words from your list as you say them.

“I also wrote about macaroni and cheese, which I love to eat, so I’ll put that in my meal as well.” Circle the words on the list as you say them.

- Have students think about and circle their four favorite foods now.

YOU WILL NEED

“My All-Time Favorite Meal” paper

“My All-Time Favorite Meal” transparency

Materials for drawing

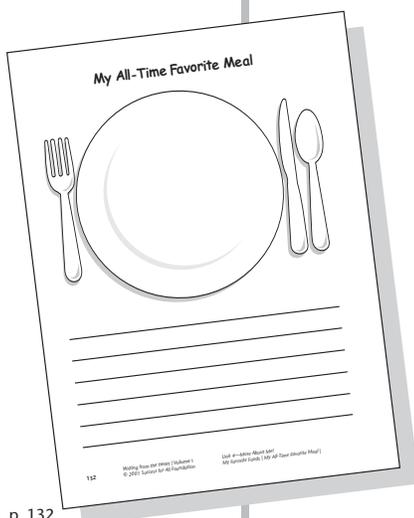
Participate (Write)

- Pass out copies of the paper titled “My All-Time Favorite Meal.” Display a transparency of this as well. Point out to students where they are to draw and color a picture of the foods that will be in their all-time favorite meal.
- Have students draw their pictures. Remind them to show each of the four favorite foods they have selected for their all-time favorite meal.
- After students have finished drawing their meals, explain that the lines below the picture are where they will write a sentence that describes the picture. If necessary, refer students back to the list of their favorite foods and the choices they circled. Model how to write this sentence.

How to teach and model**Labeling your picture (sample script)**

“Look at my picture of my favorite meal. I have sausage, yogurt, potato chips, and macaroni and cheese in my favorite meal.” Point to each food in your picture as you say it. *“I want to put those ideas into sentences that describe my picture. I could say, ‘Sausage is in my favorite meal. Yogurt is in my favorite meal.’ These sentences sound very much the same. Remember that when that happened before, I joined those two ideas into one sentence with the word ‘and.’ I’m going to do that here, too. I’m going to say ‘Sausage and yogurt are in my favorite meal.’”* As you say this, write it on the transparency under your picture. Slightly stretch some of the words as you write them down to demonstrate sound spelling. Model the process again with the other two foods that will be in your favorite meal.

- Ask several volunteers to show their pictures and tell what they will write about them using Story Talk.



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- Now, tell all students to Think-Pair-Share with partners what they will write on the lines under the picture and then write those sentences.
- Give individual attention as needed, helping students articulate their thoughts in a sentence. Prompt students to use sound spelling. If some students still require it, suggest appropriate emergent-writing strategies.
- Circulate, finding examples of writing behaviors you wish to reinforce, including appropriate use of uppercase and lowercase letters, sound spelling, and good sentence structure—especially sentences using “and” to join ideas. After students have had a chance to finish their work, share examples aloud.

How to reinforce

**Uppercase and lowercase letters (some correct usage)
(sample script)**

“So many of you remembered to start your sentences with uppercase letters. Rick, Dontae, Jasmine, Larry, Kim—I’m very proud of you!”

Sound spelling “(sample script)

“As I go around and read your sentences, I can read the words you wrote by looking at the letter sounds. This tells me that many of you are using sound spelling. Keep up the good work!”

Complete sentences (sample script)

“When I walked around, I noticed that many of you had written some really great sentences. Listen to some of them.” Read aloud some samples sentences that express complete thoughts. Choose sentences regardless of spelling.

YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- Choose some students to share their pictures and sentences from the Author’s Chair. Make sure that you review the Rules for Listeners from the posted chart before they begin.
- Praise all authors who share their work. Let them know that they did a wonderful job. If the thoughts they shared were not in sentences, commend them for their ideas, and then ask them if they could say the ideas in a sentence.
- Ask several different volunteers to tell the authors what they liked about the picture and sentence.
- Have all students share their work with their partners. Make sure students tell each other what they liked about the picture and sentence. Celebrate everyone’s good efforts, and post the pictures around the room.



Take Note →

Find time following this activity to compile the stories students have made—Favorite Things, Favorite Places, and Favorite Foods—and publish them as books. Directions for making books are in Appendix D. Make sure that students share these, and all books they make, with other classmates and with parents.

My Favorite Foods

By: _____



Breakfast Foods

1.

2.

3.



Lunch Foods

1.

2.

3.



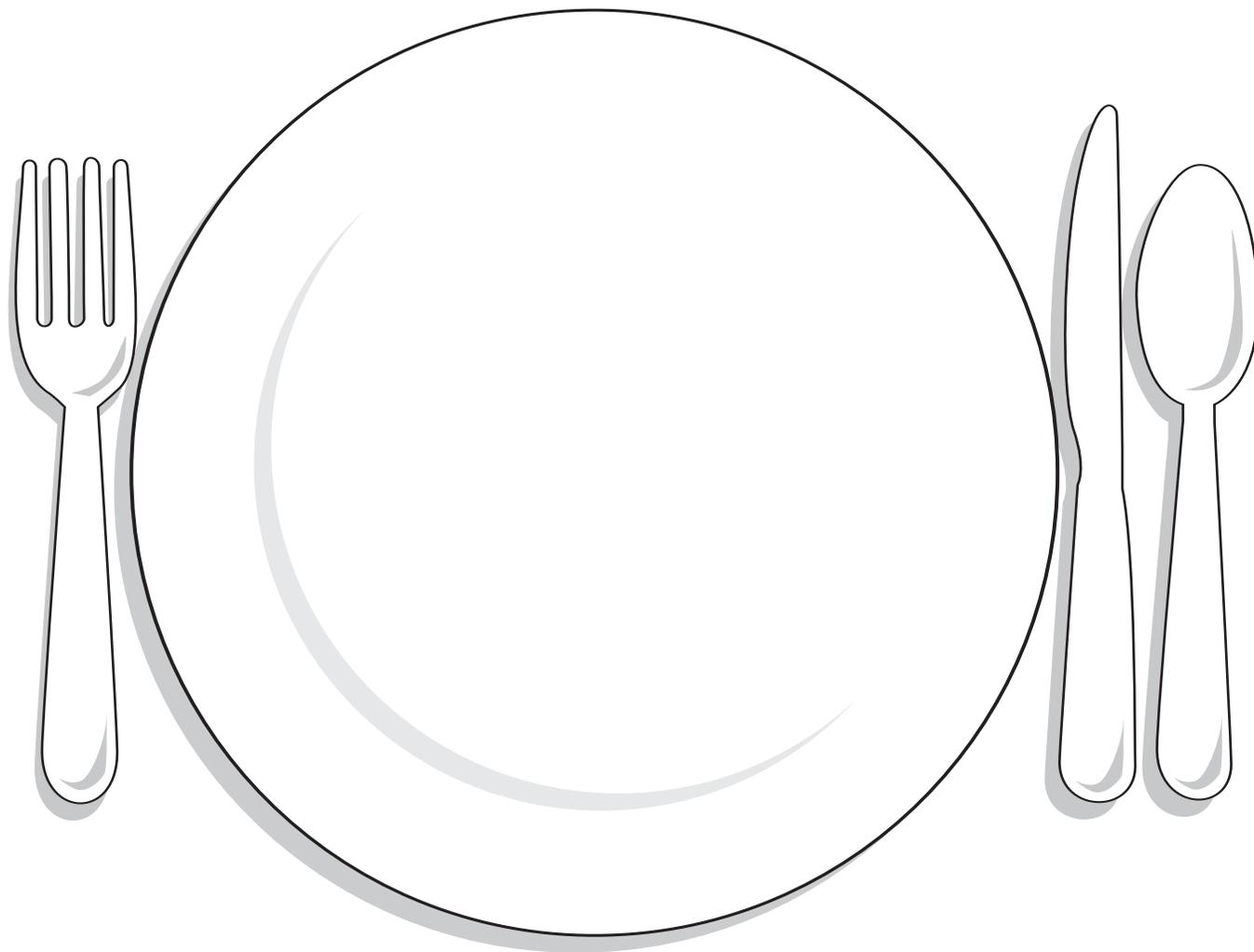
Dinner Foods

1.

2.

3.

My All-Time Favorite Meal





What to Expect, How to Respond

After Unit 4— Should You Continue?

What to Expect

At the end of Unit 4, you should see a greater number of children relying on sound spelling than you did after Unit 2 or even Unit 3. Hopefully, children have continued to write a lot, but have become more sophisticated in their abilities to write words and simple sentences. Assess progress with the checklist of goals for this point of review, found in Appendix C. If you find that the class has progressed as expected according to this list, celebrate with them, and continue to Unit 5.

If students need more practice, you may want to create additional activities like those in Units 3 and 4 to support the goals of these units. The information below will help you.

How to Respond

If you want to develop more activities similar to those in Units 3 and 4, use the following guidelines:

- ✦ Have students write about themselves; students themselves are an endless source of story material. Topics might include more “favorites,” descriptions of students’ rooms at home, how to play their favorite games, or simple timelines of major events in their lives. Ask students for ideas of topics—what they would like to write about to tell more about themselves. Letter writing (exchanging friendly letters with pen pals in another class) would be a good activity for generating the kinds of topics used in these activities.
- ✦ Teach, model, prompt, and reinforce sound spelling while accepting other emergent-writing strategies as needed. A major goal for Units 3 and 4 is to build up students’ use of sound spelling, thus reducing their reliance on other emergent-writing strategies.

Remember to use the routines for instruction in the grade-one activities. On Day 1, introduce the topic, talk about it, help students brainstorm words related to the topic, and list these as a class activity. On Day 2, have students tell their “stories” before and as they write them. On Day 3, have students illustrate their stories and label their pictures. Remember to include the essential parts of instruction each day: Motivate (Talk), Participate (Write), and Celebrate (Share).

Unit 5

Our Fairy Tales

Writing Activities

- ✦ The Three Bears, Sort Of
- ✦ The Three Little Pigs, Kind Of
- ✦ Sleeping Beauty, Our Way

Overview

In this unit students write fiction—made-up stories—thus departing from the familiar, personal topics they have written about in previous units. They use guides to plan their stories and story “frames” to help them complete the stories (both guides and frames are provided). In each activity, they write their own fairy tales based on the famous story discussed in the lesson.

These activities model simple story structure, which will help students to be successful at writing their own stories. They learn that stories include characters with problems and events that resolve the problems. They also learn about the literary conventions “Once upon a time,” and “the end.” The last activity, “Sleeping Beauty, Our Way,” also demonstrates how to use sequence words to order events—what happened first, next, and so forth.



The Three Bears, Sort of



Objectives

Day 1, students will:

- ✦ read and talk about the story problems in *Goldilocks and the Three Bears*.
- ✦ brainstorm characters and events (what happens) for a story based, in theme, on *Goldilocks and the Three Bears*.
- ✦ complete planning forms (Story Ideas papers) for stories.

Day 2, students will:

- ✦ use planning forms (Story Ideas papers) and Story Talk to write stories.

Day 3, students will:

- ✦ learn about features of storybook covers: title and author location, and story summary (what the story is about).
- ✦ publish their stories with title, author, and story summary on the covers.

DAY 1

YOU WILL NEED

Goldilocks and the Three Bears—book

Motivate (Talk)

- ✦ Tell your students that, beginning this week, they are going to start writing a different kind of story. Up to now, they have written stories about themselves, or things they knew about, or things that have happened to them.
- ✦ Explain that the stories they begin today will be made up. They will be similar, in many ways, to some well-known stories called fairy tales. In fact, they will get ideas for their stories from some very famous fairy tales. The first story they write will be somewhat similar to *Goldilocks and the Three Bears*.
- ✦ Talk for a few minutes about the nature of made-up stories—how they tell about characters and their problems.

How to teach and model

Story problem (sample script)

“Lots of made-up stories are about people or animals (characters) and problems they have. These problems are often like ‘real’ problems that people have, even though the stories are made up. Sometimes the problems are like adult problems, and sometimes they are like kid problems. For example, a problem for an adult might be losing one’s keys or wanting a new job. A problem for a kid might be wanting an expensive new toy but

not having money to buy it. Sometimes stories are about serious and sad problems, such as someone becoming very ill. Other problems are just interesting, like moving to a new town—making a change.”

“A good story makes us want to know answers to questions we have about the problem. Did the person find the lost keys or have to replace them? Did the kid figure out how to get the toy or just decide to be happy without it? Did the character get a new job or decide to like the job he has? Did the sick person get better or die? Did the people who moved make new friends and end up being happy after the change? This is why we like a good story; we like to know the problems and find out answers to the questions we have about them.”

- Explain that you will read *Goldilocks and the Three Bears* aloud now. As you read, you want your students to think about who is in the story and what problems they have. Read aloud or tell the story.
- When you are finished, ask your students to name the characters (Goldilocks, Mama Bear, Papa Bear, Baby Bear). Ask if any of these characters has a problem in the story. If so, what is the problem? You may need to go down the list, asking for each character, “Does (for example, Goldilocks) have a problem?”



Take Note

Your goal in this discussion is to get students to begin thinking about story problems, so accept all reasonable thoughts, rather than trying to force agreement on one main problem. Some students, for example, may focus on Baby Bear’s problems. Others may mention that Goldilocks has a problem when the bears frighten her.

- Eventually, focus the talk on the bear family’s problem, going back through the story if necessary: someone entered their house without permission! The person then ate their food, sat in their chairs, and broke one, and even slept in their beds!
- Tell students that the stories they will write this week will have a problem similar to the bears’ problem. Their stories, however, will be about them, instead of the bears. In their stories, someone—another character—will enter their rooms at home without permission when they are not there! This will all be made up, of course.

YOU WILL NEED

“Story Ideas” paper

“Story Ideas”
transparency

Participate (Write)

- Explain that today they will think about their stories and write down their story ideas. They know one of the characters (themselves) and what the problem is—that someone entered their rooms without permission. They will need to decide who the other character is and what happens.
- Ask students to brainstorm who might come into their rooms at home without permission, use their things, and possibly damage something! It could be a person (maybe someone they know) or an animal. It could be a real person or a made-up person. Model if necessary.

How to teach and model

Brainstorming characters (sample script)

“Let me think. What character will come into my room, use my things, and make a mess—maybe even break something? When I was little, my brother or sister did this all the time! Now that I’m older, my own kids do it. Right now, our new puppy does it, if we don’t catch him first. I could use any one of these as a character. I could also have another kid—someone who might be visiting—or a cousin come into my room. Or, I could invent an imaginary character, a stranger or an animal that acts like a person, like the bears do. I’m going to pick my puppy as the other character in my story.”

- ✎ Ask for volunteers to share their ideas, and write these in a list on the board. Select some words with which to demonstrate sound spelling as you do.
- ✎ Explain that the characters will do things in their rooms; this is what happens in their stories. They might use things, play with things, and even break things. When the students write their stories, they will each tell three things that their character does while he or she is in the room alone. Ask them to think about this now. Model if necessary.

How to teach and model

Brainstorming events (sample script)

“I can imagine my puppy coming in one day when I’m gone and chewing a good shoe all to pieces. He might also—I hate to say it—go to the bathroom on the rug! He might pull all of the trash out of the trashcan, too! My puppy could really do these things, but he hasn’t yet. You can make up what your character does in your room. Imagine what is in your room, though, and think about what someone or something might do there with your things.”

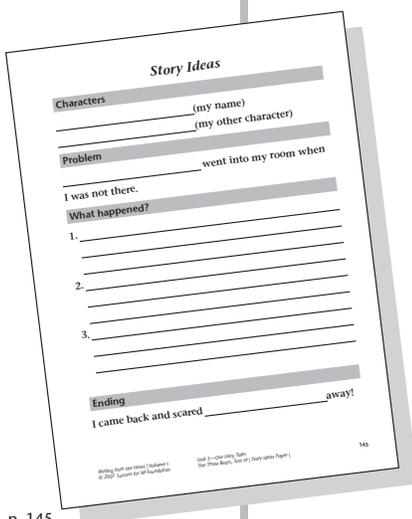
- ✎ Ask volunteers to share ideas, and list some of these on the board. Again, select some words with which to demonstrate sound spelling.

- ✎ Explain that their stories must have an ending, just like in *Goldilocks and the Three Bears*. In the end, they will come back to their rooms, find the other characters there, and scare them away.

- ✎ Pass out the Story Ideas paper (found at the end of this activity). Show the paper as an overhead transparency, and follow this sequence to help students complete it item by item:

1. Read and discuss the item (review the appropriate list on the board).
2. Ask students to Think-Pair-Share what they will write to fill in the blank.
3. Tell them to write down their ideas.

If necessary, model by completing each item on the transparency with them (see example), using your own story ideas.



- Circulate to help reluctant writers. Ask them to tell you their ideas, and then encourage them to write down the ideas. Remind them to use sound spelling.

YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- Ask several students to share their Story Idea papers from the Author’s Chair. They may read their papers or tell about the ideas they have written. Remind students of the Rules for Listeners by referring to these on the posted chart.
- After each author reads, ask a volunteer to say what he or she thought was interesting about the ideas. Make sure the listeners tell something specific.
- Have all of the students share their papers and ideas with partners now. Celebrate their work, and explain that they will use these ideas to write their stories tomorrow. Collect their work, or ask students to file it.

DAY 2

YOU WILL NEED

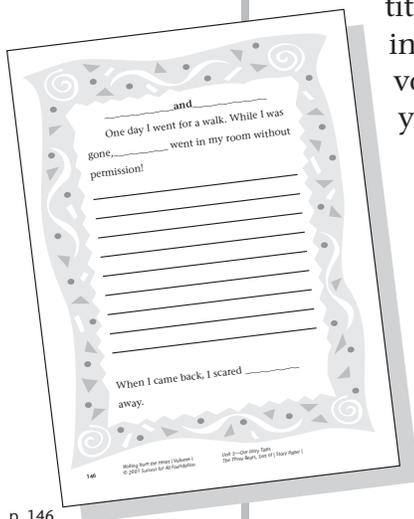
“Story Ideas” paper from Day 1

“Story Paper” transparency for modeling

Transparency of your completed “Story Ideas” paper

Motivate (Talk)

- Have students take out their Story Idea papers and explain that today they will use these ideas to write their stories. Explain, too, that you have special paper for them to use when they write.
- Show them the “Story Paper” transparency (found at the end of this activity). As they can see, part of the story has been written for them. They will have to fill in the other parts using the ideas they wrote down on Day 1. You’ll explain how that works now.
- Point to the top line, and ask students if they know what goes here (the title). Like the title *Goldilocks and the Three Bears*, their titles should include their names and their other characters’ names. Ask several volunteers what the titles of their stories will be, and model by writing your own title.
 - Read the first sentence. (One day I went for a walk.) Explain that in their stories, just like in *Goldilocks and the Three Bears*, they will go out for a walk.
 - Read the next sentence. (While I was gone, _____ went into my room without permission!). Ask what they think should go in the blank line (the other character’s name). Ask several volunteers to reread this sentence with their other characters’ names in the blank. If necessary, model by writing “Java the puppy” on your line. Explain that you want the reader to know that your character is a dog.



