Purposeful Writing in the Primary Grades

Creative Writing the Phonics Dance Way (Revision 3)



Ginny A. Dowd



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Beginning Writing into Formal Writing Conference



What are the different types of ways students should be expected to write?

. Directions ~ how to get somewhere or do something

2. Summaries ~ restating the topic by listing the major ideas

3. Persuasive Piece ~ the writer tries to convince the reader to agree with him or her

- Essay
- Letter following the business letter format
- · Letter to the editor

4. Friendly Letter ~ date, greeting, closing, body

5. Fictional Narrative ~ tells a story that is not true

6. Invitation ~ may be written in paragraph or structured approach

7. Thank You Note ~ follows the friendly letter format

8. Informational Report ~ either a research report or a newspaper article

Q. Journal Entry ~ recounts the events of a day, month or year

10. Personal Experience Narrative ~ tells a story based on the writers own experience

Story: / *Like Me* - Nancy Carlson

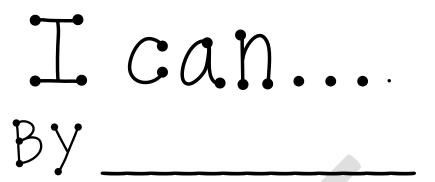
Sometimes / wonder if poodles like noodles - Laura Numeroff

Writing: //ike... (General format writing sheet page II ~ book cover page I2) Read the story and have a class discussion about all of the things little pig would say she likes to do. For example: Little pig would say, "I like to dance." This gets the class thinking about answering in complete sentences. Next write the words ///ke____ on the board. Demonstrate how to write a sentence that makes sense and sounds right. Complete your sentence by modeling how to fill in the blank as you sound out each individual word. Ask students to identify the sounds in the words you are spelling. Sound out each word phonetically. For example: //ike to run. //ike to pla. (pla = play.) //ike to hug my sistr. (sistr = sister). The goal is to have the students listen for and write the sounds they hear. Together read the story you have composed. Then erase the sentences you have written. Rewrite the words I like _____. Have each student copy the sentence starter and fill the blank with a word or words.

Story: / went walking - Sue Williams One - Kathryn Otoshi
Teeny Tiny Mouse - Laura Leurk Hello Red Fox - Eric Carle
The Deep Blue Sea: a book of colors ~ Audrey Wood
These are suggested books for two sets of stories.

Writing: What is red? (General format writing sheet page II ~ book cover page I3) Before you begin to write, talk about all of the things in the world that are red. Compose your story. On the board write: An apl is red. (apl = apple.) A hat is red. A flwr is red. (flwr = flower.) Sound out the words as you write them. The goal is to have the class listen for and write the sounds they hear in words. Once you have modeled writing, read the story together. Next erase the sentences you have written and rewrite A ______ is red. In this assignment the students copy the sentence starter and fill in the blank with something that is red. This is a good time to introduce the use of an and a.

Writing: What color is it? (General format writing sheet page II ~ book cover page I3) Follow the same format as the What is red? story. The modification: students will write about objects and their specific colors. For example: A cat is black. A hrs is brown. (hrs = horse.) An tre is green and brown. (tre = tree.)



(Cut on dotted line. Staple.)

like... By

The Funny Color True ~ False Test

By ____

This is true! This is false!



What's the next step in the process?

The book titles listed are suggestions. You can use any book related to the story your students will be writing.

As you transition into longer stories, these stories will enhance writing and thinking skills. (See pages 17-41 for these specific types of a lessons.)

As you model writing, remember to sound out the words as you write them. Call on students to supply the letter or letters you need to make a sound. You could even call on students to spell entire words. Think out loud as you write. Say, "I know that every sentence in the whole wide world begins with a capital letter. Do I have a sentence stopper? Does the end of this sentence need a period or a question mark? Does this sentence make sense and sound right?" Once you have written your story, read it together as a class. Then erase your sentences.

Now it is time for the class to write. As in earlier lessons, the goal is to have your students listen for and write sounds they hear in words. The difference is now they will be responsible for writing their own sentences. You will no longer star each sentence as it is written. As you walk around the room to monitor writing, carry an eraser with you. If you see a mistake in a sentence, erase it and ask the student how to fix it. Look for capital letters, correct vowel sounds, punctuation and sentence structure. These little mini conferences provide immediate feedback to the young writers in your classroom.

Story: Somewhere in the World Right Now - Stacy Shuett

Writing: Somewhere in the world right now....

Story: *My Many Colored Days -* Dr. Suess

Writing: What do you do when you wear blue?

This is a higher-level writing. Read the story and discuss how colors are associated with certain things. For example: if you think of red, you might get a picture in your head of an apple or a fire truck. If you think of black, you might get a picture in your head of a bat or a witch's hat. Brainstorm things that have specific colors. When it is time to model



Somewhere in the world right now birds are singing, teachers are teaching and a mom is making an apple pie. What else is happening in the world right now?