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- ✎ Explain that in the next part (blank lines), they will write, “What happened,” using ideas from their Story Idea papers. They won’t list these ideas, though. They will use Story Talk to make them into sentences, as they would be in a book.
- ✎ Model how you change the ideas on your list under “What happened” into sentences for your story. For example, point to an idea on the transparency, and then say it in Story Talk as you plan to write it.

How to teach and model

Developing ideas with Story Talk (sample script)

“You can see that I didn’t write sentences when I listed my ideas. I don’t know if you did or not; you don’t have to when you are writing ideas. Here’s how I’ll make my ideas into sentences with Story Talk when I write my story.”

“Java chewed up one of my good shoes. Then he went to the bathroom on my rug. He also pulled out all of the trash from the trashcan! Java was a bad boy!”

Decide, at this point, whether to follow this modeling with writing one or more of the sentences on your story paper transparency. If you do, remember to use the opportunity to prompt students to think about appropriate use of uppercase letters and sound spelling.



Take Note →

- ✎ Ask a volunteer or two to tell “what happened” in their stories using Story Talk to show how they will write that part.
- ✎ Read aloud, or have a volunteer read aloud, the last part of the story paper, and ask students what they think goes in the first blank. They should realize that the “other” character’s name belongs there.

Participate (Write)

- ✎ Tell students that before they write their own stories, you want them to Think-Pair-Share with partners what they will write on each of the lines of their story paper. Remind them to look at the Story Ideas paper if they forget what they want to say.
- ✎ After students Think-Pair-Share, have them write their stories. Circulate to help reluctant writers. Ask them to talk about what they want to write and then to write it. Suggest that they use sound spelling, but remind them of other writing strategies, as needed.
- ✎ As you circulate, identify, as before, examples of skills and concepts that you want to reinforce (correct use of uppercase letters, sound spelling, and good sentences), and mention these when students have finished working.

YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- Ask several students to read aloud their stories from the Author's Chair. Before they do, review the Rules for Listeners from the posted chart.
- Prompt, or reinforce, good “storytelling” voices, as necessary. Remind students that this is what makes their stories interesting and keeps their listeners’ attention.
- After each reading, ask a volunteer to tell what they liked most about the story. Make sure that students are specific about this; model if necessary.
- Now, have partners read their stories to each other; remind them again to use “storytelling” voices to hold their listeners’ attention. Remind them, also, to tell what they liked (or found interesting) about the story.
- Celebrate the work students have done, and explain that tomorrow they will make book covers to go with their stories. For now, collect their work, or have students file it.

DAY 3

YOU WILL NEED

Storybooks to show title and author on the cover. Select some that also have story summaries on the back cover (“blurbs” that tell what the story is about). Include at least one book that has capital and lowercase letters in the title and author’s name.

Motivate (Talk)

- Remind students that they made wonderful stories yesterday. Explain that today they will make covers for these stories, just like the covers on other storybooks.
- Use the storybooks you have selected to discuss features of storybook covers: title and author placement and book summaries. Use the discussion to include talk about uppercase and lowercase letters as well.

How to teach and model**Cover title placement (sample script)**

“Let’s look at some storybook covers to see what is on them so we can make our covers the same way. What do you see on these covers? What is this?”
Point to the title on one of the books. *“That’s right; it’s the title. We know about titles because we have been putting them on our stories. Where do the titles usually go? Let’s look at these different books and see. Is it usually at the bottom or the top? Is it usually to one side or in the middle? Yes. It seems that the titles are usually at the top and in the middle of the page. Let’s remember that for our covers.”*

Cover author name placement (sample script)

“What else is on the cover? This (point and read) is someone’s name. Whose name do you imagine that is? That’s right! The author’s! Is it usually on top or below the title? Let’s look and see. It seems that most of the time the author’s name is under the title—closer to the bottom of the page. Let’s remember that, too, for our covers.”

Cover story summary (sample script)

“Here’s a book that has something written on the back.” Read aloud the story summary. “It tells us what the book is about, doesn’t it? Why do you suppose that’s there? Try to imagine you were looking at different books in a bookstore or library, trying to decide which one to buy or borrow. How might this information help you? Right! It could help you know, without reading the book, whether you would like it or not.”

- ✎ Explain that for their own covers, students will write their titles and names on one piece of paper and a sentence or two telling what the book is about on the other.
- ✎ Model how to tell what the book is about.

How to teach and model

Summarizing the story (sample script)

“When we tell what the book is about on the cover, we want to let people know what will happen in the story without telling them everything. If they know everything, they won’t need to read it. You know what works well? Telling something about the character’s problem and a little bit about what happens! It is also a good idea to tell why you think they should read the book. Here’s how I did mine.”

“One day Java the puppy came into my room when I was not there. He chewed up a shoe. He did other bad things, too! You should read my story to find out what happens!”

- ✎ Ask several volunteers to share how they would tell what their books are about, using Story Talk.

YOU WILL NEED

Paper for making covers

Student’s stories from Day 2

Participate (Write)

- ✎ Have students take out a sheet of paper for the front of their covers. Tell them to write the titles of their stories on this; the titles are already on their stories, so they can just copy them. First, though, prompt them to think about where the titles should go (top, center of the page). Remind them, too, that the names in their titles should begin with capital letters. Model by writing your title, if necessary.
- ✎ Now, have students write their names as authors on this paper, thinking again about where to place the names and remembering to capitalize the first letters. Model by writing your name, if necessary.
- ✎ Have students take out a second piece of paper to use as their back covers. Explain that this is where they will write what their stories are about. Ask them to Think-Pair-Share what they want to write and then write it. If necessary, model by writing your own first.

- Circulate to help and encourage students. Have those who are struggling tell you what they want to write, and encourage them to write it as best they can. Remind students to use sound spelling or other strategies for writing, as appropriate.
- With the remaining time, allow students to illustrate their front cover papers.

YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- Praise all of the authors for doing such a great job, and select a few students to share their cover pages from the Author's Chair, after reminding everyone of the Rules for Listeners.
- After each reading, have a volunteer tell what he or she likes about the cover pages.
- Now, have all students share their covers with their partners. Celebrate everyone's good work, and explain that they are now ready to make their books.



Take Note

Find a time for students to publish their stories (directions are in Appendix D). They will glue the papers they made today onto the fronts and the backs of their covers. Have them share their completed books with their families and/or other classes.

Story Ideas

Characters

_____ (my name)

_____ (my other character)

Problem

_____ went into my room when
I was not there.

What happened?

1. _____

2. _____

3. _____

Ending

I came back and scared _____ away!

_____ and _____

One day I went for a walk. While I was gone, _____ went in my room without permission!

When I came back, I scared _____ away.

The Three Little Pigs, Kind of



Objectives

Day 1, students will:

- ✦ read and talk about story problems in *The Three Little Pigs*.
- ✦ plan characters, a character description, and events (what happens) for a story based, in theme, on *The Three Little Pigs*.
- ✦ complete planning forms (Story Ideas papers) for stories.

Day 2, students will:

- ✦ learn about the literary conventions “Once upon a time...” and “The End.”
- ✦ use planning forms (Story Ideas papers) and Story Talk to write stories.

Day 3, students will:

- ✦ review features of storybook covers: title and author location, and story summary.
- ✦ publish their stories with title, author, and story summary on the covers.

DAY 1

YOU WILL NEED

The Three Little Pigs—book

Motivate (Talk)

- ✦ Explain to your students that they are going to write another made-up story that will be similar in some ways to a well-known fairy tale. Ask if they know the story of *The Three Little Pigs*. Tell them you are going to read the story aloud and you want them to think about the characters—who is in the story—and their problems.
- ✦ Read the story; when you are finished, ask your students to name the characters (the wolf, the first pig, the second pig, and the third pig).
- ✦ Explain that this story, like many famous stories, has a “bad guy” character. Ask who the “bad guy” is in this story (the wolf).
- ✦ Now, ask if any of the characters in the story has a problem. You may need to go down the list, asking for each character, “Does (for example, the wolf) have a problem?”



Take Note →

Remember, as in the previous lesson, your goal is to get students to start thinking about the story problem, so accept all reasonable thoughts, rather than trying to force agreement on one main problem. Some students, for example, may say the wolf has a problem because he is

hungry. Others may point out that the first two pigs have problems with their homes not being strong enough. These are logical thoughts.

- ✎ Eventually steer the conversation around to talking about the central problem (go back through the story if necessary): that the pigs need a safe place to live where the wolf, the “bad guy,” can’t get to them. That wolf is a scary guy!
- ✎ Tell students that even though most kids don’t worry about wolves getting inside their homes and hurting them, it seems that some kids worry about “monsters” getting in their houses. Even though you don’t believe in monsters, you did for a while when you were little, and you are pretty sure some kids do, maybe especially at night, when it’s dark.
- ✎ Explain that the stories they will begin writing today will have the same problem the pigs had: how to keep a “bad guy” character out of the house. Their readers will be asking themselves, “Can they keep the bad guy out?” Their stories will be about a different bad guy, though! Instead of a wolf, they are going to write about a very scary monster; the scariest monster they can imagine!

YOU WILL NEED

“Story Ideas” paper

“Story Ideas”
transparency

Participate (Write)

- ✎ Explain that today your students will think and talk about their story ideas and write them down.
- ✎ Point out that all of their stories will have the same characters: themselves and a monster. Their monsters will be different, though, so they need to think about how to describe them.
- ✎ Ask each student to think of the scariest monster he or she can imagine. They should think about what that monster is like. Ask several volunteers to describe their monsters for the class prompting them, if necessary, for graphic descriptions. Model, if necessary. Make an extensive list of their key words (example: big, sharp teeth, horns) on the board.

How to prompt

Descriptive detail (sample script)

“How big is your monster? What does its face look like? What does it sound like? Why is it dangerous? How would it hurt someone, with its teeth, or hands, or tail? Do parts of your monster look like parts of scary animals you know? What parts and how? Describe how your monster looks in a way that would make us feel scared of him.”

- ✎ Explain that, in this story, they will do things to keep the monsters out of the house! That is “what happens” in the story. They will have to use their imaginations here. They might do things like block places where the monster could get in and invent ways to make their houses stronger or better protected.

- Ask the students to think of three things they would do to keep the monsters out of their houses. Have several volunteers tell their ideas, prompting them for graphic descriptions. If necessary, model with your thoughts, talking about your own house. Again, make a list of these ideas on the board.

How to prompt

Story events (sample script)

“What would you do first, second, and third? How would you keep the monster from coming through the doors and windows? Do you have a chimney? How could you keep him out of the chimney?”

- Explain that their stories will all have the same ending—an ending like in *The Three Little Pigs*. They will all succeed in keeping the monsters out forever and ever.

- Pass out the “Story Ideas” paper (found at the end of this activity). Show the paper as an overhead transparency, and follow this sequence to help students complete it, item by item:

1. Read and discuss the item (review the appropriate list on the board).
2. Ask students to Think-Pair-Share what they will write to fill in the blank.
3. Tell them to write down their ideas.

If necessary, model by completing each item on the transparency with them (see example), using your own story ideas.

- Circulate to help reluctant writers. Ask them to tell you their ideas, and then encourage them to write down the ideas. Remind them to use sound spelling.



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YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- Ask several students to share their Story Idea papers from the Author’s Chair. They may read their papers or tell about the ideas they have written. Remind students of the Rules for Listeners by referring to these on the posted chart.
- After each author reads, ask a volunteer to say what he or she thought was interesting about the ideas. Make sure the listeners tell something specific.
- Have all of the students share their ideas with partners now. Celebrate their work, and explain that they will use these ideas to write their stories tomorrow.

DAY 2

YOU WILL NEED

“Story Ideas” paper
from Day 1

“Story Paper”
transparency

Motivate (Talk)

- ✎ Have students take out their Story Ideas papers, and explain that today they will use these to write their stories. Explain, too, that you have special paper for them to use when they write.
- ✎ Show them the transparency of this paper. As they can see, part of the story has been written for them. They will have to fill in the other parts using the ideas they have already written down. Explain that you will show them how to do that now.
- ✎ Ask students to follow along as you read the title and the beginning of the story (or ask a volunteer to read this part). Ask if any of them have ever heard the words, “Once upon a time” in a story before. Talk about this convention.

How to teach and model

“Once upon a time” literary convention: (sample script)

“What do you think ‘once upon a time’ means?” Accept ideas without criticism. *“‘Once upon a time’ means that the story happened in the past—a long time ago—and that it is made up. Many stories that people made up long ago—fairy tales, folk tales, and other stories that are made up—begin with ‘once upon a time.’ In fact, so many stories start with ‘once upon a time’ that whenever you see or hear those words, you know that it’s the beginning of a story! You can use ‘once upon a time,’ too, when you’re writing a made-up story that happened in the past.”*

- ✎ Explain to your students that they will write part of the story on the lines following, “Once upon a time, there was a big, bad monster.” They will use the ideas they wrote on their “Story Ideas” papers yesterday. Ask if anyone can tell what he or she thinks goes here. (Point to the lines.) If no one knows, explain that they will write what their monsters look like. Ask for a volunteer to tell what his or her monster looks like, using Story Talk.
- ✎ Read the next sentence (“The monster wanted to come into my house!”). Point out that this is the problem in their stories. Mention that it is like the pigs’ problem, needing to keep the wolf out of their houses. This problem will make readers want to know, “Did the monster get in?”
- ✎ Ask what they think should go in the blank lines after that. Explain, if no one mentions it, that this is where they tell “what happened”—how they kept the monsters out of the houses. Ask for a volunteer to tell “what happened” in his or her story, using the “Story Ideas” paper and Story Talk. Model with your own story, if necessary.



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- Ask students to follow along as you read the last part of the story (or ask a volunteer to read this part). Talk about story ending and the literary convention, “The End.”

How to teach and model

Story ending (sample script)

“Remember that the problem in a story makes the reader wonder what will happen. By the end of the story, the reader learns how the problem was solved. When we write our stories, we need to make sure to tell the readers how our problem was solved. Did we get the monsters out of our houses?”

“After the problem has been solved, many stories tell what happened to the characters, such as ‘they lived happily ever after,’ or, like in our stories, ‘the monster never came back.’”

“The End” literary convention (sample script)

“Have you ever seen or heard ‘The End’ at the end of a story before? Authors sometimes like to put this at the end of their stories to make sure that readers know it is ‘the end.’ Usually, though, you do know when the story is finished because the problem has been solved.”

YOU WILL NEED

- Your completed story for modeling (optional)
- “Story Paper” papers

Participate (Write)

- Tell students that before they write their own stories, you want them to Think-Pair-Share with partners what they will write on their story papers in Story Talk. Remind them to look at their “Story Ideas” papers if they forget their ideas.



Take Note

You may want to model telling and writing your own story or parts of it. You can use this opportunity to model uppercase and lowercase letters, sound spelling, good sentences, and other concepts.

- When they are finished sharing, have students write their stories. Circulate to help reluctant writers. Encourage them, and ask them to talk about what they want to write and then to write it. Suggest that they use sound spelling and other writing strategies, as needed.
- As you circulate, identify examples of skills and concepts that you want to reinforce, especially good sentence structure and attempts at sound spelling. Also mention use of uppercase and lowercase letters.

YOU WILL NEED

- Rules for Listeners

Celebrate (Share)

- Review the Rules for Listeners from the posted chart, and then ask several students to read aloud their stories from the Author’s Chair.
- Prompt, or reinforce, good “storytelling” voices, as necessary. Remind students that this is what makes their stories interesting and keeps their listeners’ attention.

- After each reading, ask a volunteer to tell what they liked most about the story. Make sure that students are specific about this; model if necessary.
- Now, have partners read their stories to each other; remind them again to use “storytelling” voices to hold their listeners’ attention. Remind them, also, to tell what they liked (or found interesting) about the story.
- Celebrate the work students have done, and explain that tomorrow they will make book covers to go with their stories. For now, collect their work, or have students file it.

DAY 3

YOU WILL NEED

Stories from Day 3

Your story summary

Motivate (Talk)

- Ask students to take out the wonderful stories they made yesterday. Explain that today they will make covers for these stories, just as they did for the last stories they made.
- Prompt students to think about features of storybook covers. Use the discussion to include talk about capital and lowercase letters as well.

How to prompt

Cover title placement (sample script)

“Remember we looked at different storybook covers to see what was on them so we could make our covers the same way? What did we find on most front covers? That’s right, the title. Where does the title usually go? Right. It usually goes at the top and in the middle. Let’s put our titles on our covers, too.”

Cover author name placement (sample script)

“What else is on the cover? That’s right! The author’s name! And where do you usually find it? Right. Most of the time the author’s name is under the title—closer to the bottom of the page. Let’s remember that, too, for our covers.”

Cover story summaries (sample script)

“Who remembers what we found on the backs of some books? That’s right, a summary, or some sentences that tell what the book is about so readers can find out if they want to read it or not.”

- Explain that, as before, students will write their titles and names on one piece of paper, for a front cover, and a few sentences telling what the book is about on another piece of paper, for the back cover.
- Talk with students, as before, about how to tell what the story is about, without telling the whole story. Model how to do this.

How to teach and model

Summarizing the story (sample script)

“Remember, we want people to know what our books are about, but we don’t want to tell them everything or they won’t need to read it. I said that it works well to tell something about the character’s problem and a little bit about what happens, but not everything. It’s also good to say why you think they should read the book. Here’s how I did mine.”

“Once there was a big, bad monster. He wanted to get inside my house! I had to do lots of things to try to keep him out. You can read this story to find out what I did and if it worked.”

- ✎ Ask several volunteers to tell the class how they will write what their stories are about for the back covers.

YOU WILL NEED

Papers for making covers

Participate (Write)

- ✎ Have students take out a sheet of paper for the front of their covers. Tell them to write the titles of their stories on this paper; the titles are already on their stories, so they can just copy them. Remind them first, though, to think, about where the titles should go (top, center of the page). Remind them, too, that the names in their titles should begin with capital letters. Model by writing your title, if necessary.
- ✎ Now, have students, as authors, write their names on this paper, thinking again about where to place the names and remembering to capitalize the first letters. Model by writing your name, if necessary.
- ✎ Have students use the second piece of paper to write what their books are about. If necessary, model by writing what your story is about on chart paper or on the board. Use the opportunity to model sound spelling, good sentences, and other concepts.
- ✎ Ask students to Think-Pair-Share, using Story Talk, what they want to write on their back covers. Leave your summary in view as a reference. After all have shared, ask them to write.
- ✎ Circulate to help and encourage students. Have those who are struggling tell you what they want to write, and encourage them to write it as best they can. Remind students to use sound spelling or other strategies for writing as appropriate.
- ✎ With the remaining time, allow students to illustrate their front cover papers.

YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- ✎ Praise all of the authors for doing such a great job, and select a few students to share their cover pages from the Author’s Chair, after reminding everyone of the Rules for Listeners.

- After each reading, have a volunteer tell what he or she likes about the cover pages.
- Now, have all students share their covers with their partners. Celebrate everyone's good work, and explain that they are now ready to make their books.



Take Note

Find a time for students to publish their stories. (Directions are in Appendix D). They will glue the papers they made today onto the fronts and the backs of their covers. Have them share their completed books with their families and/or other classes.

Story Ideas

Characters

_____ (my name)

Problem

The monster wanted to come into my house!

What happened?

1. _____

2. _____

3. _____

Ending

The monster could not get in the house. He went away and never, ever came back!

The Big, Bad, Monster

Once upon a time, there was a big, bad
monster. _____

The monster wanted to come into my house!

The monster could not get in the house.

He went away and never, ever came back!

The End

Sleeping Beauty, Our Way



Objectives

Day 1, students will:

- ✦ read and talk about story problems in *Sleeping Beauty*.
- ✦ plan characters and events— “What happens”—for a story based, in theme, on *Sleeping Beauty*.
- ✦ complete planning forms (Story Ideas papers) for stories.

Day 2, students will:

- ✦ learn to use sequence words (for example, first, next, last, finally) to order story events.
- ✦ use planning forms (Story Ideas papers), sequence words, and Story Talk to write stories.

Day 3, students will:

- ✦ review features of storybook covers: title and author location, and story summary.
- ✦ publish their stories with title, author, and story summary on the covers.

DAY 1

YOU WILL NEED

Sleeping Beauty—
book

Motivate (Talk)

- ✦ Explain to the students that this is the last made-up story they will write. Like the others, it will be similar in some ways to a famous fairy tale, *Sleeping Beauty*.
- ✦ Ask if anyone knows the story, *Sleeping Beauty*. Tell them that you are going to read it aloud and that you want them to think about the characters and their problems. You may need to remind students that the characters are the people or animals in the story and their problems are the things that go wrong for the characters.
- ✦ Read the story. After you have finished, ask the students to name the characters in the story (Sleeping Beauty, the evil fairy, the good fairies, Prince Charming, etc. [this may depend upon which version of the story you use]).
- ✦ Ask if any of the characters has a problem. If the students are having difficulty with this, ask them about individual characters.



Take Note

As with the two previous lessons, the purpose of this line of questioning is to get the students thinking about story problems, so accept all reasonable answers. A student may tell you the evil fairy's problem was that she was not invited to the ceremony for the baby princess. Another student may talk about the problems the prince had in trying to reach Sleeping Beauty.

- Eventually guide the discussion to the central problem in the story—that when Sleeping Beauty is 16 years old she will fall into an enchanted sleep. If necessary, go back through the story with the students so they can discover the central problem.
- Explain to the students that, although real people do not fall into an enchanted sleep, sometimes it can be difficult to wake up in the morning. Someone might be so tired that sleeping for 100 years sounds like a good idea. However, people need to go to school or to work, so they have to get up, even when they may not want to.
- Tell students that the story they will begin writing today will have a problem similar to Sleeping Beauty's—a problem with waking up. Sleeping Beauty could not wake up for 100 years, and the prince had to help her wake up. Their stories will be about trying to wake up someone who doesn't want to get out of bed.

YOU WILL NEED

"Story Ideas" paper

"Story Ideas"
transparency**Participate (Write)**

- Tell the students that today they will think and talk about their story ideas and write them down.
- Ask students to think about whom they might want to help wake up. This will be the other character in their stories. He or she could be a person who lives in their house, a relative who lives somewhere else, or a good friend.

How to teach and model**Brainstorming characters (sample script)**

"If I got to choose someone to try to wake up, who would that person be? I could choose my mom or my dad. I think it could be fun to try to wake up my friend Carla or my cousin David. My sister, Susan, always has a hard time trying to wake up in the morning. I will write about trying to wake up my sister."

- Ask for volunteers to share their ideas about who this character in their stories could be. Write their ideas in a list on the board. Choose some simple words to demonstrate sound spelling as you write this list.
- Explain that in their stories each student will go into his or her character's room and try to wake up that character one morning. They will try one thing, but that won't work. They will try something else, but the person still won't wake up. They will try one more thing, and that will be what wakes up their character. These three things are what happens, or the events, in the story.

How to teach and model

Brainstorming events (sample script)

“My sister Susan really doesn’t like to get up in the mornings. In my story, I will tickle her feet first, but she still won’t get up. So, the next thing I will do is pull off her covers. That won’t work either. I will try one more thing to wake her up. I will splash her face with cold water. That last idea will work. She finally will wake up!”

- ✦ Ask volunteers to share ideas and list some of these on the board. Again, select some words with which to demonstrate sound spelling.
 - ✦ Tell students that their stories will end when their character finally wakes up.
 - ✦ Pass out the Story Ideas paper. Show the paper as an overhead transparency, and follow the sequence below to help students complete it, item by item:
 1. Read and discuss the item (review the appropriate list).
 2. Ask students to Think-Pair-Share what they will write to fill the blank.
 3. Tell them to write down their ideas.
 - ✦ Circulate to help reluctant writers. Ask them to tell you their ideas, and then encourage them to write down the ideas. Remind them to use sound spelling.

The image shows a worksheet titled "Story Ideas" with the following sections:

- Characters:** Two lines for names, one labeled "(my name)" and the other "(my other character)".
- Problem:** A line followed by "could not get out of bed in the morning."
- What happened?:** A line followed by a numbered list (1., 2., 3.) with horizontal lines for writing.
- Ending:** A line followed by "finally, _____ woke up!"

At the bottom left, it says "p. 165" and "© 2005 Core Knowledge Foundation". At the bottom right, it says "Unit 5—Our Fairy Tales (Sleeping Beauty, Our Way) (Intermediate Series)" and "165".

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YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- ✦ Ask several students to share their Story Ideas papers from the Author’s Chair. They may read their papers or tell about the ideas they have written. Make sure that you include students who are using a variety of emergent strategies.
- ✦ Remind students of the Rules for Listeners by referring to these on the posted chart.
- ✦ After each author reads, ask a volunteer to say what he or she thought was interesting about the ideas. Make sure that the listeners tell something specific.
- ✦ Have all of the students share their ideas with partners now. Celebrate their work, and explain that they will use these ideas to write their stories tomorrow. For now, collect their papers, or have students file them.

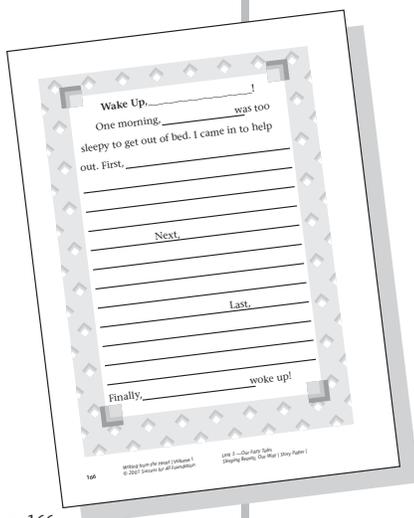
DAY 2

YOU WILL NEED

Story Ideas papers
from Day 1Story Paper
transparency

Motivate (Talk)

- ✦ Have students take out their Story Ideas papers, and explain that today they will use these ideas to write their stories.
- ✦ Show them the Story Paper transparency (found at the end of this activity) on which they will write their stories. As they can see, part of the story has been written on this paper for them. They will have to fill in the other parts using the ideas they have already written down. Explain that you will show them how to do that now.
- ✦ Point to the title (“Wake Up, _____!”). Tell students that in this blank they should write the name of the person they are trying to wake up. Have the students go back to their Story Ideas paper to find the name of this person. Have them circle this name so they can easily find it when it comes time to write it on their Story Papers. Model how to fill in the blank with your own story ideas.
- ✦ Read the first two sentences aloud to the students. Point out that a word in the first sentence is missing. Ask students what they think should go in this blank (the name of the person they are trying to wake up). Have several volunteers reread this sentence with the name of their character in the blank. Model filling in this blank on the transparency.
- ✦ Tell students that on the next part of the paper, they will write their ideas from the “What Happened” part of their Story Idea paper. Explain that they will use Story Talk to tell about the first thing they tried, which didn’t work, and then about the next thing they tried, which also didn’t work, and then about the last thing they tried, which finally woke up their character! Point out to students the sequence words on the Story Paper. Tell them that these will help them to put the events of their stories in order.



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How to teach and model**Developing ideas with Story Talk (sequencing) (sample script)**

“Remember you had to do three things to wake up your person. The first (point to the word ‘first’ on the story paper) idea you wrote on your Story Ideas paper didn’t work, so you had to go to the next (point to this word) idea on your Story Ideas paper. That still didn’t work, so you had to try the last (point to this word) idea on your paper. That idea worked, and finally your character woke up! When you share your ideas with your partner, talk about those three things, in order, that you had to do to wake up your person. Try to use those words ‘first,’ ‘next,’ and ‘last’ when you say your ideas in sentences.”

YOU WILL NEED

“Story Paper” paper

- Read the last sentence of the story aloud (“Finally _____ woke up!”). Point out that the second word in that sentence is missing. Ask students what they think should go in this blank (the name of the person who finally woke up). Have several volunteers reread this sentence with the name of their character in the blank. Model filling in this blank on the transparency.

Participate (Write)

- Have students use Story Talk with their partners to tell their stories the way they will write them. When they are finished, pass out the story papers. Explain that you are going to tell them how to fill these out, part by part.
- First, have the students fill in the blanks in the title and the first sentence. Show where you filled in those blanks on the transparency, reminding them that on their Story Ideas paper they circled the name they need to put in the blank. As they are filling in the blanks, circulate to guide students who are experiencing difficulty.
- Next, tell students that they are ready to write what happened in their stories.



Take Note

The sequence words on the story paper do not all appear at the beginning of the line. This is to make the story look like a story they would see in a book, instead of looking like a list. Model by writing your own story to show how to begin sentences after the sequence words.

How to teach and model

Developing ideas from Story Talk (sequencing) (sample script)

“I want to start off this part of my story by saying, ‘I tickled her feet, but that didn’t work.’ Since that was the first thing I tried, I will write that after the word ‘first’ on my Story Paper.” Point to the word ‘first’ on the Story Paper, and then write out your sentence, saying it softly as you write it. *“Now my sentence says, ‘First, I tickled her feet, but that didn’t work.’ The second thing I did was to pull off her covers, but she still didn’t wake up. Since that was the next thing I tried, I’ll write that after the word ‘next’ on my Story Paper.”* Point to the word “next” on the Story Paper, and then write out your sentence, saying it softly as you write it. *“Now my sentence says, ‘Next I pulled off her covers, but she still didn’t wake up.”* Continue to model this with the third idea for your story.

- Have students write this part (the events). Circulate to help reluctant writers. Encourage them and ask them to talk about what they want to write and then write it (suggest writing strategies as needed).
- As you circulate, look for examples of writing behaviors you wish to reinforce, including sound spelling, end punctuation, and writing ideas in sentences. After students have had a chance to finish their work, share examples aloud.
- Finally, tell students that they need to fill in the blank in the last sentence of their stories. Remind them that the name of the person who finally woke up should go in that space. Refer them to the example on the transparency.

YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- ✦ Review the Rules for Listeners from the posted chart, and then ask several students to read aloud their stories from the Author’s Chair.
- ✦ Prompt, or reinforce, good “storytelling” voices as necessary. Remind students that this is what makes their stories interesting and keeps their listeners’ attention.
- ✦ After each reading, ask a volunteer to tell what they liked most about the story. Make sure that students are specific about this; model if necessary.
- ✦ Now, have partners read their stories to each other; remind them again to use “storytelling” voices to hold their listeners’ attention. Remind them, also, to tell what they liked (or found interesting) about the story.
- ✦ Celebrate the work students have done, and explain that tomorrow they will make book covers to go with their stories. For now, collect their stories, or have students file them.

DAY 3**Motivate (Talk)**

- ✦ Tell students that they wrote wonderful stories yesterday. Explain that today they will make covers for these stories, just as they made for the last two stories they wrote.
- ✦ Remind students about the features of storybook covers. During this discussion, talk about when to use uppercase letters and end punctuation.

How to prompt**Cover title placement (sample script)**

“Who can tell me where the title should go on our storybook covers? Good. You remembered that the title is at the top, in the middle. Let’s make sure that we put the title in the right place when we make our covers.”

Cover author name placement (sample script)

“Is there anything else that should be on the front cover? You’re right. The author’s name needs to be on the front cover. Can anyone tell me where we should put the author’s name? Good. You know that the author’s name is under the title, but closer to the bottom of the page. When we make our covers, let’s remember where to put the author’s name.”

Cover story summary (sample script)

“When I look at the back cover of a book, what is something I might find there? Right. I could see a summary. Would I see sentences or pictures in a summary? That’s very good. You remembered that I would see sentences in

a summary. Keep in mind that the sentences in a summary tell what the story is about so readers can find out if they want to read it or not. Let's remember that when we write summaries for our stories."

- ✎ Explain that, just as they did for their earlier stories, they will need two pieces of paper for their covers—one for the front cover and one for the back cover. They will write their titles and names on one piece of paper (for the front cover) and a few sentences telling what the story is about on the other paper (for the back cover).

YOU WILL NEED

Paper for making covers

Participate (Write)

- ✎ Have students take out a sheet of paper for the front of their covers. Tell them to write the titles of their stories on the cover. Their titles are already on their stories, so they can just copy them. Remind them first, though, to think about where the titles should go (top, center of the page). Remind them, too, that the names in their titles should begin with capital letters. Model by writing your title, if necessary.
- ✎ Now, have the students write their names (first and last, if possible) as authors on this paper, thinking again about where to place the names and remembering to capitalize the first letters. Model by writing your name, if necessary.
- ✎ Have students use the second piece of paper to write what their books are about. Model this on chart paper or on the board. Select several words for demonstrating sound spelling.

How to teach and model

Summarizing the story (sample script)

"Remember that we want people to know what our books are about, when they read our summaries, but we don't want to tell the whole story. If we do that, then they don't need to read the book. We said before that it works well to tell something about the character's problem and a little bit about what happens, but not everything. It is also a good idea to say why you think they should read the book. Here's how I did mine."

"One morning my sister Susan did not want to wake up and get out of bed. I had to try to get her up. You should read my story to find out about the crazy things I had to do to wake up my sister."

- ✎ Ask students to Think-Pair-Share, using Story Talk, what they want to write on their back covers. Leave your summary in view as a reference. After all have shared, ask them to write.
- ✎ Circulate to help and encourage students. Have those who are struggling tell you what they want to write, and encourage them to write it as best they can. Remind students to use sound spelling or other strategies for writing as appropriate.
- ✎ With the remaining time, allow students to illustrate their front cover papers.

YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- Praise all of the authors for doing such a great job, and select a few students to share their cover pages from the Author’s Chair, after reminding everyone of the Rules for Listeners.
- After each reading, have a volunteer tell what he or she likes about the cover pages.
- Now, have all students share their covers with their partners. Celebrate everyone’s good work, and explain that they are now ready to make their books.



Take Note

Find a time for students to publish their stories. (Directions are in Appendix D). They will glue the papers they made today onto the fronts and the backs of their covers. Have them share their completed books with their families and/or other classes.

Story Ideas

Characters

_____ (my name)

_____ (my other character)

Problem

_____ could not get out of bed
in the morning.

What happened?

1. _____

2. _____

3. _____

Ending

Finally, _____ woke up!

Wake Up, _____!

One morning, _____ was too
sleepy to get out of bed. I came in to help
out. First, _____

Next,

Last,

Finally, _____ woke up!



What to Expect, How to Respond

After Unit 5— Should You Continue?

What to Expect

Unit 5 introduced students to made-up stories, based on fairy tales. The unit was designed to help them understand basic story structure—characters and events that resolve a problem. Students should be able to think about events in a story, complete planning forms, and write stories based on these fairy tales. Use the checklist of goals in Appendix C to assess progress. If you find that the class has progressed as expected according to this list, celebrate with them, and continue to Unit 6.

If students need more practice, you may want to create additional activities like those in Unit 5 to support the goals of this unit. The information below will help you.

How to Respond

If you want to develop more activities similar to those in Unit 5, use the following guidelines:

- Read aloud simple, short stories that illustrate story structure in ways that students can understand. Discuss these, asking questions especially about the characters (who is in the story), the problem(s) they have, and what happens (events). From there, either guide students to write versions of familiar stories and illustrate these, or, if possible, have them develop their own made-up stories. Help them plan who the characters are and their problems. Use lots of talk to develop story ideas before students write.
- Within the context of these activities, increasingly model and prompt students to use more complete and varied sentences. Also, remember to teach and model related skills, such as punctuation and capitalization.

Carry out the activities with the routines for instruction used in all grade-one activities. On Day 1, introduce the topic, talk about it, and help students brainstorm story ideas. Guide them in how to write these down on a planning form. On Day 2, have students tell their stories before and as they write them. On Day 3, have students illustrate their stories with pictures and labels. Remember to include the essential parts of instruction each day: Motivate (Talk), Participate (Write), and Celebrate (Share).

Unit 6

All-About Stories

Writing Activities

- ✦ Baseball, Ballet, or the Backyard—Writing All-About Stories
- ✦ Kangaroos, Kites, or Kickballs—Writing All-About Stories
- ✦ Music, Museums, or Meatballs—Writing All-About Stories

Overview

All-About Stories are not new to students. They wrote “all about” themselves in Units 3 and 4. The stories in this unit, however, are removed from this earlier, more personal writing. Students learn from models of “All-About” stories that this type of writing—the earliest “nonfiction” writing that students do—is not made up and that it gives information about a topic.

Students generate and select topics according to the following criteria—what they know a lot about (can tell at least four things about) and what they would like to write about. As they write three “All-About” stories using these criteria, they learn more and more about the writing process. They learn, also, that they have been using a writing process all along.

Baseball, Ballet, or the Backyard— Writing All-About Stories



Objectives

Day 1, students will:

- ✦ learn about the writing process and, in particular, planning topics.
- ✦ learn what “all-about” stories are and brainstorm and write lists of topics for these stories.

Day 2, students will:

- ✦ learn how authors select and plan topics.
- ✦ select topics for their “All-About” stories.
- ✦ plan their stories using a graphic organizer (Octopus Planner).

Day 3, students will:

- ✦ learn what a draft is and why authors may write more than one draft (to make changes).
- ✦ write their “All-About” stories using Story Talk and their Octopus Planners.
- ✦ reread their drafts to see if they want to fix or change anything.

DAY 1

YOU WILL NEED

Several “All-About” books —See Appendix B

Motivate (Talk)

- ✦ Explain to your students that they are going to write “All-About” books to share with their families and friends. They will write three stories for their books, and they will start the first story today.
- ✦ Point out that they know something about “All-About” books because they already wrote one about themselves. Mention, too, that “All-About” books are different from “Once-Upon-a-Time” stories, like *Goldilocks and the Three Bears*, or *The Three Little Pigs*. “All-About” stories don’t have made-up characters or problems like these stories do.
- ✦ Explain to your students that as they work on these stories, you want to talk about what good writers do and some of the words they use to talk about writing. Explain that they are becoming such good writers that they should know more about these things. Point out that they already do many of them.