Somewhere in the world right now	
Somewhere in the world right now	
Somewhere in the world right now	
Somewhere in the world right now	

What do you do when you wear blue?
What do you do when you wear white?
What do you do when you wear red?
What do you do when you wear purple?
What do you do when you wear green?



Paragraph Writing

I. Explain that longer stories are divided into paragraphs. You can identify where a paragraph starts by the indentation. It looks as if someone took a hammer and built a paragraph house. Pass out the story (pages 43 and 44) and ask the class to identify each paragraph house by drawing an arrow in the indented areas. Then have them number each paragraph.

2 Explain that the first paragraph of any story is the introduction. "Hello, I am the introduction of the story! I am what the whole story is about!" Once the introduction is written it is time to build a new paragraph house. Each paragraph house after the introduction will support the main idea of the story. Individual paragraph houses will have a specific topic, details and a closing sentence. (It is important the students know that paragraphs contain three or more sentences.) Each time you write a new paragraph it must contain a topic (that supports the main idea of the story), details and a closing sentence. The conclusion will have its own paragraph house with two to three sentences that restate the main idea of the story.

3. Have the class read the title of the story. Read the introduction paragraph together. Ask, "What do you think this whole story will be about?" Find the sentence that does not belong in the introduction and cross it out. Talk about why that particular sentence did not belong. Reread the introduction again. It should make sense and sound right.

4. Read the story out-loud, and have the class identify the topic for each paragraph. Discuss which sentence did not belong and explain why.

5. It's time for the students to write their first story in paragraph form. (Story format on pages 45 and 46). They will write their own version of *Meet My Friends*.

The Introduction Paragraph: The first two sentences are written already. The students will write one to two more sentences that coincide with the introduction. For example: Let me introduce you to some of my friends.

Explain that each paragraph will be about a specific friend. They are to write two to three details about that friend and a concluding sentence.

The first sentence of the concluding paragraph is already written. The class will write one or two sentences about a thought or feeling about all of their friends.

Ćį

Meet My Friends

By	
-	

Friends are fun to have. I have lots o
friends. I want to tell you all about them!
Introduction Paragraph
Meet my friend
Paragraph Two
Meet my friend
Paragraph Three

Poems and Personification



Count Up ~ Count Down Poems

These poems lend themselves to the format of your choice. The subject goes on the first line. A synonym can be written on the last line.

Mixing

Just Nouns Just Verbs Parts of Speech Sentences School School School School teachers kids read write Kids teachers First Grade Gym is fun. desks, books, clocks read write sing run jump play cooks, tables, food cut color draw Hearn there. Let's Phonics Dancel swings, slides add subtract computers books Let's read! Kyle Kyle Kyle Learn

Haikus ~ Japanese Poetry that paints an image

Format	Example
5 syllables	Spring is almost here
7 syllables	Green grass, leaves on trees, warm sun
5 syllables	Good-bye snow and ice

Cinquain Poems (Three Specific Formats)

Format One	Format Two	Format 3
Line I: A Noun	Line I: One Word	Line I: Two Syllables
Line 2: Two Adjectives	Line 2: Two Words	Line 2: Four Syllables
Line 3: Three Verbs	Line 3: Three Words	Line 3: Six Syllables
ending in "ing"	Line 4: Four Words	Line 4: Eight Syllables
Line 4: A four Word	Line 5: One Word	Line 5: Two Syllables
Phrase (a thought or		
feeling about the		
subject)		
Line 5: A synonym		
Example	Example	Example
Dog	Cats	School
Furry, spotted	Scratch you	We learn a lot
Barking, chasing,	Kittens, Toms, Felines	Math, spelling, gym,
digging	Sit on your lap	music
They can protect you	pets	Mrs. Dowd teaches all
Puppy		of us
		First Grade

Name				-
Let's write	a Cinquain abo	ut		<u>-</u>
				
<u> </u>		Title		<u>—</u>
j 		Title		
 	adjective		adjective	
l I Verb		verb		verb
	A thought or a	feeling al	oout the title	
Illustrate.	A synon	nym for th	e title	
[



Story: *Officer Buckle and Gloria* - Peggy Rathmann

Writing: If you don't know about rules, you have to read this!

Officer Buckle thinks rules are important. Do you? What if you met a new friend who knew nothing about the rules at school, at home or at play? You would have to teach them how to stay safe!

Examples: Never pet a shark. Look both ways before you cross the street. Wear a coat, hat, and gloves to stay warm outside in the winter.

Story: *Wemberly Worried* - Kevin Henkes *Jessica* - Kevin Henkes

Writing: Don't Worry! It's only School!