How to teach and model**The writing process (sample script)**

“Good writers—people who write a lot and do it well—have a special way of writing and talking about their writing. One thing they all know is that there are lots of things to think about when you write. You have to think about your ideas, how to say these in sentences, how to spell the words, and things like putting periods at the end of sentences and capitalizing letters in the title and in other places. Whew! That’s a lot! Good writers know that they can’t think about and do all these things at the same time. It’s too much!”

“So, to solve this problem, writers have a way of writing that lets them do these things one at a time. They plan their ideas first and maybe write them down. Then they write their ideas out in sentences. After that, they check and fix their ideas to make sure the writing says what they want it to; then they go back and fix things like spelling, uppercase letters, and periods. They call this special way of working a process—the writing process.”

“When writers use a process and do one thing at a time, they find it’s easier to pay attention to each thing they need to think about—their ideas, how to write them in sentences, how to spell their words, and how to add things like periods and capital letters. They know that they do a better job when they write this way. It takes longer than writing something only once, but it’s easier, and you end up with good writing!”

“We’re going to talk more about the writing process as we work on our ‘All-About’ stories. You’ll see that you already use parts of the process! That’s why you’re becoming such good writers!”

- Further define “All-About” stories for students through discussion. If possible, introduce the topic by reading aloud one or two “All-About” books. Model with a few “All-About” topics about which you might write.



Take Note

If you read “All-About” stories aloud, ask students what each story was about and what each tells about that topic.

How to teach and model**“All-About” stories (sample script)**

“An ‘All-About’ story tells you things about a topic to help you know more about it. It tells you things that are true, not made up. An ‘All-About’ story usually doesn’t have made-up characters or problems like a ‘once-upon-a-time’ story.”

“All-About” topics (sample script)

“If I were to write “All-About” stories, I would think about things I know a lot about. Let’s see...I might write about puppies. I’ve learned a lot about that subject! I could tell someone how to take care of them, how to train them—teach them to do things, and how puppies act—what to expect. I could also write about my house or my grandmother’s house in Minnesota where we go in the summer. I could also write about people I know, like my dad, my husband, or my sons.”

YOU WILL NEED

- Chart paper (optional)
- “I Can Write All-About” paper
- “I Can Write All-About” transparency

- ✎ Have several students volunteer topics they could write “All About”; prompt them to say what their topics are—what they could write “All About,” and then several things they know about that topic—what they can say about the topic.

Participate (Write)

- ✎ Explain that today you want them to make lists of “All-About” topics. Explain that this is something many writers do; they plan lists of topics, or ideas, for their writing.

How to teach and model

Planning topics (the writing process) (sample script)

“One thing we’re going to do to write our ‘All-About’ stories is to list as many topics, or things, we could write about as possible. This is one of the things that many good writers do; they spend some time making lists of things they can write about!”

“Do you know why they do this? Well, it’s because sometimes when they’re ready to write, they can’t think of something to write about. If they have their lists, then they can use them to find ideas.”

“When writers list their topics—the ideas they want to write about—they think about what is interesting to them and what they know a lot about! Good writers know that they write best if they write about these things.”

- ✎ Write these titles across the board, or on separate pieces of chart paper taped side-by-side, and talk about them to help students understand different things they may know “All About”:

Animals People Places Things

How to teach and model

Types of “All-About” topics (sample script)

“You might be interested in, and know a lot about, these kinds of things—animals, people, places, and things. For example, you might know a lot about an animal that is a special pet, or a farm or zoo animal. People and places you know a lot about could be friends, family members, and places you visit or where you live. A place could even be our school or the playground. A ‘thing’ you might know all about could be a special toy, a collection of some kind, a sport, a special type of doll.”

- ✎ Prompt students to think about what they know “all about” under these titles, discussing each title in turn. Model with an idea or two of your own, and ask several volunteers to give their own ideas. Write the ideas on the board, and model sound spelling with some of the words. The lists you make at this point might look something like those following the sample script.

How to prompt

Deciding what you know “all about” (sample script)

“Let’s think about animals. I’ve told you I think I’ve learned a lot about puppies since we have one, so I know “all about” that. What about you? Is there a special kind of animal that you know a lot about? What is it? What do you know about that animal? Try to tell me three things you know about it.

Animals	People	Places	Things
Puppies	My dad	Playground	Toy cars
Cats	My friend John	Beach	Action figures
Fish	My cousin Sue	My house	Suzie dolls

- Ask students to Think-Pair-Share with their partners as many things that they know “all about” as they can. Remind them to use the headings on the board—Animals, People, Places, and Things—to help them think of ideas. They might have many ideas under one kind of topic and not many under another.

- Ask, again, for some volunteers to share their ideas, and extend the lists on the board with these ideas. When students tell you something they know “all about,” ask them, “And what can you tell me about it?” to confirm. Generate relatively long lists. Remember to model sound spelling with several words.
- Explain that now you want students to make their own lists of “All-About” topics. Show them a transparency of the “I Can Write All About” paper, and explain how to use it. Model completing it with your own ideas, if necessary.
- Give each student an “I Can Write All About” paper, and have the students begin writing down their topics. Remind them that some of their ideas may be on the board. Explain how important it is to write as many ideas as possible. Remind them to use sound spelling to help them write.



Take Note

Emphasize quantity. Encourage students to generate as many ideas as possible. They will use these lists for two more “All-About” stories after this one, so they should have an abundant number of topics from which to make selections. Plus, they will need to select topics that are especially interesting from those they have listed.

- Circulate to help reluctant writers. Ask them to tell you their ideas, and then encourage them to write down the ideas. Remind them again to use sound spelling.

Celebrate (Share)

- ✦ Ask several students to share their “I Can Write All About” papers from the Author’s Chair. Before authors share, remind all students of the Rules for Listeners, by referring to the posted chart.
- ✦ After each author reads, ask a volunteer to say what he or she thought were some of the most interesting ideas the author mentioned—topics they would like to know more about.
- ✦ Have all of the students share their lists of ideas with partners now. Celebrate their work, and explain that they will use these ideas to write their “All-About” stories tomorrow. For now, collect their papers, or have students file them.

DAY 2

YOU WILL NEED

“I Can Write All About” lists from Day 1

Motivate (Talk)

- ✦ Ask students to take out their “I Can Write All About” lists. Tell them that today they will select one of these topics for their first “All-About” stories.
- ✦ Explain that the topic should be interesting to them—not boring. If they are interested in the topic, they will want to write about it. They need to make sure, too, that they can actually tell a number of things about the topic—at least four. Model how to use these criteria (interest and knowing a lot) to select your own topic.

How to teach and model

Selecting a topic (sample script)

“Yesterday, I told you that good writers make lists of topics—things they can write about so they always have ideas. The topics they list are what interest them and what they know a lot about. Good writers know it’s very hard to write about something that they find boring or that they don’t know much about. For example, I wouldn’t want to write about spiders. I don’t know much about them, and I don’t like them very much, so it would be boring to me. Someone else, though, might find spiders very interesting and might know a lot about them. Spiders would be a good topic for that person! I could write about my friend Gail, for example, because I like her a lot, and I know a lot about her! I could write about the beach, too, because we go there for vacations every year, and I love the beach. I think I’ll write about Gail in my story.”

- ✦ Ask students to look through their lists, select a topic that interests them and that they know a lot about, and circle it. Ask one or two volunteers to tell what they have selected and what they know about their topics. Prompt them to tell a number of different things—at least four.

YOU WILL NEED

Octopus Planners

Octopus Planner
transparency for
modeling

- Have students Think-Pair-Share with partners which topics they have selected to write about; they should make sure they can tell at least four things about their topics.

Participate (Write)

- Tell students that they are also going to learn more about how good writers plan their ideas before they write. As they do, they are going to learn how to use a kind of picture to help plan their “All-About” stories.

How to teach and model

Planning (the writing process) (sample script)

“Once good writers select a topic to write about, they spend some time thinking about what they know about that topic and maybe finding out more about it. When they have lots of ideas, they put these on paper so they won’t forget them. They write the ideas with just a few words, just enough words to help them remember the ideas. They don’t use Story Talk, like we do when we want things to sound like they come from a book.”

“Good writers are planning when they do this—planning the ideas they want to write later using Story Talk. The plans are just for themselves, so they don’t have to be in complete sentences or even all that neat.”

“You have made plans before. Remember when you planned your ideas for the monster story? You described the monster and told what happened on the Story Ideas paper before you wrote your story. You used the Story Ideas paper just for yourself—like a tool to help you write the story, just like any good writer would.”

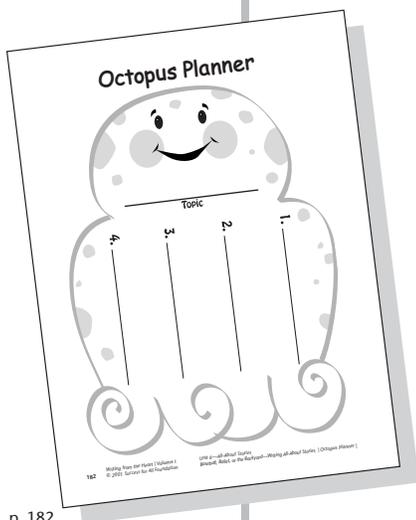
- Show the blank Octopus Planner on an overhead transparency. Tell how it is used to plan—to write down a topic (“All-About” idea) and what you know about it. (Check to be sure your students know what an octopus is. Clarify if they don’t.) Model completing a planner, beginning with the topic.

How to teach and model

Planning with an Octopus Planner (sample script)

“You know what an octopus is, don’t you? Who can tell me? That’s right. It’s an animal that lives in the sea. It has a little body and lots of long legs. We call this an Octopus Planner because this top part (point) looks a little like the octopus’s body, and these long lines (point) remind us of the legs.”

“We’re going to use this picture—an Octopus Planner—to put down our ideas for ‘All-About’ stories. Like other good writers, we’re planning, just as we did with our Story Ideas papers.”



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“On the Octopus Planner, we’ll write down our ‘All-About’ topics on the body of the octopus. I’ve decided to write all about my friend Gail, so I’ll write that on this top part.” Write your topic as the example at the end of the lesson shows.

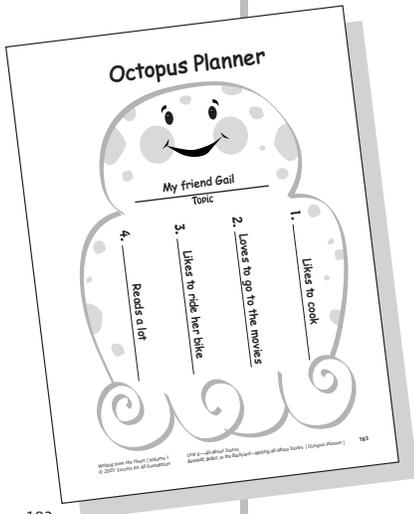
- ✦ Pass out an Octopus Planner to each student. Ask the class to write their topics on the “body” part of the picture, as you have demonstrated.
- ✦ Now, explain and model how to use the planner to write down what you know about your topic on the “legs” of the Octopus Planner. Use several words to model sound spelling.

How to teach and model

Planning with an Octopus Planner (continued) (sample script)

“Now that we have the topics written down, we’ll turn our Octopus Planner sideways to write down our ideas. (Turn the transparency.) We have four lines, or octopus legs, on our picture, so we’ll put down four ideas. If you want to add more, you can just make more lines, or legs. I’ll tell you what I know about Gail and show you how I’ll write down those ideas on the legs. Proceed to talk about four ideas, and write these as phrases, not complete sentences.

- ✦ Ask students to Think-Pair-Share with partners what they know about their topics and to write down these ideas on the “legs” of the octopus. Remind them to turn their papers sideways when they write on the legs.
- ✦ Circulate to help reluctant writers. Ask them to tell you their ideas, and then encourage them to write down the ideas. Remind them again to use sound spelling. Demonstrate if necessary.



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Celebrate (Share)

- ✦ Ask several students to share their Octopus Planners from the Author’s Chair. They should tell, and show, what they wrote for topics and ideas about their topics. Before authors begin, remind students of the Rules for Listeners, by referring to the posted chart.
- ✦ After each author reads, ask a volunteer to say what he or she thought was interesting about the ideas. Make sure the listeners tell something specific.
- ✦ Have all of the students share their planners with partners now. Celebrate their work, and explain that they will use these ideas to write their stories tomorrow. For now, collect their work, or have students file it.

DAY 3

YOU WILL NEED

Octopus Planners
from Day 2

Motivate (Talk)

- Tell students that today they will use their Octopus Planners to write their “All-About” stories. As usual, they will practice telling what they plan to write using Story Talk.
- Explain that today you also want to tell them more about what good writers do and introduce more of the words they use to talk about their work. You want to talk especially about what writers call “drafting.”

How to teach and model

Drafting (the writing process): (sample script)

“We’re ready to write our stories now, using ideas from our Octopus Planners and Story Talk. Good writers call this writing a ‘draft.’ A draft is a story that a writer writes and then reads again or talks about with someone to decide if it is OK. The writer may decide to change or fix something—an idea, a word, an uppercase letter, or something else that is not quite right. After these changes are made, the story is finished and ready to share. Sometimes writers write a story several times, making more than one draft, to change different things.”

“When good writers write a draft the first time, they use their plans. This is such a help! The writers already know what they want to write—their ideas are in their plans—so now they can decide how best to write them, using Story Talk.”

- Tell students that they are ready to write drafts for their “All-About” stories. Before they do, you want them to use their Octopus Planners to practice with partners putting their ideas in Story Talk. Model this so you can talk about using pronouns to avoid repetition (you won’t necessarily use this term, though).

How to teach and model

Developing the topic with Story Talk (avoiding repetition) (sample script)

“This is how I would use Story Talk to tell my ‘All-About’ story”:

“My Friend Gail” That would be my title. Gail likes to cook. Gail loves to go to the movies. Gail likes to ride her bike. Gail reads a lot.

“You know, something about that doesn’t sound right, does it? It sounds kind of funny to keep saying ‘Gail’ over and over. Do you have any ideas about how else I could say my ideas in Story Talk without repeating Gail’s name all the time?” Accept reasonable responses, explaining the following, if necessary.

“This is another way I could tell my ideas”:

Gail loves to go to the movies. She likes to ride her bike.

“That’s more like how we really talk, isn’t it? When we talk about someone, we use ‘she’ or ‘he’ sometimes. If we are talking about a thing, we might say ‘it.’ We have to use the name first, though, so people know who or what we’re talking about. That’s why I put Gail’s name in the first sentence.”

- Ask one or two volunteers to share their stories in Story Talk. Once the class seems to understand the task, have all students share their stories with partners.

YOU WILL NEED

Octopus Planners
from Day 2

Chart paper (optional)

Participate (Write)

- Explain that students are ready to write their stories now, just as they told them to their partners using Story Talk. Their topics will be their titles, as you showed with your story.
- Model by writing part or all of your story, if necessary, demonstrating skills your students may need, including appropriate use of uppercase and lowercase letters, sound spelling, and so forth.
- Have students begin to write their stories. Remind them to think how they told their ideas in Story Talk and to use “he,” “she,” or “it” sometimes instead of the name in every sentence. Also, remind them to use sound spelling.
- Circulate to help reluctant writers. Encourage them, and ask them to talk about what they want to write and then write it.
- As you circulate, identify examples of skills and concepts that you want to reinforce, especially good sentence construction, attempts at sound spelling, and the use of pronouns (he, she, or it). When students are finished, mention these examples, as well as examples of works that include uppercase and lowercase letters and periods.
- Tell students to now reread their drafts—their stories—softly to themselves to see if they want to change anything about their stories. Review two or three simple things they might consider: capital letters, adding a word, such as “he, she, or it.” Model by reading your own story and making a change.

How to teach and model

Changing a draft (sample script)

*“I’ll read over my draft to see if I want to make any changes (read softly).
‘My Friend Gail (pause) Gail likes to cook. Gail loves to go to the movies.
She likes to ride her bike. Gail reads a lot.’”*

“I think I would like to change ‘Gail loves to go to the movies’ to ‘She loves to go to the movies.’ I think that would sound better.” Cross out “Gail” and write “she” above it. “There! I’m finished!”



Take Note

You are introducing the idea of making changes, or fixing the writing, to reinforce the meaning of “draft”—an unfinished piece of writing. In other words, at this point, you are focusing on the concept that drafts need to be reviewed and possibly changed, rather than the actual skills of revision or editing.

YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- Review the Rules for Listeners from the posted chart, and then ask several students to read their stories aloud from the Author’s Chair.
- Prompt, or reinforce, good “storytelling” voices, as necessary. Remind students that this is what makes their stories interesting and keeps their listeners’ attention.
- After each reading, ask a volunteer to tell what he or she found most interesting about the story. Make sure that students are specific about this; model if necessary.
- Now, have partners read their stories to each other; remind them again to use “storytelling” voices to hold their listeners’ attention. Remind them, also, to tell what they liked (or found interesting) about the story.
- Celebrate the work students have done, and explain that you are going to post these stories on the board for all to enjoy. After they write two more “All-About” stories, they will put these together to make their “All-About” books.

I Can Write All About



Animals



Places



Things

A list of my ideas

1.

2.

3.

4.

5.

6.

7.

8.

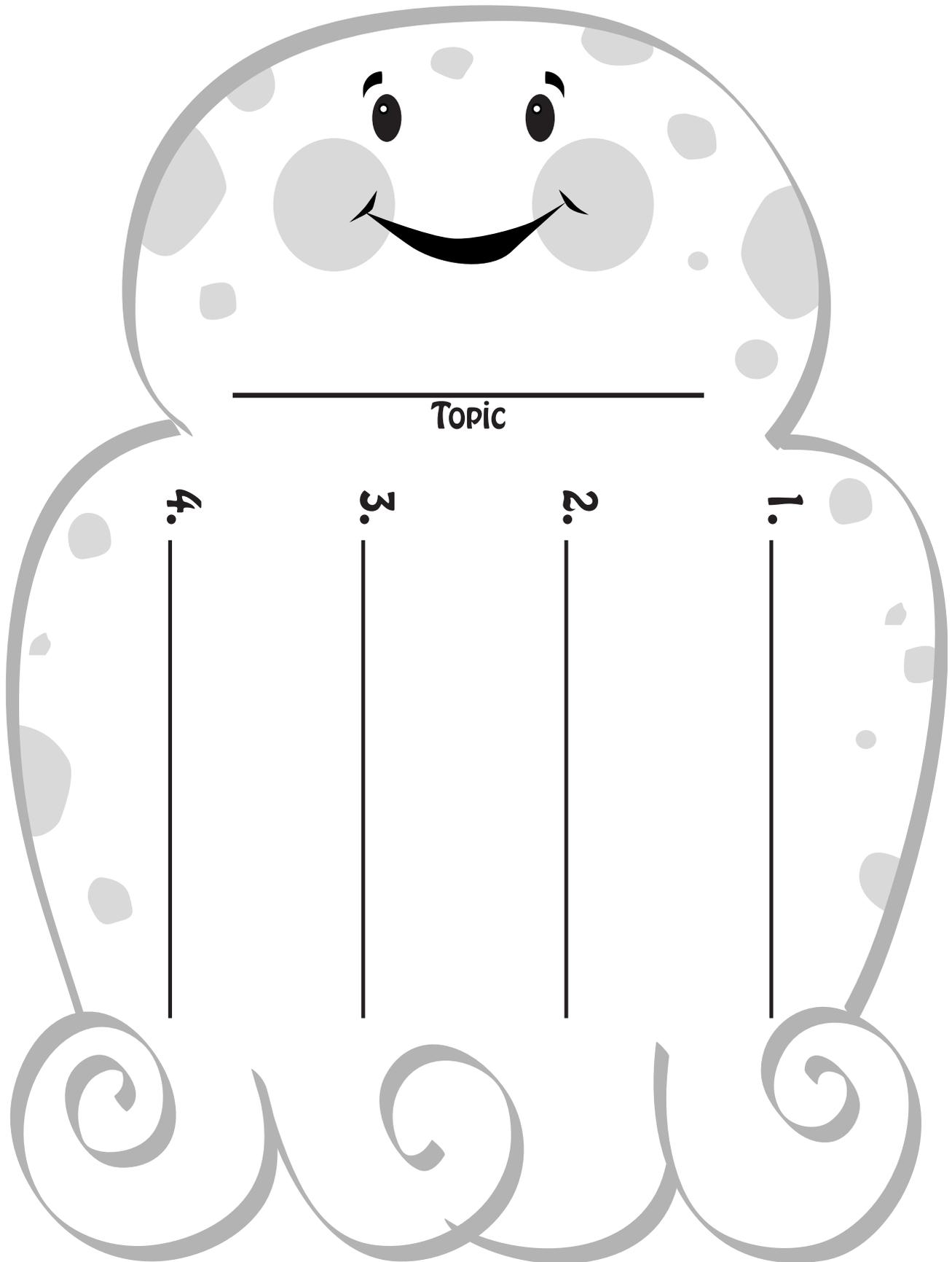
9.

10.

11.

12.

Octopus Planner



Topic

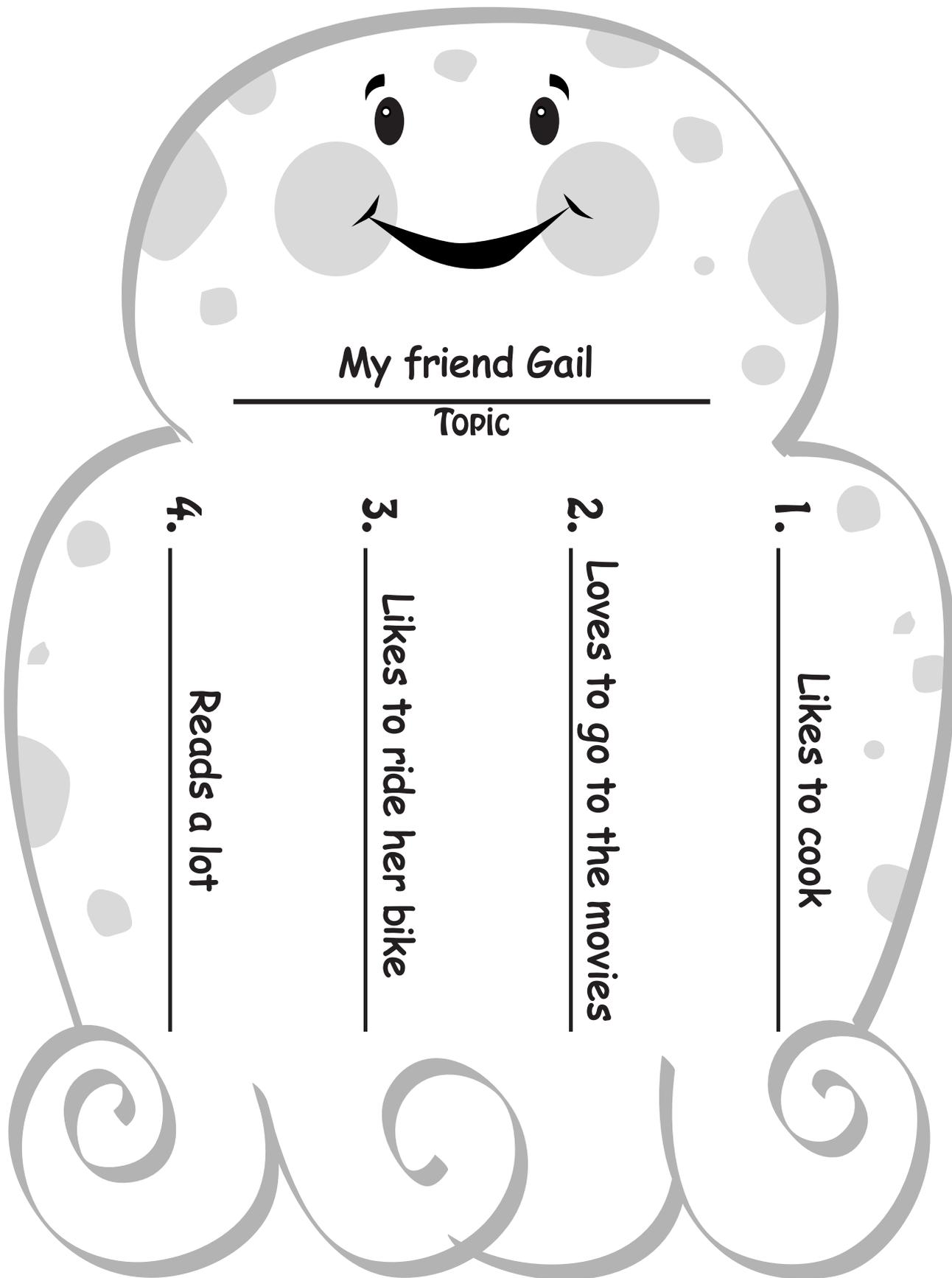
4.

3.

2.

1.

Octopus Planner



My friend Gail

Topic

1. Likes to cook

2. Loves to go to the movies

3. Likes to ride her bike

4. Reads a lot

Kangaroos, Kites, or Kickball— Writing All-About Stories



Objectives

Day 1, students will:

- ✎ review the writing process.
- ✎ select a topic for a second “All-About” story from their lists of topics.
- ✎ plan their stories using a graphic organizer (Octopus Planner).

Day 2, students will:

- ✎ review what drafting means.
- ✎ write a draft of their “All-About” stories.

Day 3, students will:

- ✎ learn what editing means (changing a draft).
- ✎ reread their drafts and edit them using a simple checklist.

DAY 1

YOU WILL NEED

“I Can Write All-About” papers from previous activity

“I Can Write All-About” transparency with your own topics

Motivate (Talk)

- ✎ Explain to your students that they are going to write their second “All-About” stories starting today. Point out that they have completed one of these stories. When they have finished three, they’ll put them together and make “All-About” books to share with friends and family members.
- ✎ Remind students that they are working on their stories the same way that all good writers work on stories—with a process. Prompt them to remember (or think about) what the writing process is and why good writers use it.

How to prompt

The writing process(sample script)

“We’ve talked about how good writers work on their stories—how they use a process. Who remembers what the writing process is and why writers use it? That’s right. The writing process is working on one thing at a time when you write. Good writers make a plan, then they write their ideas using Story Talk—they call that writing a draft—then they check their writing to see if it’s the way they want it.”

“Why do writers do these things one-at-a-time? Why do they use a process? Right! Because it’s too hard to do them all at once—to think of the ideas as you try to write them in good sentences, plus do all those little things like make capital letters and include periods. If you try to do all of these things at once, your writing just is not as good.”

- Prompt students to remember what an “All-About” story is and what it includes.

How to prompt

“All-About” stories (sample script)

“Who remembers what an ‘All-About’ story is? That’s right. An ‘All-About’ story tells you things—gives you information about a topic or subject. These things are true; they are not made up. ‘All-About’ stories usually don’t have characters or problems like the ‘Once-Upon-a-Time’ stories.”

- Tell students that they are going to use their lists of “I Can Write All About” topics to decide what their next story will be about. Ask them to take out these lists now. Show your list on an overhead transparency, and model how to select a topic, considering what interests you and what you know a lot about.

How to teach and model

Selecting a topic (sample script)

“Remember, this is our list of ideas, or topics, that we can write about. These are things that we know a lot about. We each need to pick one of them today for the topics of our next stories—what we want to write about.”

“I’m going to read through my list to decide what I’ll write about. I’ll ask myself, ‘Can I tell at least four things about this?’ to make sure I know a lot about the topic. This is how I’ll do it”:

Hmmm, I listed puppies, Grandma’s house, the beach, and hiking. I’d like to write about hiking, I think. I wonder if I could tell four things about that? I like to hike. I hiked with my dad. Well...I don’t know; it’s kind of hard to think of four things to say about hiking.

I think I’ll try Grandma’s house. Let’s see (count off on your fingers as you list simple, concrete facts)... Grandma’s house is in Minnesota. It’s near a lake. It’s brown. Grandma and her dog Rocky live there. I like to visit. That’s five things I can say, and I can think of more than that! I think I’ll write about Grandma’s house.

- Ask students to look through their lists, select a topic, and draw a box around it. Ask one or two volunteers to tell what they have selected and what they know about their topics. Prompt them to tell at least four different things about their selections as a check.



YOU WILL NEED

“Octopus Planner” papers

“Octopus Planner” transparency

- Have students Think-Pair-Share with partners which topics they have selected to write about. Ask them to check that they know a lot about their choices by naming four things they can tell about them.
- Circulate to observe and help students. You may simply need to reinforce the thinking for some as they talk through the process. You may need to help others read and then select their topics. In some cases, you may need to have students develop a new topic—one that is not on their list.

Participate (Write)

- Remind students that selecting topics is part of what good writers do to “plan” their stories. Ask if anyone knows what else they do to plan. What do good writers do after they select their topics, but before they write their stories?

How to prompt

Planning (the writing process) (sample script)

“Who remembers what good writers do after they select a topic? Do they just begin writing their stories? No, they think about what they know about their topics and put ideas on paper so they won’t forget them.”

“Remember, plans are just for the writers themselves, not for their readers, so they don’t have to be in complete sentences or even all that neat.”

“Who remembers the name of the planner we used for our first ‘All-About’ stories? Right! It’s called an Octopus Planner.”

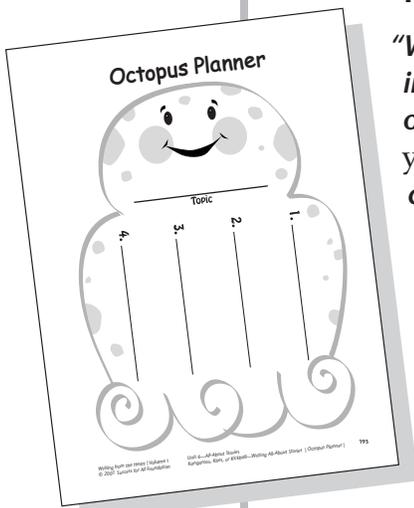
- Explain to students that they are going to use Octopus Planners again to plan their new stories. Show the blank Octopus Planner on an transparency. Remind students how to use the planner, and begin to “walk” them through the steps of filling it out.

How to prompt

Planning with an Octopus Planner (sample script)

“Who remembers how we use the Octopus Planner? Right! We write our topic in the body of the octopus and our ideas—what we know about the topic—on the octopus legs. I’ll write ‘Grandma’s house’ on this top part (Write your topic in the box as before). Now, I’ll pass out the planners, and you can write your topics.”

- Pass out an Octopus Planner to each student. Ask the class to write their topics on the “body” part of the picture, as you have demonstrated. Circulate to check their work.
- Now, model how to write down ideas about your topic on the “legs” of the Octopus Planner. (See the completed example at the end of the lesson.) Write one idea, have the students do the same, then have them write another. When you write, model sound spelling with some short, easy-to-hear words. Once you



feel that the class understands how to do this, allow them to finish completing the planner.

How to teach and model

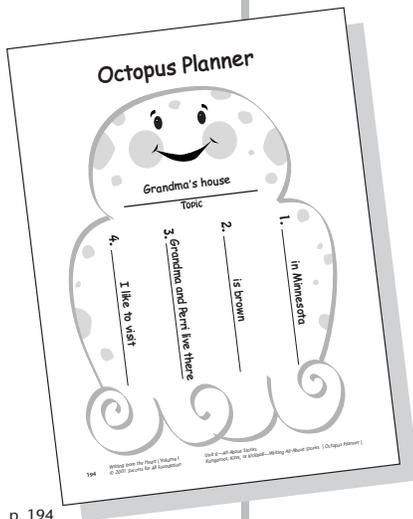
Planning with an Octopus Planner (continued) (sample script)

“Now that we have the topics written down, let’s turn our Octopus Planners sideways to write down our ideas on the lines, or legs, of the octopus.” Turn the transparency sideways.

“We have four lines for four ideas. If you want to add more, you can make more lines. I’ll write down one idea I had about Grandma’s house.” Write a few words or a phrase about one of your ideas.

“Now, write one of your ideas—one thing that you told your partner.” Circulate to check and help.

- Continue modeling as long as the class needs assistance; once most understand and can do the task, let them proceed, and personally help individuals who are struggling.
- Remind all students to use sound spelling and other strategies, as needed, to get their ideas down.



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YOU WILL NEED

Rules for Listeners

Celebrate (Share)

- Ask several students to share their Octopus Planners from the Author’s Chair. They should tell and show what they wrote for a topic and ideas about their topics. Before the authors begin, remind all students of the Rules for Listeners.
- After each author reads, ask a volunteer to say what he or she thought was interesting about the ideas. Make sure that the listeners tell something specific.
- Have all of the students share their Planners with partners now. Celebrate their work, and explain that they will use these ideas to write their stories tomorrow. For now, collect their work, or have students file it.

DAY 2

YOU WILL NEED

Octopus Planners from Day 1

Motivate (Talk)

- Tell students that today they will use their Octopus Planners to write their “All-About” stories. As usual, they will practice telling what they plan to write using Story Talk.
- Ask students if they remember what good writers call this part of the process—the part when they write their stories from their plans.

How to prompt

Drafting (the writing process) (sample script)

“Who remembers what good writers call it when they use their plans and Story Talk to write their stories? They call this writing a...what? That’s right, a ‘draft’. A draft is a story that a writer will reread, or share with someone, to see if it’s OK. The writer may decide to change or fix something—a word, a capital letter, sometimes even an idea. After these changes are made, the story is finished and ready to share.”

- ✎ Tell students that before they write drafts for their “All-About” stories, they will practice with partners telling their ideas in Story Talk, using their Octopus Planners. Model how, if necessary, as you have in the past.

YOU WILL NEED

- Your story
- Chart paper (optional)
- Students’ Octopus Planners

Participate (Write)

- ✎ Write your title and several sentences on the board or on chart paper to show students how to get started writing. Model sound spelling, and point out your use of uppercase and lowercase letters in the title and the first word of your sentences.
- ✎ Now, have students begin their stories. Have them write their titles and what they know about their topics (their octopus “legs”). Remind them to think about how they told their ideas in Story Talk and to use sound spelling.
- ✎ Circulate to help reluctant writers. Encourage them and ask them to talk about what they want to write and then write it. Suggest writing strategies as needed.
- ✎ As you circulate, and if you have time, identify examples of skills and concepts that you want to reinforce, especially good sentence construction, attempts at sound spelling, use of uppercase and lowercase letters, and use of periods. When students are finished, mention these examples.
- ✎ Explain that they are finished with their drafts, but that they will “check” them tomorrow to see if they want to fix or change anything about their stories.

YOU WILL NEED

- Rules for Listeners

Celebrate (Share)

- ✎ Review the Rules for Listeners from the posted chart, and then ask several students to read aloud their stories (drafts) from the Author’s Chair.
- ✎ Prompt or reinforce good “storytelling” voices, as necessary. Remind students that this is what makes their stories interesting and keeps their listeners’ attention.
- ✎ After each reading, ask a volunteer to tell what they found most interesting about the story. Make sure that students are specific about this; model if necessary.

- Now, have partners read their stories (drafts) to each other; remind them again to use “storytelling” voices to hold their listeners’ attention. Remind them, also, to tell what they liked (or found interesting) about the story.
- Celebrate students’ work. Explain that tomorrow they will reread their stories to see if they want to fix or change them in some way. For now, collect their work, or have students file it.

DAY 3

YOU WILL NEED

Chart paper
Items for an Editing
Checklist

Motivate (Talk)

- Remind students that yesterday they finished and shared the “drafts” of their stories. Prompt them to remember what a draft is and why it is different from a finished story.

How to prompt

Drafts (the writing process) (sample script)

“You may remember that I told you a special word that good writers use to talk about stories that they have written but want to check over. Who remembers what that word is? What do writers call a story at this point? Very good! They call it a draft. All of you good writers wrote a draft yesterday.”

“Writers call their stories at this point a draft because they are not finished with the process of writing them. They made their plans, and used them to write their stories, but they want to make sure the stories really make sense and say what they want them to say.”

“Writers also want to see if everything looks the way they want it to—the uppercase and lowercase letters, the periods, and the words themselves. When they check their stories for things like periods and capital letters, they are editing their stories. You will edit your stories today.”

- Explain that, as good writers, they will now check their writing. Explain that, sometimes, good writers use a list to remind themselves of things they should check. As you talk about the things they should check for in their writing, make an “Editing Checklist” that students can refer to as they work. See the example that follows.

Editing Checklist

I checked my writing to make sure that:

All of the words in my title begin with a capital letter.

The first word of every sentence starts with a capital letter.

How to teach and model

Editing checklist (the writing process) (sample script)

“Good writers always check to make sure their stories look the way they should. Sometimes they make a list of the things they want to check for in their stories. We are going to do that. We have talked about writing capital letters in the title and at the beginning of every sentence. Today, we are going to check over our stories to make sure that we remembered to put capital letters where they belong. I am going to make an ‘Editing Checklist’ that will help us remember to check for capital letters.”

YOU WILL NEED

- Students’ drafts
- Editing Checklist
- Story with errors

Participate (Write)

- Display the Editing Checklist on chart paper. Model by reading your own story and making a change.

How to teach and model

Editing (the writing process) (sample script)

“I am going to read over my story, checking to make sure that I put capital letters in the title and at the beginning of each sentence. The title of my story is ‘Grandma’s House.’ I have a capital ‘G’ in the word ‘Grandma’s,’ but I have a lowercase ‘h’ in the word ‘house.’ I need to change the lowercase ‘h’ to a capital ‘H.’” Make the change in the title. Continue to go over the rest of your story, making changes where needed.

- Tell students to now reread their drafts—their stories—softly to themselves to see if they need to change anything. Have students make any uppercase letter changes that are needed.
- Circulate to monitor students. Praise students who are working well, and assist those who are struggling.
- As students finish, have them draw a picture to illustrate their stories. These will be added to their “All-About Stories” book.