Were you ever nervous on the first day of school? Jessica and Wemberly were too! Let's write a story to tell kids who are nervous on the first day of school about all of the fun things that happen here. Don't forget to start with your introduction. Introduction example: Wemberly, don't be nervous school is fun. Let me tell you all about it!

Story: *Get out of bed!* - Robert Munch

Writing: Hey! It's time to wake up!

Amy can't wake up in the morning! She is always late for school. If you had a friend who was always late for school what could you say or do to get her out of bed and to school on time? Examples: I will put an alligator in her bed. I will tell her the president wants to eat breakfast with her.

Story: *Late for School* - Stephanie Calemenson

Writing: What's your excuse?

Mr. Bungles is late for school, but he doesn't want to get in trouble. If you were late for school, what excuses could you give your teacher so you wouldn't get trouble? Examples: My mom had a baby pig this morning. I was walking to school and a dog started talking to me.





If you don't know the rules... YOU HAVE TO READ THIS! (Advice to live by!)

	By
l	
2	
3	
4	
5	



By
The Introduction
May I introduce you to
May I introduce you to



My Family is Forever - Nancy Carlson

Writing: *Meet My Family*

After reading the story, discuss the many ways all families are different. In this writing assignment the class is going to introduce the members of their family to you. If students only have one or two family members have them write about their pets and extended family.

Story: Franny B. Kranny there's a bird in your hair - Harriet Lerner Weird Parents - Audrey Wood

Writing: How well do you know my family?

The class will write sentences about their families. Half of the sentences they write will be true. The other half will be fiction fantasy. Examples: My mom is a nurse. (True) My sister kissed my dad and he turned into a frog. (Fiction Fantasy)

Story: /Love You Stinky Face - Lisa McCourt
Mother May 1? - Lynn Plourde

Writing: Mom, did you ever wonder why I love you? Read this and you'll know!

As the class writes they can use these prompts:

llove when my mom _____llove my mom's ____

I love how my mom _____ I love when my mom and I _____

Story: /*Love You with All My Heart* - Ken Norris *Does a Kangaroo have a mother too?* - Eric Carle

Writing: A Mother Acrostic

Acrostics are easy to write. Look at the first letter on each line. Think of a word that begins with that letter. Write a sentence or a group of descriptive words that coincide with the topic.

For example: M ost loving person I know Only mom loves me this way

 $\underline{\mathbf{T}}$ he best mom in the world $\underline{\mathbf{H}}$ er eyes are blue

Every day she kisses me Really she is the best

(Follow these directions for an Acrostic about dads and families the next two pages.)

Dear Mom and Dad,
You love me like a teddy bear loves
cuddles. You love me like a rainbow loves
colors. Guess how much I love you?

Love, _____

1.1	
I Know	what you are thinking! That's a lot!

When I was little... My Memoir

By	

When I was young I didn't know how to do very much! Look how my life has changed over the years!

i 	
<u>.</u> L	



Story: *Best Friends* - Steven Kellog

Never glue your friend to a chair! - Katherine Apolegate

Writing: *Friendship*

This is what I know about Friendship. The class writes why friends are important and how friends should treat each other. Example: Friends play with each other at recess. Friends tell secrets to each other. Friends trust each other.

Story: *You're not my best friend anymore!* - Charlotte Pomerantz / am sorry! - Sam McBratney Rainbow fish - Marcus Pfister

Writing: *The Do's and Don'ts of Friendship*

The students write five ways good friends should treat each other and five things friends should NEVER do!

Story: Can I keep him? - Steven Kellog

Writing: Who will be my friend?

Introduction paragraph: I am looking for a new friend. Someone special! I want someone who likes _____ and ____. Who will be my friend?

This is a sequence story. In each paragraph the writer asks a person or an animal to be a friend. Everyone asked will say no and give an excuse why. In the final paragraph the writer will finally find a friend! Example: First, I asked a pig to be my friend. He said he would be my friend if I could roll in the mud and eat slop with him. Pig is not the friend for me!

Story: *Emma Kate* - Patricia Polacco

Writing: Want Ads for Friendship

Elephant only has a make-believe friend. She can find a new friend by writing a friendship want ad. What would other animals write in their ads? Friendship Want Ads for different people and animals. Follow this format: Wanted, one ______ friend. (Fill in the blanks with two adjectives.) Must love _____ Must hate _____ Must want to





1	
- t t t t t	
2	
- 1 1 1 1 1	
3	
4	
5	
6	



Have you and your friends ever been bored with nothing to do?

These ideas will help you if you are ever in that Situation again!