YOU WILL NEED

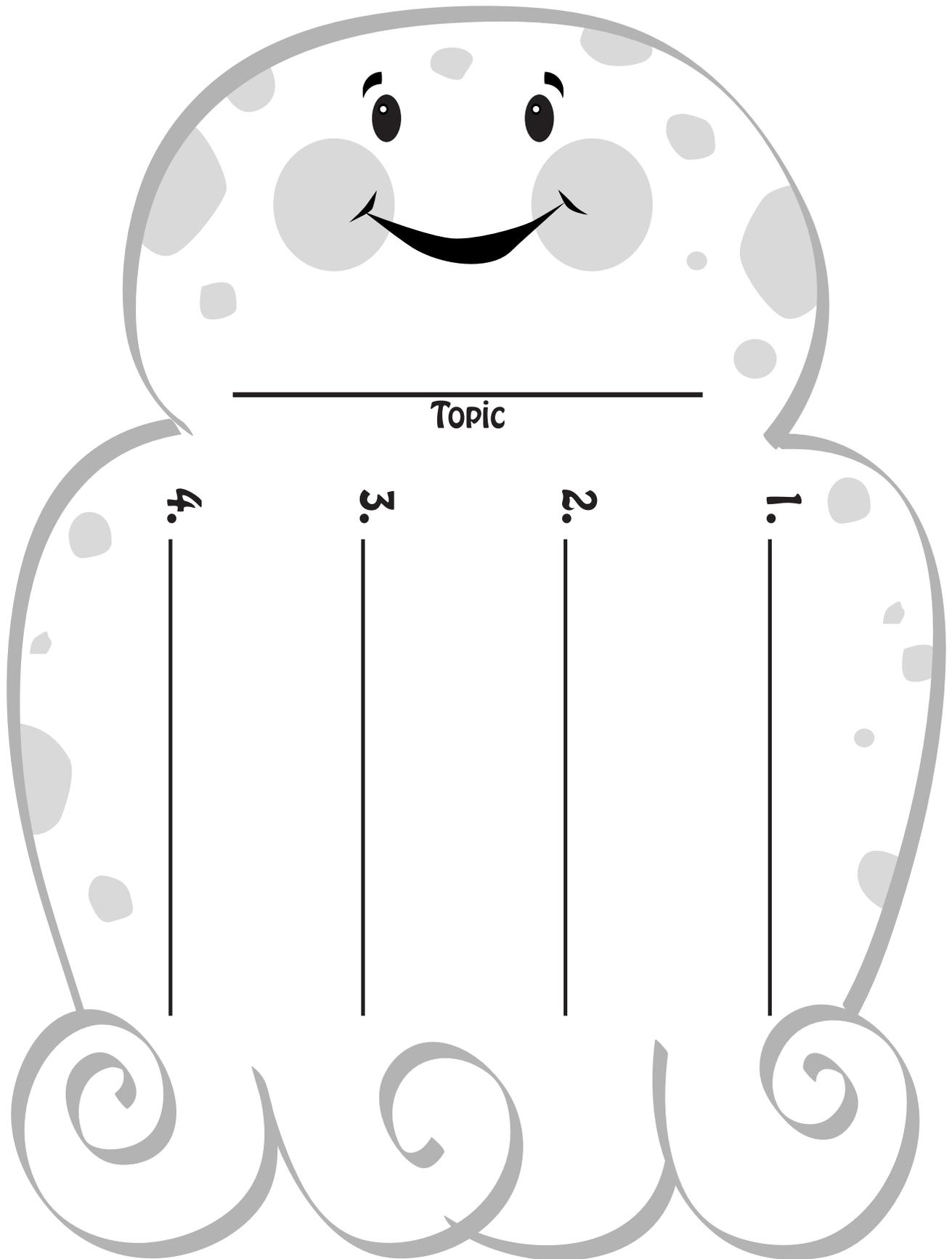
- Rules for Listeners

Celebrate (Share)

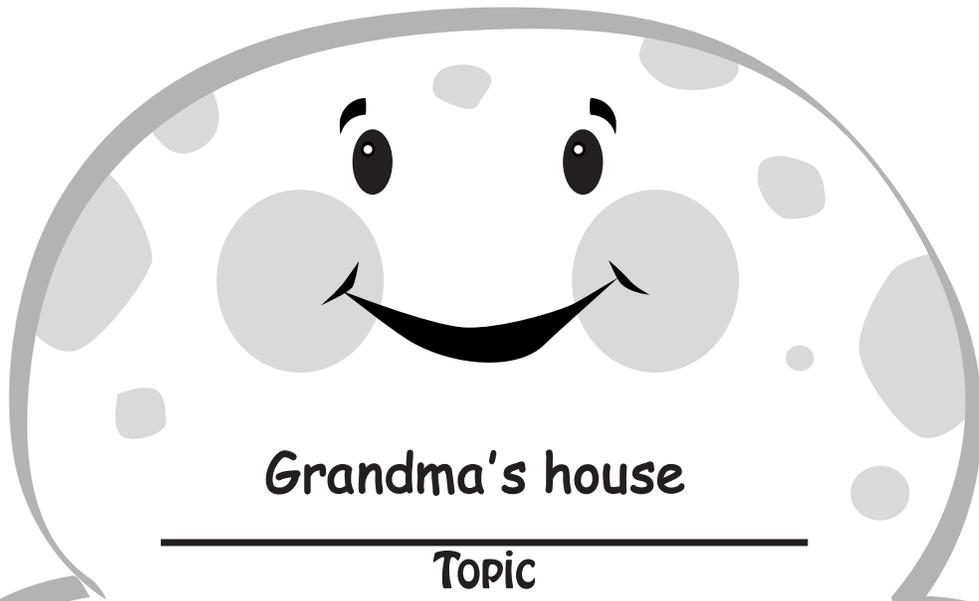
- Ask several students who made changes to read aloud their stories and share their pictures from the Author’s Chair. Also, have them explain what they changed in their stories. Before these authors begin, review the Rules for Listeners.
- Prompt, or reinforce, good “storytelling” voices, as necessary. Remind students that this is what makes their stories interesting and keeps their listeners’ attention.
- After each reading, ask a volunteer to tell what they found most interesting about the story. Make sure that students are specific about this; model if necessary.

- Now, have partners reread their stories to each other and explain what they changed; remind them again to use “storytelling” voices to hold their listeners’ attention.
- Celebrate the work students have done, and explain that you will post these stories, and their pictures, on the bulletin board for all to see. After they make one more “All-About” story, they will publish all three in books.

Octopus Planner



Octopus Planner



1. _____
in Minnesota

2. _____
is brown

3. _____
Grandma and Perri live there

4. _____
I like to visit

Music, Museums, or Meatballs— Writing All-About Stories



Objectives

Day 1, students will:

- ✎ review the writing process.
- ✎ review planning and selecting a topic.
- ✎ plan stories with story webs.

Day 2, students will:

- ✎ review drafting.
- ✎ write drafts using story webs and Story Talk.

Day 3, students will:

- ✎ review editing; edit drafts using an editing checklist.
- ✎ draw pictures for stories.
- ✎ publish stories.

DAY 1

YOU WILL NEED

“I Can Write All-About” papers from previous activity

“I Can Write All-About” transparency with your own topics

Motivate (Talk)

- ✎ Tell students that starting today they will be writing their third and last “All-About” stories. When this story is finished, they will put all three stories together to make an “All-About” book to share with family and friends.
- ✎ Remind students that they will continue to use what all good writers use when they work on stories—the writing process. Prompt them to remember what this means and why good writers use this process.

How to prompt

The writing process (sample script)

“When we wrote our first two ‘All-About’ stories we used the writing process. When we did that, did we just start writing our stories? Well, then, what did we do first? Good. You remembered that we listed topics, then selected a topic and made a plan. Who can tell me what we did after we wrote our plans? That’s right. We used Story Talk to help us put our ideas into sentences. Does anyone remember what we call that part of the writing

process? Yes! We call that drafting. After we finish drafting, what do good writers do? Yes. They check over their work to make sure it is the way they want it. Does anyone remember what we call that step? Good! You remembered that we call that editing."

"Good writers do all these things one step at a time. That's what makes this a process. Why do they use a process? That's right. They use a process because there are so many things to remember and do when you write; it's too hard to work on them all at once. Would it make sense to write your story before you had your ideas? No way. Do you think it would be easy to make sure you didn't leave out any capital letters and periods when you are writing down your ideas? No. You're right; that would be very hard to do. When you try to do all these things at one time, your writing may not be as good as it could be."

- ✦ Have students recall what an "All-About" story is. If possible, read another "All-About" story from those suggested in the appendix or one of your own selections.

How to prompt

"All-About" stories (sample script)

"Now that we've written two 'All-About' stories, who can tell me what these stories are? Good. 'All-About' stories tell you information about something. Are 'All-About' stories made up or true? That's right; they are true stories. Do these stories usually have characters in them? Right; they usually don't. Our made-up stories had problems in them. Do 'All-About' stories have problems in them? That's right; they don't. Do these stories usually begin with 'once upon a time?' Good. You remembered that they don't start this way. You remembered lots of things about our 'All-About' stories. You are ready to start the writing process for our third 'All-About' story!"

- ✦ Tell students that they will use their lists of "I Can Write All About" topics again for these stories. Have them take out their lists (or pass them out if you have collected them). Display your own list on an overhead transparency. Select a topic from your list, modeling with your thinking about what interests you and what you know a lot about.

How to teach and model

Selecting a topic (sample script)

"When I pick my topic, I'll make sure it's something I'm interested in and something I know a lot about. I'll make sure I can tell at least four things about it. If I can do that, then I know this is a topic I can write about."

"I have already written stories about puppies and my grandmother's house. Let's see. What else do I have on my list that I could write about? I can write about airplanes, the beach, or swimming. What



are four things I know about airplanes? I know they fly in the air, that they take you places, that they are fun, and...that's about it, so I shouldn't write about airplanes."

"Let me see if I can tell four things about the beach." Count them on your fingers to show the students how many facts you can list. "I can tell you that there is lots of sand at the beach; I collect shells at the beach; it is fun to play in the waves; and my family goes there every summer. There! Those are four things I can tell about the beach. I think I will write my story about the beach."

- ✎ Tell students to look at their lists and select a topic. Have one or two volunteers share with the class what they selected and what they know about their topic. Make sure they can tell at least four things about the topic. Prompt students, if necessary.
- ✎ Have students Think-Pair-Share with partners which topics they have selected to write about. Partners should check each other's choices to see that everyone can name four things about their topics.
- ✎ Circulate to observe and to help students. Reinforce their thinking as they talk through the process of selecting a topic. If some students are hesitant, help them read through their lists, and prompt them to tell you what they know about the topics. You may need to help some students select or develop new topics and, again, prompt them to tell what they know about them.

YOU WILL NEED

- Story web papers
- Story web transparency
- Story ideas

Participate (Write)

- ✎ Remind students that selecting a topic is the first thing good writers do when they plan their stories. Prompt them to think about what comes next in the writing process.

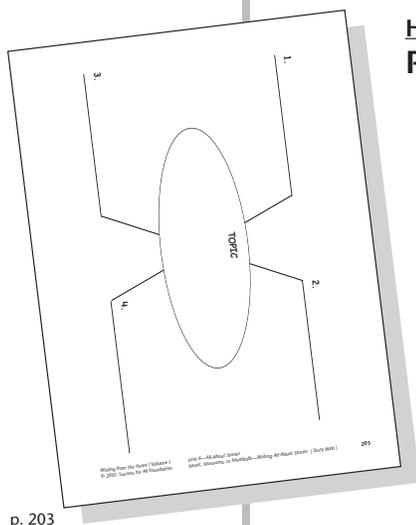
How to prompt

Planning (the writing process) (sample script)

"We did the first part of planning; we selected a topic. Are we ready to write our stories now? No, not yet. What do we do next before we write? That's right. We think about the topic and put our ideas on paper. That way, we won't forget them."

"Who remembers what we call the planner we used to help us with our ideas for our first two 'All-About' stories? I'll give you a hint; it's named after an animal. That's right. We used our Octopus Planner. It's called that because it looks like it has lots of legs, just like an octopus."

- ✎ Explain that for this story students will be using a different planner; one that we call a web. Display a blank story web on a transparency. Explain why it is called a web, and model by filling in the beginning part with your own story.



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How to teach and model**Planning with a story web (sample script)**

“This planner is called a story web. Can you think why? It’s called a web because it sort of looks like a web a spider might spin. It has places for the topic and for your ideas about the topic, just like the Octopus Planner. You will write your ideas the same way, just in different places.”

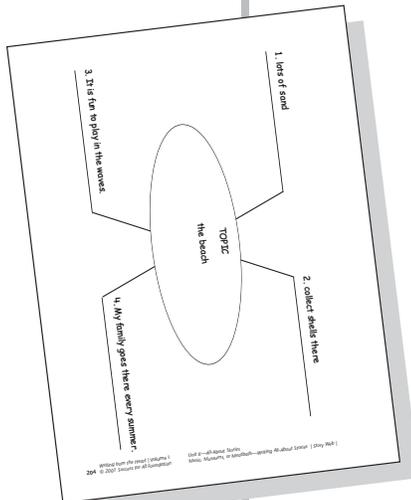
Point to the topic oval on the story web. *“You can see the word ‘Topic’ in the middle of the web. This is where we will write the topics of our stories, just like we wrote the topics in the body of the Octopus Planner. The topic of my story is ‘the beach,’ so I will write that in my web.”*

- Pass out a blank copy of the story web to each student. Tell students to write their topics in the topic oval on the planner, as you showed them. Circulate to check their work.
- Now, explain and model how to use the story web by writing down what you know about your topic on the lines of the story web as shown on the example. Use several words to model sound spelling.

How to teach and model**Planning with a story web (continued) (sample script)**

“Now that we have the topics written down, we will write our ideas about the topic. We have four lines on our story webs, so we’ll put down four ideas. If you want to add more, you can just make more lines. I’ll tell you what I know about the beach and show you how I’ll write down those ideas on the lines.” Proceed to talk about four ideas, and write these as phrases, not complete sentences.

- Ask students to Think-Pair-Share with partners what they know about their topics, and write down these ideas on the lines of the story web.
- Circulate to help reluctant writers. Ask them to tell you their ideas, and then encourage them to write down the ideas. Remind them again to use sound spelling.



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YOU WILL NEED**Rules for Listeners****Celebrate (Share)**

- Ask several students to share their story webs from the Author’s Chair. They should tell and show what they wrote for a topic and ideas about their topics. Before the authors begin, remind all students of the Rules for Listeners.
- After each author reads, ask a volunteer to say what he or she thought was interesting about the ideas. Make sure that the listeners tell something specific. Prompt, if necessary.

- ✎ Have all of the students share their webs with partners now. Celebrate their work, and explain that they will use these ideas to write their stories tomorrow. For now, collect their webs, or have students file them.

DAY 2

YOU WILL NEED

Students' story webs
Your web

Motivate (Talk)

- ✎ Explain to students that today they will use their story webs and Story Talk to write their “All-About” stories.
- ✎ Remind students that they finished the first step of the writing process—planning, and they are ready to go on to the next step. Review what this next step is and why good writers use it.

How to prompt

Drafting (the writing process) (sample script)

“What part of the writing process did we finish yesterday? That’s right. We finished the planning part. And what did we use to help us with that part? Good. You remembered that we used the story web. Can anyone tell me what we call the next step—the step we’ll do today? That’s right! We call it drafting when we use our plans and Story Talk to help us write our stories. I’m glad you remembered all that!”

“What do writers do after they write a draft? Yes. They reread or share their drafts with someone to see if they are OK. They might then decide to change or fix something about the writing, such as uppercase letters, sentence ending, or ideas. After writers make changes, their stories are finished and ready for others to enjoy.”

- ✎ Tell students that they will use Story Talk to practice telling their ideas in sentences before they write their stories. They will use their story webs to do this. Model if necessary.
- ✎ Ask a volunteer or two to share their stories with the class, using their plans and Story Talk to tell them. Then, have all students share this way with partners.

YOU WILL NEED

Students' story webs
Your story
Chart paper (optional)

Participate (Write)

- ✎ Explain that students are ready to write their stories now. Write your title and several sentences on the board or on chart paper to show them how to get started. Model sound spelling, and point out your use of uppercase and lowercase letters in the title and the first words of your sentences. Also, point out the end punctuation of your sentences.
- ✎ Now, have students begin their stories. Remind them to think about how they told their ideas in Story Talk and to use sound spelling.

- ✦ Circulate to help reluctant writers. Encourage them, and ask them to talk about what they want to write and then write it. Suggest writing strategies as needed.
- ✦ As you circulate, and if you have time, identify examples of skills and concepts that you want to reinforce, especially good sentence construction, attempts at sound spelling, use of uppercase and lowercase letters, and use of periods. When students are finished, mention these examples.
- ✦ Explain that they are finished with their drafts but they will “check” them tomorrow to see if they want to fix or change anything about their stories.

YOU WILL NEED**Rules for Listeners****Celebrate (Share)**

- ✦ Ask several students to read aloud their stories (drafts) from the Author’s Chair. Before these authors begin, review the Rules for Listeners.
- ✦ Prompt, or reinforce, good “storytelling” voices, as necessary. Remind students that this is what makes their stories interesting and keeps their listeners’ attention.
- ✦ After each reading, ask a volunteer to tell what he or she found most interesting about the story. Make sure that students are specific about this; model if necessary.
- ✦ Now, have partners read their stories (drafts) to each other; remind them again to use “storytelling” voices to hold their listeners’ attention. Remind them, also, to tell what they liked (or found interesting) about the story.
- ✦ Celebrate the students’ work, and remind them that they will check their drafts tomorrow to see if they want to make any changes. For now, collect their drafts, or have students file them.

DAY 3**Motivate (Talk)**

- ✦ Remind students that they have already completed the first two steps of the writing process (planning and drafting) for their third “All-About” stories. Quickly review these steps before going on to the next step—editing.
- ✦ Tell students that they will use the next step in the writing process. Prompt them to recall the editing step and some of the items they checked for when they edited their stories.

YOU WILL NEED

- Students' drafts
- Editing Checklist Chart
- Teacher story with errors

How to prompt

Editing (the writing process) (sample script)

"After we finished drafting our last 'All-About' stories, we checked our stories over to see if we had forgotten anything or needed to add anything. Does anyone remember what we called that step of the writing process? That's right! That is called editing. When we edited our stories, we checked how our stories looked. Who can tell me what we checked for in our last stories? Good! You remembered that we checked to make sure that we had capital letters in the title and at the beginning of each sentence. Today, we will edit the drafts of our stories."

Participate (Write)

- ✦ Before the lesson, rewrite your completed story on chart paper. Include one or two capitalization errors and omit one end mark to "fix."
- ✦ Remind students that they used the Editing Checklist for their last "All-About" stories. Explain to them that they will be adding another item to it when they edit their latest stories.

How to teach and model

The writing process (editing checklist) (sample script)

"Remember that for our last 'All-About' stories, we used a checklist to help us remember to check for capital letters in the title and in the first words of each sentence. We are going to add something to our checklist for this story. We have said that we need an end mark at the end of each sentence so the reader knows when a sentence stops. We are going to add 'checking for end marks' to our Editing Checklist."