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1 1 2 <u> </u>	
3.	
3 <u>.</u>	
<u>ش</u>	
5	
<u> </u>	



Story: Houndsley and Tina and the Birthday Surprise - James Howe Arthur's Birthday - Marc Brown

Writing: Invitations

After reading the story brainstorm all of the different types of parties that people attend. Talk about invitations. What should they include? When you receive an invitation it has a date, place, time, location and a number you can RSVP to. Next have the entire class practice writing an invitation to a party. Then have the kids write their own invitations using the structured approach (page IOQ) and transfer it into paragraph form (pageIIO). Don't forget to have the class design the cover of your invitation!

Story: Crazy Like a Fox: a Simile story - Loreen Leedy

Houndsley and Catina and the Birthday Surprise - James Howe

Don't Wake up Momma! - Eileen Christelow

Writing: / am a Party Planner!

For this writing the class will become party planners as they arrange the perfect birthday party! Don't forget to have the class answer each question with a complete sentence.

Story: Slumber Party - Judith Caseley
Arthur's First Sleepover - Marc Brown

Writing: The Sleepover party

For this sequence writing assignment, the class will pretend they are at a sleepover party having fun. Suddenly they hear a noise and need to find out what it is. Example of the introduction paragraph: I was having a sleepover party with my friends. We were having fun when suddenly we heard a noise. We had to find out what it was!

Each paragraph will describe a room they looked in and something quiet they saw. Example: First, we looked in the kitchen. We saw the dishwasher. It was off. It wasn't the noise. In the last paragraph they will write about the noise, what it was and where they found it.

Example: Finally, we looked in the bathroom. My brother was singing in the shower. He sounded awfull That was the noisel Time to sleep!

Whoopee!
It's time for a party!
It's aparty
far!
Date:
Placë:
Time:
PSVP:

Happy birthday to you! Happy birthday to you!
It's time to plan a birthday party for your friend!
What kind of party will you have?
Where will it be?
What are five things you will need to
buy for the party?
<u> </u>
3 ₁
⁻
5
2 3 5



Just a reminder: These stories are recommendations. Feel free to read your favorite books!

Story: The Rigby PM Collection offers a number of factual short books based on the lives of various animals. Any factual books about animals will lend themselves to this writing activity.

Writing: Non-fiction means REAL! That's true!

Reading non-fiction books is different than reading a fiction story. There are so many new facts to learn that you can't read the book all the way through. When we read non-fiction we start by reading one page at a time. We flip the book over and write one new fact we learned from that particular page. Then we read the next page and repeat the process until we are through with the story.

Story: Animal Families - Lorrie Mack

The Case of the Sleepy Sloth - Cynthia Rylant

Backyard detective: critters close up - Nick Bishop

The Great Pig Search - Eileen Chritelow

Doggone Dogs! - Karen Beaumont

or any fiction and non-fiction books

Writing: Fact or Fiction? Read and see!

For this writing activity the class will differentiate between facts and fiction. They will start by writing a fact about an animal. Then going to the opposite page will write a fiction fantasy sentence about that same animal. Tell the students their fiction fantasy sentences must be so crazy and unbelievable they should make you fall out of your chair while you laugh!

Example: Fact ~ A dolphin is a mammal that lives in the sea.
Fiction Fantasy ~ A dolphin drove me to school today.
Repeat this process for the remainder of the sentences.

Story: *The Napping House* - Audrey Wood

A den is a bed for a bear: a book of hibernation - Becky Barnes

Time to Sleep - Denise Fleming

Writing: Wake Up!

For this assignment, the class will ask the question: How can I wake a ____ up? They will fill in the blank with an animal or person's name.

Fact or fiction? Do you know the difference? Test your knowledse!

By ____

This is totally factual!

This is totally fiction!

Animal Facts

What you are about to read is factual. That means absolutely true!

	·
Test _	
Town .	
-	

Name .				
	a N / 16 - 10 8 4		1 0	

What would you do? Let's think outside the box!

What would you do if you were a butterfly who lost her wings?
What would you do if you were a cow that could not give milk?
What would you do if you were a monkey who did not like bananas?



Story: *No Such Thing* ~ Jackie French Koller *Clyde Monster* ~ Robert L. Crowe

Writing: Dear Little Monster,

Clyde and Little Monster were afraid of children. For this writing assignment the class will write a letter to a little monster explaining why he should not be afraid of humans.

Story: *The Aminal* ~ Lorna Balian *Huaaly Gets Dressed* ~ Ted Arnold

Writing: What kind of monster are you?

The class is going to write about monsters that have characteristics of certain people and animals. For this assignment a monster will introduce himself or herself by name and tell what he does to deserve that name.

Example I: I am chef monster. Every morning I will make you breakfast and at night I will make you spaghetti.

Example 2: I am a football monster. I play football every Sunday. I love it when I score a touchdown! I love tackling people too!

You can easily turn this into a paragraph writing using the Introduction and the sequence words First, Then, Next, After that, and Finally.

Introduction Paragraph example: Wouldn't it be funny if monsters acted just like people and animals? Do you know what they would do? Let me tell you.

Topic Paragraph example: Let me tell you about a turtle monster. He lives in a shell. You can find him swimming at the pond. On sunny days he lays on a log in the sun. You can take him home to be your pet. Choose your favorite monster and draw a picture to show what he looks like.

Story: *Go Away Big Green Monster* ~ Ed Emberly *Junie B. Jones has a Monster Under her Bed* ~ Barbara Park *Monsters in My Mailbox* ~ Ellen Jackson

Writing: Monsters on the Loose!

Name	

What kind of monster are you?

What is your name?
Tell me two or three things you do! P.S. I am not afraid of you!
What is your name?
Tell me two or three things you do! P.S. I am not afraid of you!

Name If I Were a monster Comparing those creatures to mel
TF I were a monster I would
But Since I'm a kid I
You can see how we are different, can't you?
TP I were d monster I would



Inventions and Robots

Story: The kid who invented the trampoline: More Surprising Stories
About Inventions - Don Wulffson
The kid who invented the popsicle: More Surprising Stories
About Inventions - Don Wulffson
Invention - Caroline Bingham

Writing: Where would we be without it?

Discuss how life has changed since the beginning of our country. Ask the class to think about modern inventions that we use every day to make our lives easier. Write their ideas on the board.

Introduction Paragraph Example: The world is filled with wonderful inventions! **Have the class write the rest of the introduction.**

Topic Paragraph Example: Let me tell you about a Wii. It's fun to play games on it. I love to beat my sister at tennis. I can't believe I don't even have to go outside to play that any more!

Topic Paragraph Example: Let me tell you about an airplane. They make traveling fast and fun. They fly in the sky and get you where you want to be in no time.

Conclusion Example: All of these inventions ______. Have the class fill in the blank and add their own thoughts or feelings about inventions. Example: I am so glad I have these inventions. I don't think I would like living in a world without them!

Story: *Rolie Polie Olie* - William Joyce

Sammy and the Robots - Ian Whybrow

Snaggle Doodles - Patricia Reilly Giff

Space Case - Edward Marshall

Writing: Thank you, Mr. Robot!

AHHHH! My Robot is out of control!

You can write these stories in paragraph form or on the regular writing format. After you have read the story, ask the students what they would do if they had a robot? Would the robot do homework or fly you somewhere? Would he clean your house? Would he be a guard on your football team or protect your house when you are not there?

Don't forget that every good story begins with an introduction. (Hello, I am the introduction of the story! I am what the whole story is about.) Once the introduction is written, the class will use the sequence words **First**, **Then**, **Next**, **After that**, and **Finally** as they write the rest of their story.

Where would we be without it?

By	
-	_

The world is filled with wonderful inventions!	
Introduction Paragraph Let me tell you about	
Let me tell you about	
Paragraph three	

Asking nicely!

When you ask someone for something they are more likely to do it if you ask nicely! These people and animals want you to let them do something and they are asking nicely!

	asked,
The	asked,
The	asked,
	. asked,





Story: *Baby Animals of the Rain Forest* - Carmen Bredesen *Houdini the Amazing Caterpillar* - Janet Pederson *Growing Frogs* - Vivian French

Writing: If a butterfly could talk what would it tell you about its life? (Page 213 - 214) If a frog could talk what would it tell you about its life? (Page 214 - 215)

This is a non-fiction writing lesson. Remember: Non-fiction means real! To start, pretend to turn your class into butterflies and frogs. Tell them it is incredible because even though they have gone through metamorphosis they still have the ability to write. Ask them to write facts about their lives as amphibians or insects. Remind the class to write in the first person.

Butterfly example: I suck nectar out of flowers with my proboscis. **Frog example:** I have a vocal sac. I puff it up to call a girl frog.

Story: *Butterfly Magic* - Melissa Getzoff *Metamorphosis: Changing Bodies* - Bobbie Kalman *The Frog Prince, Continued* - Jon Scieszka

Writing: *The Amazing Metamorphosis*

For this writing assignment the class will pretend to go through a magical metamorphosis. They will pretend that they are morphing into something other than a human. There are two formats to choose from, a short story format or paragraph story. After the introduction, use the sequence words First, Then, Next, After that and Finally to guide the story. In the conclusion of the story the students need to decide if they will morph back into themselves or stay the way they are. Introduction example: You will not believe this, but today I went through metamorphosis! I turned into a turtle. Let me tell you all about this crazy day in my new life.

Conclusion: I don't think I want to be a turtle any more. It's hard being this slow. OR I love being a turtle. It's fun being a reptile! I want to live in this shell forever!