- ✦ Display the Editing Checklist on chart paper (see the example below). Model by reading your own story and making a change.

Editing Checklist

I checked my writing to make sure that:

All of the words in my title begin with a capital letter.

The first word of every sentence starts with a capital letter.

All of my sentences end with an end mark.

How to teach and model

Editing (the writing process) (sample script)

"I am going to read over my story, checking to make sure that I put capital letters in the title and at the beginning of each sentence. The title of my story is 'The Beach.' I have a capital 'T' in the word 'the,' but I have a lower case 'b' in the word 'beach.' I need to change the lowercase 'b' to a capital 'B.' Make the change in the title."

“My first sentence says, ‘There is lots of sand at the beach.’ I see a capital letter for the first word, and I see a period at the end of the sentence. My next sentence is, ‘I collect shells at the beach.’ I have a capital letter for the first word, but I don’t see an end mark. I need to put a period here so the reader knows that this is where my sentence stops.” Make the change in the story. Continue to go over the rest of your story, making changes where needed.

- ✦ Tell students to reread their drafts—their stories—softly to themselves to see if they need to change anything. Have students make any capitalization or punctuation changes that are needed.
- ✦ Circulate to monitor students. Praise students who are working well, and assist those who are struggling.
- ✦ As students finish, have them draw pictures about their stories, to be added to their “All-About Stories” books.

YOU WILL NEED

Rules for Listeners

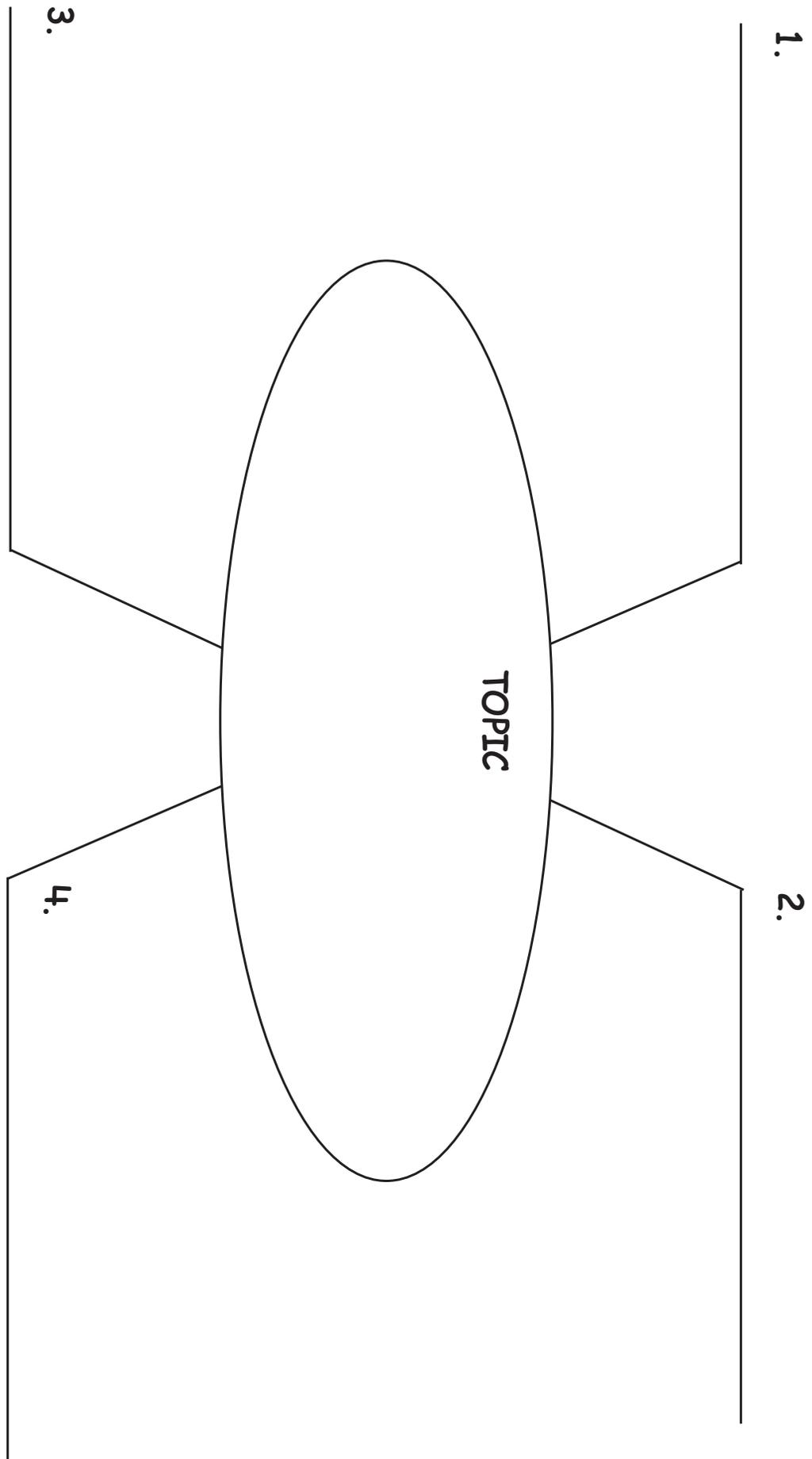
Celebrate (Share)

- ✦ Ask several students who made changes to read aloud their stories from the Author’s Chair and tell about the pictures they have drawn. Ask them also to explain what they changed in their stories. Before these authors begin, review the Rules for Listeners.
- ✦ Prompt, or reinforce, good “storytelling” voices, as necessary. Remind students that this is what makes their stories interesting and keeps their listeners’ attention.
- ✦ After each reading, ask a volunteer to tell what he or she found most interesting about the story. Make sure that students are specific about this; model if necessary.
- ✦ Now, have partners reread their stories to each other and explain what they changed, if anything. Remind them to use “storytelling” voices to hold their listeners’ attention.
- ✦ Celebrate the work students have done, and explain that they are ready to make covers for their books so they can share them.



Take Note

Find a time for students to publish their stories. (Directions are in Appendix D.) Have them share their completed books with their families and/or other classes.



1. lots of sand

2. collect shells there

TOPIC
the beach

3. It is fun to play in the waves.

4. My family goes there every summer.



What to Expect, How to Respond

After Unit 6

What to Expect

After Unit 6, we hope students have a basic understanding of the writing process and why authors use it. We also hope they can brainstorm “factual” topics, select one of these to write about, and record information about the topic on a planning form. They should be able to use their planning forms to write “All-About” stories. Use the checklist of goals in Appendix C to assess their progress. If you find that the class has progressed as expected according to this list, celebrate with them. Consider holding a party to honor your gifted authors.

If students need more practice, you may want to create more activities like those in Unit 6 to support the goals of this unit. The information below will help you.

How to Respond

If you want to develop more activities similar to those in Unit 6, use the following guidelines:

- Allow students to brainstorm topics and select those they wish to write about. Make sure that they hold to the criterion of knowing at least three things about their topics and wanting to tell others about them.
- Talk about the steps of the writing process, as introduced in Unit 6, so that students associate activities with these terms—prewriting (planning), writing (drafting), and editing. Although the unit does not introduce sharing and responding, and revision (as used in Volume II and in *Writing Wings*), if students are ready for this, you may want to begin implementing these steps as well. Look to Volume II for guidance.

Carry out the activities with the routines for instruction used in all grade-one activities. On Day 1, select a topic, brainstorm ideas, and record these on a planning form. On Day 2, have students tell their stories before and as they write them. On the Day 3, have students illustrate their stories with pictures and labels. Remember to include the essential parts of instruction each day: Motivate (Talk), Participate (Write), and Celebrate (Share).

Appendix A: How to Use Journals

Journals are similar to diaries; they provide opportunities for unstructured, ungraded personal writing. They build fluency, provide practice in reflective thinking, and motivate students to write about their thoughts and experiences. Children who use journals successfully are never without topics when asked to write. This appendix provides guidelines, suggests materials, and demonstrates mini-lessons to use with journals in the classroom.

Guidelines

- ✦ Do not assign topics for students to write about in journals. Instead, model how to write about personal experiences and thoughts, as shown in the mini-lessons for “Getting Started.”
- ✦ Respond to each student’s journal entries at least once a week—more if possible—verbally and in writing. Reply, ask questions, or comment on the topic in a positive, thoughtful way. If you cannot understand the message, ask the student to tell you about it or to explain it further before you respond.
- ✦ When you respond verbally, comment on skills the student has demonstrated, find something to celebrate in every journal, whether it is using standard letters (as opposed to invented letters), sound spelling, spaces between words, a complete sentence, and so forth. Do not evaluate, criticize, or grade journal grammar, mechanics, or content.
- ✦ When you respond in writing, match your response in length and complexity to the student’s. If the student writes several words or a string of letters to express an idea, respond with a sentence or two, not a paragraph.
- ✦ In your responses, model skills the student needs. Use this context, for example, to “think aloud” about how best to write something, to model sound spelling or adding periods, or to demonstrate directional principles.
- ✦ Give students time to reflect and talk before, during, and after they write. This helps them generate ideas, learn from each other, and expand their writing.

Materials

Paper

Students need blank, bound paper. Choices range from spiral notebooks to paper that is stapled together down the left side to form a book. If you have access to a spiral-binding machine, you might consider making journals. Materials for young children should be simple, easy to use, and durable, and should include widely-spaced lines for developing handwriting.

Writing tools

Students also need standard writing tools—pencils and pens (optional). They should have access to markers, colored pencils, and crayons as well. Many beginning first graders express themselves with pictures and should have appropriate tools for doing so.

Boxes or bins, assignment cards, and date stamps (optional)

A large box or an inexpensive bin may serve as a “holding” place for journals. Use assignment cards to rotate duties of collecting and passing out journals. Students should also date their entries so that they, and their teacher, can easily look back to note progress.

Mini-Lessons: Getting Started

Introduce journals after you have taught the first unit in Volume I. The activities in this unit demonstrate acceptable ways for young children to put their ideas down on paper—emergent-writing strategies. Students need to feel that whatever they put down in their journals is acceptable. For some, getting to this point is not easy. It takes time, positive response, and often many demonstrations. Once they do, most enjoy their journals and write a lot. Remember that these are your goals.

Introducing journals

- ✦ Show the students a sample blank journal, and explain what it is.

“This is a book with blank pages. It is called a journal, and you will each use one. Journals are like diaries. Does anyone know what a diary is or why people keep diaries? People use diaries, and journals, to write down their thoughts, ideas, and what happens to them. In fact, people write about anything they want in journals, and so will you. Journals are very personal; you may share what you write, but you are writing it for yourself. No one corrects your journal or tells you what to write or how to write it. You do it your own way; there is no right way or wrong way.”

- ✦ Talk about the schedule, when students will write and how often. Show this graphically, if possible, by putting a symbol or picture on the calendar or a schedule of daily events. Also, explain the procedures—whether they will keep the journals in their desks or store them in a bin or box, how they will date them, and so forth.
- ✦ Let students decorate their journals.

Modeling topics

- ✦ Explain what people write about in their journals—things that happen to them, things they know about and think about, and their feelings.
- ✦ Demonstrate ideas by “thinking out loud” about topics; include simple, unexceptional events.

“Let me think about what I could write about today. Let’s see, it’s Monday. I could write about the weather. It’s so cold and rainy this morning; it was hard to get out of the bed. Or, I could write about things that happened over the weekend. I could write about my son’s last soccer game on Saturday. I could write about making something new for dinner and what it tasted like. Or, I could write about ordering pizza on Friday night, before we went out, and how the pizza delivery person almost didn’t get the pizza to us before we had to leave.”

Modeling how to think through a topic

- ✦ Select a topic and talk about it to show students how to think it through. Again, make sure that the topic is simple and based on a common, everyday experience. Otherwise, students will think that they have to write about something “special.” It also helps to select, and talk about, an event that you can respond to with different senses (smell or taste, for example).

“I think I’ll write about getting the pizza delivered when we were going out. We had to be someplace by 6:30, and we couldn’t be late. I remember thinking we would have to leave before the pizza came. We got ready to go and even got in the car. Just as we were pulling out of the driveway, the pizza delivery person drove up. My kids yelled, ‘Wait! Here’s the pizza!’ Since we were late, though, we had to take it with us and eat it in the car. It was cold that night, and the pizza box felt warm. When we opened it, you could smell pizza all over the car.”

Modeling writing about a topic

- ✦ After you model how to think through a topic, show how you would write about it.
- ✦ Tell what you plan to write before you write it. Even though you elaborated on your topic when you discussed it, “tell” something very short and simple to write. Try to match in length and simplicity what you expect your students to write.

“I think I’m ready to write now. I’ll write, ‘The pizza was late. We ate it in the car. It smelled good!’”

- ✦ Write your sentences, saying them again as you do. When you are finished, reread them.

Mini-Lessons: Moving Students Along

Once you have gotten students started, you can begin to use journals to “scaffold” their writing. Approach this in the same way that parents and other caretakers advance toddlers’ levels of spoken language. They do not criticize or correct, but acknowledge the message and give feedback that links the child’s comment to a higher level of language use.

For example, when a toddler says, “Cookie,” most parents would not say, “Oh, that’s not a sentence; you must say, ‘Give me a cookie, please.’” Most would more likely respond, “Oh! You want a cookie! Here’s one, can you say, ‘Thank you?’”

Caretakers of young children instinctively match their responses in ways that build linguistic skills at all points of early language development. Those responding to journal writing should do the same. Below are examples of responses to students at different levels of writing—responses that could scaffold these students to a higher level of writing. Notice that each response addresses the message and celebrates skills before attempting to scaffold.

Responding to strings of letters

- Here is an example of a response to students who write strings of letters—without grouping them to represent words—to raise their awareness of words and spaces between words. The response also makes them aware of different emergent-writing strategies. (See “How We Write” in Unit 1.)

Example: xtiidtmabcrabtx

“Look at how much you’ve written! What’s it about? Your baseball game? Tell me more! Oh, that sounds like fun! I love baseball, too.”

“You’ve written so many letters! That’s wonderful! This is the most writing you’ve done, don’t you think? And look, you wrote these letters in a line across the page, from here to here, just like writers do!”

“I’m going to write, ‘I love baseball, too.’ That’s four words—I- love- baseball- too. I’ll write ‘I’ and then leave a little room before I write ‘love;’ that’s my next word. And now I’ll leave a little room before I write, ‘baseball.’ Now, I’ll leave a little space and write my last word, ‘too.’ You know we’ve talked about other ways to write words, haven’t we? What are some other ways we could write ‘love’? Lots of times people show that word by drawing a heart. I’ll draw one above the word, ‘love’ to show you.”

Responding to non-phonetic, invented spellings

- Here is an example of a response to students who group letters in non-phonetic, invented words to raise their awareness of sound spelling.

Example: bxkt rrsst amatr

“Tell me about your writing. Can you read it aloud to me? You played with your doll yesterday? Did you dress her up? Did you play with a friend? I had a favorite doll when I was your age. I made some clothes for her that I still have.”

“You’ve written lots of words, and you’ve remembered to leave spaces between them, just like words in books. This is very good!”

“I’m going to write a question, ‘What is your doll’s name?’ If I say the words slowly, I can hear the sounds in them. Then I can write the letters that make those sounds. Listen and watch as I write: Wwhaatt iss yyouurr...”

“Doll is my next word. I bet you know the letter that this word starts with. Listen: /ddd/ooo/lll/—/ddd/. What letter makes the /ddd/ sound? Yes, the ‘d.’ Can you write that? Of course you’re learning letters for sounds and don’t know all of them yet, but you can write the ones you know, like ‘d’ for doll, can’t you?”

Responding to sound spelling and attempts to write sentences

- Students, at some point, will use sound spelling to write phonemically correct, but not always conventionally spelled, words in their attempts to write sentences.

Example: i wnt to te stor wif mom

“Let me read this. ‘I went to the store with mom.’ Did I read that correctly? Did you help your mother while you were shopping? How did you help her?”

“You’re doing a wonderful job writing letters for the sounds in words. That’s how I could read your writing. You’ve even remembered to write the sounds you hear in the middle and at the end of the words—like stor. Before, you were just writing letters for the first sound in most words.”

“See what I’ve written here? Can you read it? That’s right. It says, ‘I’m glad you helped your mom in the store.’ I used a capital ‘I’ at the beginning of my sentence. We always capitalize ‘I,’ but we also capitalize every letter that starts a sentence. I put a period at the end, too, so you would know that I had finished the sentence.”

When responding to your students’ journal entries, there are several things to keep in mind. First, you will want to make sure that you address the content of their writing, remark on something they have improved (for example, using ending punctuation), and address a new skill they can try to include in their future entries. Next, you will want to model how to spell words conventionally and use correct grammar and punctuation when writing your response. If a student writes, “Yestrday I had swm lesons. I blw bubl.” You may write, “That is great that you blow bubbles when you swim!” You will have students at many different developmental stages of writing, so you need to tailor your responses to meet each student’s needs.

Appendix B

Book List

Below is a list of suggested titles that may be used with Volume I activities. Some of the books match the activities better than others, so teachers are encouraged to preview possible books before selecting one. Teachers should also feel free to use books not on the list if they address the topic and better fit the needs of their classes.

Unit 2: Good News

Activity 1—School News

Starting School by Janet and Allan Ahlberg

Painted Words: Marianthe's Story by Alikei

Clifford's First School Day by Norman Bridwell

Just Another Ordinary Day by Rod Clement

Will I Have a Friend? by Miriam Cohen

Back to School for Rotten Ralph by Jack Gantos and Nicole Rubel

School Days by B.G. Hennessy

Boomer Goes to School by Constance McGeorge

Moses Goes to School by Isaac Millman

Minerva Louise at School by Janet Stoeke

Activity 2—Fun News

Clifford's Sports Day by Norman Bridwell

Bunnies and Their Hobbies by Nancy Carlson

Celeste Sails to Spain by Alison Lester

A Pair of Protoceratops by Bernard Most

A Trio of Triceratops by Bernard Most

Activity 3—Animal News

Little Grunt and the Big Egg by Tomie de Paola

Emma's Elephant by David Ellwand

The Day Jimmy's Boa Ate the Wash by Trinka Hakes Nobel

Can I Keep Him? by Steven Kellogg
I Took My Frog to the Library by Eric A. Kimmel
My Very Own Octopus by Bernard Most
Pick a Pet by Shelly Rotner
Daddy, Could I Have an Elephant? by Jake Wolf
An Octopus Followed Me Home by Dan Yaccarino

Unit 3: All About Me!

Activity 1—This is Me!