Story: *Growing Frogs* - Vivian French

Writing: What is it? Can you guess? Hop to it and read my clues to find out!

For this writing assignment the class will write clues describing a frog's life. What are their body parts, habitats, diet and other characteristics?

If a butterfly could talk, what would it tell you about its life? POOF! It's AMAZING! You have been turned into a talking butterfly. Fly to it! What can you tell us about your life?

Butterfly name ____

The Amazing Metamorphosis By _____

	now metamorphosis means change? believe what happened today!
	Introduction Paragraph
First,	
Next,	Paragraph Two
IIIOAT/	
	Paragraph Three

Predator, think about it! Do you really want to eat me?

By Frog _____

Snake, don't eat me!
Sharp toothed fish, don't eat me!
Lizard, don't eat me!
Diving bird, don't eat me!
Turtle, don't eat me!

Butterfly and Frog are off to see the world! Where are they, and what are they doing there?

Butterfly where are you?
What are you doing there?
Flutter! Flutter! Fly!
Where will they go next?
Frog where are you?
What are you doing there?
Ribbit! Ribbit! Hop!
Where will they go next?
Butterfly where are you?
What are you doing there?
Flutter! Flutter! Fly!



Story: *The Water Cycle* - Trudy Strain Trueit

Writing: *This is what I know about water!*

Pre - teaching: Students write all of the facts they know about water (pages 232 and 234).

Post - teaching: Once your water unit is complete, the students repeat the process, this time writing new facts they have learned about H20 (pages 233 - 234).

Story: *The Rain* - Michael Laser

Writing: *Dear Rain,*

Students write a letter to the rain, expressing their thoughts about storms, the water cycle, how they use water and water's importance.

Story: Letter to the Lake - Susan Swanson

Lottie's New Beach Towel - Petra Mathers

Writing: Let's swim!

Students make a list of items they would take on a trip to a lake, beach or pool. Once the items are listed the class writes a description of how they would use them or what they would be used for.

Example I: I would take my snorkel. I would use it to stay under water for a long time.

Example 2: I would take my towel. I would use it to dry off after I went for a swim.

Example I: I would take my best friend. We would make a sand castle on the beach.

Name





We are getting ready to learn about M the water cycle. This is what I know about water!



Story: *Too Much Noise!* - Ann McGovern *The Louds Move In: Chompity, Chomp, Chomp* - Carolyn Crimi *The Dog Who Cried Wolf* - Nancy Coffelt

Writing: Too much noise

After reading the story discuss why different people and animals would have reason to shout. Brainstorm all of the synonyms for the word shouted. You can find a list of these words (screamed, screeched, hollered, cried, yelled, bellowed) at the top of the writing pages. For this writing activity the class is going to write about different people, animals and objects that are screaming out statements. Each sentence should have a different synonym for the word shouted. Every sentence must end with an exclamation mark. If you have higher-level writers quotation marks can be introduced or reviewed in this lesson. The comma is already on the page. (See pages 235 - 236. 232 is the cover for the higher level story.) Remember: Quotation marks. Quotation marks. They tell you what's being said! Example lower level sentence: The bee yelled I want honey! Example higher level sentence: The crayon shouted, "Use me to color that picture now!"

Story: *Peace at Last* - Jill Murphy *Ten Sleepy Sheep* - Holly Keller

Writing: Shh! I'm trying to sleep!

For this lesson the class will write a sequence story about noisy things that kept them awake all night. The introduction is started. Have the kids write one to two more sentences for the introduction. The sequence words need to be written in. Don't forget your commas! For the last part of the story the students get to decide if they finally got some sleep or if they stayed up all night. You can choose to write this story in regular form (pages 246 - 247) or paragraph form (pages 248 - 249).

Story: *The Very Quiet Cricket* - Eric Carle

Writing: *Listen carefully! It's a Sound Test!*

Talk about sounds that are soft and sounds that are loud. What is the cause of that sound? For this lesson the students are going to write a Quiet ~ Noisy Test for a classmate. Once the test is completed have students swap papers and take the test by circling the correct answers ~ either quiet or noisy.

Example: There is traffic on the highway and hear cars beeping. **Example:** A butterfly is flying to a flower.

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By

Here I am doing something rollsy!

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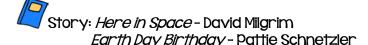


Story: Homes of Living things - Bobbie Kalman
Homes around the World - Max Moore
I see a kookaburra: discovering animals around the world Steve Jenkins

Writing: *Habitats are Homes!*

After reading the story, brainstorm different habitats that are found on planet Earth. Discuss who and what lives in these places. For this writing assignment the class will describe a habitat, (what does it look like, who lives there) and then reveal where it is.

Example: It is the place where the ocean meets the sand. It has shells and seagulls. When you are there you might see a dolphin or a shark in the water. It is the beach.



Writing: *There's no place like home!*

For this lesson the class will describe what makes our planet unique. Discuss what Mother Earth has to offer living things that no other planet in our solar system has. There are two formats for this writing: A shorter story form and paragraph form. In both formats the introduction is started. It is up to each writer to add one to two more sentences to state what the main idea of the story is.

Introduction: Did you know we call our planet Mother Earth? Without her we could not survive! Let me tell you what makes our planet so special.

Example: Planet Earth has water. We use it to cook. It keeps us clean. Plants need water to survive. You cannot find water anywhere else in the universe! **Example:** My planet has different types of landforms. You can climb a mountain. You can live on an island. That is a place that is surrounded by water. There are deserts that are hot and steamy. There are volcanoes that can explode and spit out hot lava.

Story: *Let's Get Ready for Earth Day* - Lloyd Douglas *Earth Day* - Linda Lowery

Writing: What makes my planet the best place to live?

After reading the story, brainstorm what makes Earth a great place to live. For this writing assignment the class will give their opinions about what they like to do, see, hear, taste and smell as inhabitants of this planet. (There is a list of sentence starters on page 260.)

Example: I love to see the sunset at night.

Example: I love to hear music playing on the radio.

Example: I love to ride my bike down a steep hill.

There is no place like home! By

Do you know why we call our planet Mother Earth? Without her we could not survive!
The Introduction
This is why my planet is like no other planet:
This is why my planet is like no other planet:
This is why my planet is like no other planet:
This is why my planet is like no other planet:



Story: *Martha Speaks* - Susan Meddaugh

Writing: *Dog Talk (Understanding Canine Language)*

After reading the story, ask the class to pretend they have just been turned into their favorite dogs. Tell them for one day they will have the ability to speak out about situations in their lives as this canine animal.

Example: When the puppy says. "Woof! Woof! Boo hoo!" What happened?

Example: When the puppy says, "Woof! Woof! Boo hoo!" What happened? He could not find his bone.

Story: *Widget* - Lynn Rossiter *Dogs Don't Wear Glasses* - Adrienne Geoghegan *Dogs Don't Wear Sneakers* - Laura Numeroff

Writing: Dogs don't do that!

For this lesson the class will write questions asking the reader if they have ever seen a dog do something unusual. The answer *Of course you haven'tl* is already written.

Example: Have you ever seen a dog make a snowman in your backyard?

Of course you haven't!

Example: Have you ever seen a dog do the hula dance with your teacher?

Of course you haven't!

Story: *Dog Breath* - Dave Pilkey *Pinkerton, Behave!* - Steven Kellog

Writing: Who's in the doghouse?

After reading the story, discuss what it means to be in the doghouse. (Of course it means you are in big trouble!) Students will answer the question "Who is in the doghouse?" and write the reasons that these people and animals are there. Example: Who is in the doghouse? Frog is in the doghouse.

What happened? This morning he hopped on the principal's head when he was saying announcements.

Story: *Shaggy, Waggy Dogs* - Stephanie Camelson *A Dog's Body -* Gail Gibbons

Writing: Are you ready to test your knowledge about dogs? Two formats

I. After learning about a dog's life, the class will write a True - False Puppy Dog Test for students to test their canine knowledge (pages 279 - 280).

2. Students will write facts they have learned about dogs (pages 281 - 282).

Story: My Big Dog - Janet Stevens
The Last Puppy - Frank Asch

Writing: *Take me home!*

For this lesson the students will be asked to pretend they are a puppy in a pet shop. They will compose a letter trying to convince a potential owner to buy them and take them home!

Dog Talk (Understanding the Canine Language)

When the puppy says, "Woof! Woof! Boo hoo!" what happened?
When the puppy says, "Woof! Woof! That's funny!" what happened?
When the puppy says, "Woof! Woof! How sweet!" what happened?
When the puppy says, "Woof! Woof! That's what I want!" what happened?
When the puppy says, "Woof! Woof! I'm scared!" what happened?

Who is in the doghouse?
What happened?
Who is in the doghouse?
What happened?
Who is in the doghouse?
What happened?
Who is in the doghouse?
What happened?



Story: *The Little Red Hen* - Paul Galdone or Jerry Pinkney *Cook-a-doodle-doo* - Janet Stevens

Writing: So what's your excuse?

After reading the story, discuss all of the different excuses animals could come up with to get out of helping on the farm. When an animal gives its excuse the sentence must start with the way it talks. For higher-level students this is a good lesson to reinforce quotation marks. Quotation marks. Quotation marks. They tell you what's being said!

Example lower level: The cow has to make a milkshake for the farmer. **Example higher level:** The pig oinked, "It's time for my mud bath."