Whoever You Are by Mem Fox
All the Colors of the Earth by Sheila Hamanka
Bein' With You This Way by W. Nikola-Lisa
People by Peter Spier

Activity 2—My Family

Brother Eagle, Sister Sky by Susan Jeffers
The Birthday Swap by Loretta Lopez
Knots on a Counting Rope by Bill Martin
One Morning in Maine by Robert McCloskey
An Mei's Strange and Wondrous Journey by Stephan Molnar Fenton
When Mama Gets Home by Marisabina Russo
The Relatives Came by Cynthia Rylant

Activity 3—My Neighborhood

Claude Has a Picnic by Dick Gackenbach
One Afternoon by Yuni Heo
Martha Walks the Dog by Susan Meddaugh
Mamma Talks too Much by Marisabina Russo
Jump Rope Magic by Afi-Odelia Scruggs
Sweet Dream Pie by Audrey Wood

Unit 6: All-About Stories

Activity 1—Baseball, Ballet, or the Backyard—Writing an All-About Story

This Is Baseball by Margaret Blackstone

This Is Soccer by Margaret Blackstone

Frog by Moira Butterfield

Sound and Music by David Evans

Farming by Gail Gibbons

My Football Book by Gail Gibbons

All About Me by Debbie MacKinnon

Dolphins by Steve Parish

Kangaroos by Steve Parish

Bugs, Beetles, and Butterflies by Harriet Ziefert

Appendix C: Assessment for Grade One

Teachers assess grade-one students with a checklist at four points throughout the program: following units 2, 4, 5, and 6. At these points, teachers review progress before continuing with the program because the goals and expectations change significantly. Lessons after these points become increasingly more difficult and geared to higher expectations.

Teachers may decide at these points to spend more time on the types of activities that support the checklist being used. Support for developing additional lessons is included in the “What to Expect, How to Respond: Should You Continue?” pages following units 2, 4, 5, and 6.

An individual student assessment form is found on the following two pages. Teachers should make a copy of this for each student in the class and use the designated checklist (one of the four) at the points indicated according to these directions:

1. Use observations of performance and products (written work) throughout the activities to make decisions about items on the checklist.
2. Review your observations and samples of written work, and complete the students’ checklists at the points designated.
3. Use your judgement, along with the following guidelines, to decide whether to continue with the next unit or to spend more time on lessons similar to those that support the checklist.
 - If an individual is adequate or consistent on the majority of the items, he or she is likely to succeed at the next level of activities.
 - If 75% of the class has mastered the majority of the items (consistently or adequately), the class is likely to succeed at the next level of activities.

Writing from the Heart: First Grade Student Assessment Form

First Assessment Review: Following Unit 2, *Good News!*

Student: _____ Teacher: _____ Date: _____

- Generates ideas for writing from personal experiences, and talks about these: Day 1
- Writes “words” for ideas using emergent writing strategies as needed: Day 1
- Uses top-to-bottom direction when listing words: Day 1
- Tells ideas to the class or a partner with sentence-like talk in preparation for writing (Story Talk): Day 2
- Repeats Story Talk aloud when writing to match spoken and “written” words (words may be written with a variety of strategies): Day 2
- Writes sentence approximations (words may be written with a variety of strategies) showing left-to-right progression: Days 2, 3.
- Draws pictures for stories, and labels these with sentence approximations: Day 3
- Shares writing with a good “storytelling” voice, by reading it aloud or by telling what it says: Day 2
- Listens to others read or tell about their writing: Days 1, 2, 3

Second Assessment Review: Following Unit 4, *More About Me!*

Student: _____ Teacher: _____ Date: _____

- Generates descriptions and ideas on familiar topics for writing: Day 1
- Writes lists of descriptive words or phrases using sound spelling as predominant emergent writing strategy: Day 1
- Tells the class or a partner about lists of words or phrases with Story Talk (sentence-like talk) in preparation for writing: Day 2
- Repeats Story Talk aloud when writing to assist with sound spelling and writing sentences: Day 2
- Writes simple sentences (may use “and” and “because”) with sound spelling (attempts may not include all letter sounds): Day 2
- Some sentences begin with a capital letter and end with a period: Days 2, 3
- Draws pictures for stories, and labels these with sentences: Day 3
- Shares writing by reading it aloud with a good “storytelling” voice: Day 2
- Tells specifically what he/she likes about another’s writing: Day 1, 2, 3
- Publishes writing (makes books): Day determined by teacher

Review Code:

✓ = demonstrates consistently

⊕ = demonstrates adequately

- = needs to develop

Writing from the Heart: First Grade Student Assessment Form, continued

Third Assessment Review: Following Unit 5, *Our Fairy Tales*

Student: _____ Teacher: _____ Date: _____

- Generates events in made-up stories that logically follow the story problem: Day 1
- Records events with words or phrases on planning forms (provided); sound spellings are more complete: Day 1
- Tells the class or a partner about events with Story Talk in preparation for writing: Day 2
- Repeats Story Talk aloud when writing to assist with sound spelling and writing sentences: Day 2
- Completes Story Form as expected: Day 2
- Writes simple sentences more accurately (grammatically) and with more complete sound spellings; writing has more sound spellings than conventional spellings: Day 2, 3
- Many sentences begin with a capital letter and end with a period: Day 2, 3
- Draws pictures for stories, and labels these with sentences: Day 3
- Makes covers for stories with title and author on the front and a simple description of the story on the back (tells something about the story without repeating it): Day 3
- Shares writing with a good “storytelling” voice, and comments specifically on others’ writing: Day 2
- Publishes stories (makes books): Day determined by teacher

Fourth Assessment Review: Following Unit 6, *All-About Stories*

Items in this checklist may occur on different days in the activities.

Student: _____ Teacher: _____ Date: _____

- Generates ideas for “All-About” stories (topics based on interest and knowledge)
- Lists topics as part of planning
- Selects topics to write about according to interest and knowing at least four things about the topic
- Records topic and facts about topics on planning forms
- Tells about topics in Story Talk in preparation for writing
- Writes drafts of “All-About” stories using planning forms
- Repeats Story Talk aloud when writing drafts to assist with sound spelling and writing sentences
- Writes sentences with increasing accuracy, more complete sound spellings, and more conventional spellings
- Begins most sentences with a capital letter and ends most with a period
- Rereads drafts to check for simple editing corrections
- Shares writing with a good “storytelling” voice, and comments specifically on others’ writing
- Publishes stories (makes books)

Appendix D: How to Publish Students' Books

We suggest that you and your students publish many of the stories they create in the *Writing from the Heart* activities. The information here explains several ways to do this, ranging from very simple to more complex procedures.

Folder Book (or Three-Ring Binder Book)

Materials:

- ✦ Folder or three-ring binder
- ✦ Three-hole punch
- ✦ White paper (optional)

Procedures:

1. After students have written the final copies of their stories, punch holes in the left side using a three-hole punch.
2. Put the pages into a folder with brads or a three-ring binder.
3. Write the title of the book on the cover of the folder or binder, or make a cover using white paper and glue it on.

Binding Tape Book

Materials:

- ✦ Binding tape
- ✦ Lined paper
- ✦ Scissors
- ✦ Stapler

Procedures:

1. Cut the lined writing paper in half, and have students write and illustrate the final copies of their stories.
2. Staple the books at three points - near the top, in the middle, and near the bottom on the left-hand margin.
3. Cover the staples with binding tape.

Basic Book

Materials:

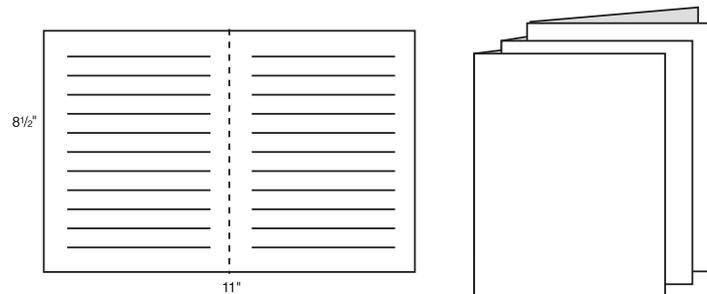
(All measurements may be changed to make books smaller or larger.)

- ✦ 2 pieces of cardboard—5 1/2" × 8 1/2" (same size as the pages)
- ✦ Pages (The number of pages depends on the length of your students' stories. Make sure there are enough pages for students to include their entire stories.)

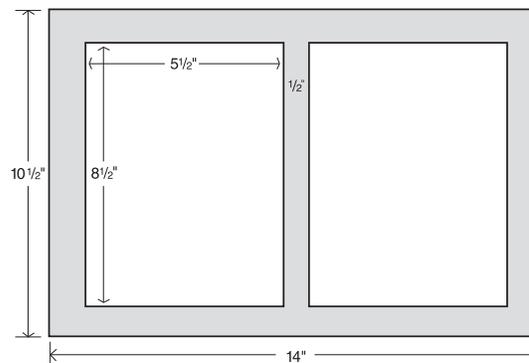
- Cover material (wallpaper, construction paper, wrapping paper, fabric, etc.) - $10\frac{1}{2}'' \times 14''$
- Glue
- Scissors
- Stapler (saddle staplers or swing arm staplers work well) or a thread and needle

Procedures:

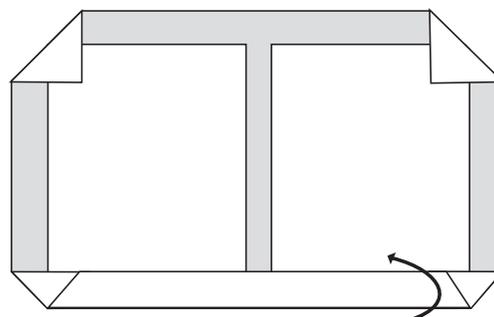
1. Fold the pages in half on the black line. Put a blank page on the outside to glue onto the cardboard. Staple or stitch up the center. Set the pages aside.



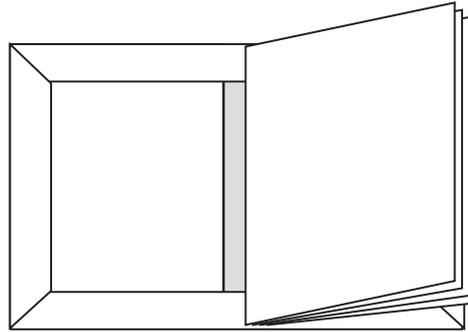
2. Place the cover material on a flat surface facedown. Put the two cardboard pieces on top of it. Leave a small space (about $\frac{1}{2}''$) between the cardboard pieces for the pages. Glue the cardboard in place.



3. Fold and glue the corners of the cover material over the corners of the cardboard.
4. Fold and glue the four sides down too.



- Position the book pages in the space between the cardboard. Glue the blank pages to the front and back of the book (onto the cardboard).



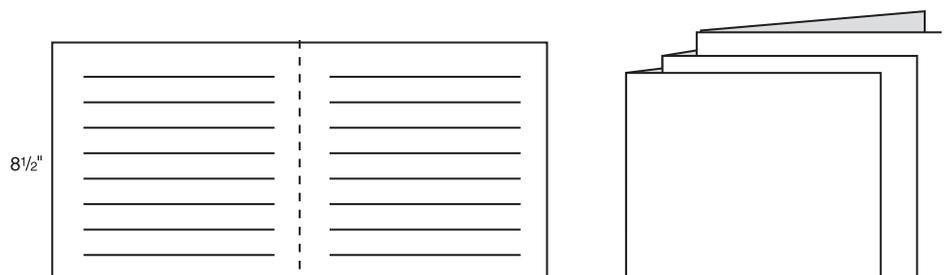
Pop-Up Book

Materials:

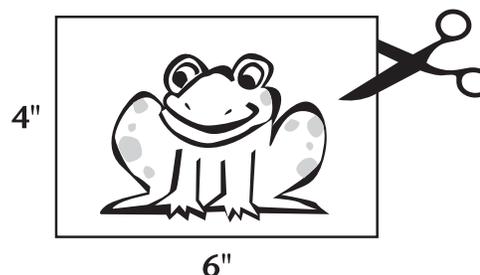
- ✦ Pop-up pages (2)
- ✦ Small paper (about 4" × 6")
- ✦ Scissors
- ✦ Glue

Procedures:

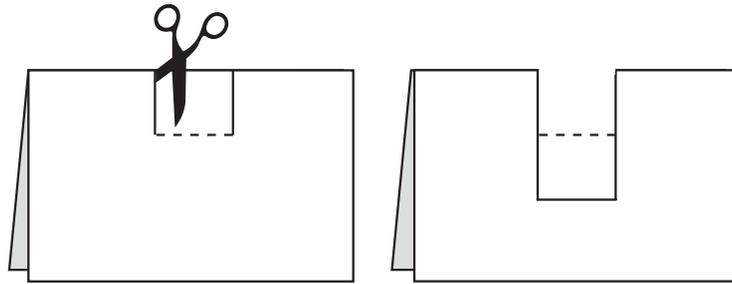
- Fold both of your pop-up pages in half the short way. You should see the words on page one and the two small lines on page two.



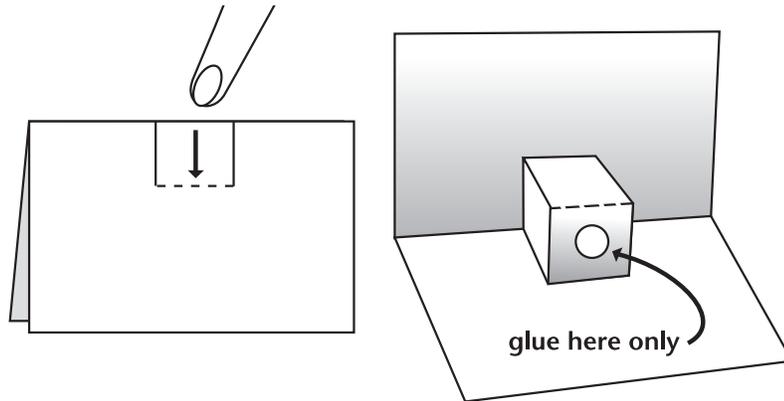
- Write the story (or riddle) on pop-up page 1. Then set it aside.
- Draw a picture on the small paper. This will be the pop-up part of the book. Cut out the picture and set that aside too.



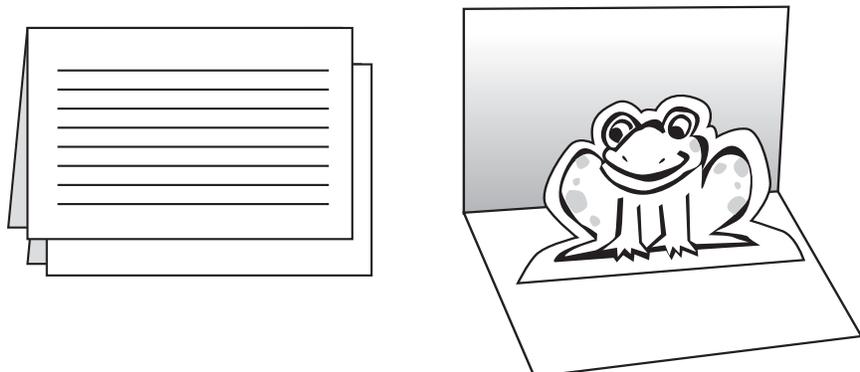
4. On pop-up page 2, cut on the two lines. Don't go past the lines. Fold back the cut flap onto the paper to form a rectangle. Then, fold the flap flat again.



5. Hold your paper so it looks like a tent. Put your finger on the cut flap and push down. It should go inside the paper. When you open the paper, the cut portion should pop up.

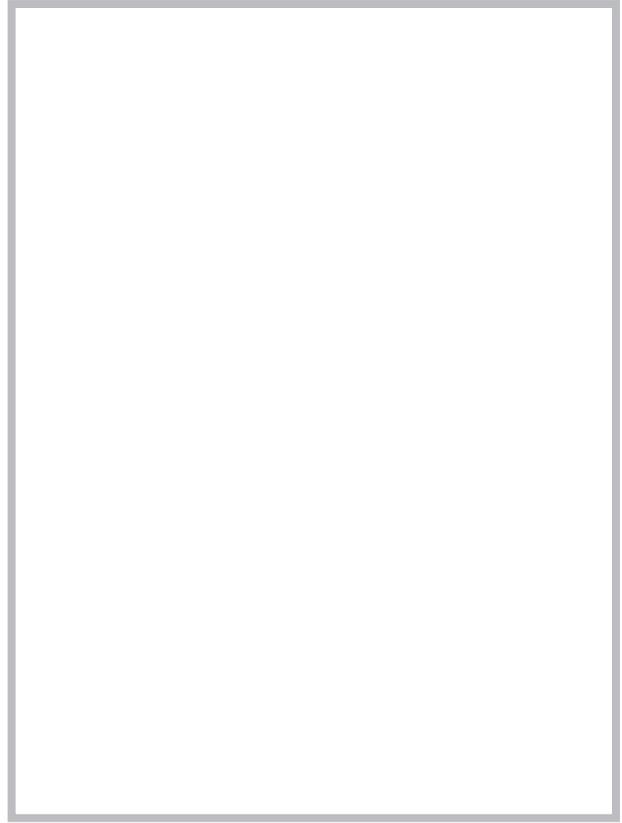


6. Glue the pop-up picture on the top flat part of the folded flap. Do not let the glue touch the rest of the paper or the bottom of the flap.
7. Glue the paper with the picture in it (pop-up page 2) inside the paper with the writing (pop-up page 1). You should be able to read the writing and then open the papers to see the picture.

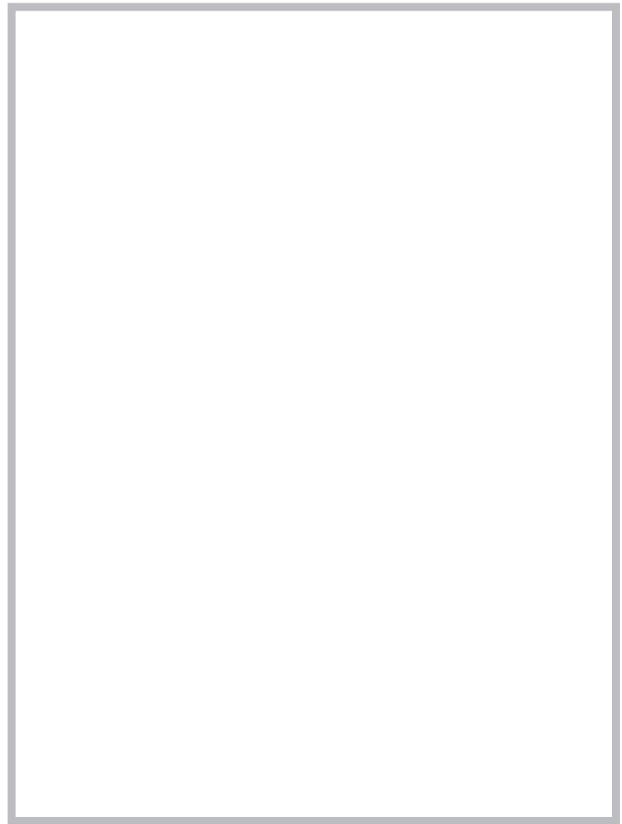


This section contains 12 vertical lines spaced evenly across the top half of the page, creating 11 columns for writing.This section contains 12 vertical lines spaced evenly across the bottom half of the page, creating 11 columns for writing.

Vertical lines for writing.



Vertical lines for writing.





Handwriting practice lines consisting of ten solid horizontal lines, evenly spaced, providing a guide for letter height and placement.