Story: Giggle, Giggle, Quack - Doreen Cronin

Wow! It's great being a duck! - Joan Rankin

Writing: *Run, duck, run!*

For this sequence writing, the kids are going to pretend they are a duck. They will choose a predator who wants to eat them and write a sequence story about all of the different places they can hide to be safe. Unfortunately everywhere they hide there is more danger than the place before. In the last paragraph each student must decide his or her own fate. There are two formats for this story. A short form and a paragraph form. The introduction is partially written. Choose a predator that is trying to eat you and fill in its name in the space provided. Write one more sentence for the introduction. Then it's time to use the sequence words to guide the rest of the story. Don't forget your commas!

Introduction Paragraph example: It's hard being a duck! Do you know how many animals and people want to eat me? Yesterday a _____ wanted me for supper! **Sequence Example:** First, I ran to the pond. I jumped in and started to swim. Suddenly I saw two big eyes looking at me. It was an alligator. He looked hungry. I pecked him in the nose and flew away!

Sad Ending Conclusion: Finally, when I wasn't looking the farmer snuck up and caught me. I am in a cage right now waiting to be cooked! Good-bye! **Happy Ending Conclusion** Finally, I bought a ticket to Hawaii. Right now I am on the beach getting a tan! Thank goodness I am safe...for now!

Story: *The Rabbit Clu*b - Jan Wahl *The Day the Dog said, "Cock-a-doodle-doo!"* - David McPhail

Writing: The Mixed Up Farm

For this writing activity the students will write sentences describing a very mixed-up farm.

Example I: When the farmer milked the cow he didn't get milk. He got orange juice!

There is so much work to do on the farm, but no one wants to help! All of the farm animals have excuses, excuses, excuses! So farm animal what's your excuse?

39 1 41/11 47/11/41 4/14/13 G-41 0xe430:
Cow, what is your excuse?
Should I believe you?
Pig, what is your excuse?
You've got to be kidding me!
Duck all at in 4000 avour a?
Duck, what is your excuse?
You expect me to believe that?
Horse, what is your excuse?
Horse, what is your excuse?

Nome.		
_	It's a down on the farm	
	lflest sellet – suat	
Read	each farm sentence and decide if i	(† js
	TRUE, MOO! OF FALSE, HONK!	

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ه الم	TRUE, MOOI	FALSE, HONK!
	TRUE, MOO!	FALSE, HONK!
	TRUE, MOO!	FALSE, HONKI
	TRUE, MOO!	FALSE, HONK!

Seasonal Writings Throughout the Year



Seasons pages 315 - 322

Story: *It's* summer! - Linda Glaser *Best Summer Ever!* - Eve Bunting *Zoomer's Summer Snowstorm* - Ed Young

Writing: *Good-bye, summer!*

For this lesson students will say good-bye to all things that represent summer (activities, clothes, plants, animals, insects, etc.)
Each sentence should start with the words **Good-bye**. **Example Lower Level:** Good-bye shorts. Good-bye flowers blooming. **Example Higher Level:** Good-bye swimming pool. I will miss splashing my friends in your water.

Additional Writings in this same format: Hello winterl Good-bye winterl Hello springl

Columbus Day pages 323 - 329

Story: *My First Columbus Day Book* - Dee Lilligard *In 1492* - Jean Marzollo *A Picture Book of Christopher Columbus* - David Adler

Writing: Hey, Chris! Do you want to discover the world today?
In this lesson students get the opportunity to make a dictionary for Christopher Columbus. It will detail what life is like today, as they describe modern conveniences that he did not have in his time.

Twriting: Chris! You would have loved sailing on a cruise ship!

This is a lesson that gives the class the opportunity to write questions. To start, pull up images of a Disney Cruise ship. Look at the interior and exterior. Compare how this type of boat is different than the ships Columbus sailed on. Pass out the word bank (page 326). This is a list of activities and things you find on a Disney Cruise ship. Each sentence should be a question to Columbus about a cruise ship.

Example : Chris, did you know on a cruise ship you can swim in a pool? **Example 2:** Chris, did you know a cruise ship has a chef to cook all of your food?

Easter pages 389 - 394

Story: *Max's Chocolate Chicken* - Rosemary Wells

Writing: *The Easter What?*

If the Easter bunny delivers Easter eggs and jelly beans, what do other animals deliver?

Example : The Easter frog delivers chocolate tadpoles and cups of sweet pond water.

Example 2: The Easter cow delivers chocolate milk and sugary calves.

, Story: *Here Comes T-Rex Cottontail* - Lois Grambling

Writing: Hop to it!

When someone tell you to "Hop to it!" it means get busy! Hop to it animals and people! You have work to do!

Example I Lower Level: Hop to it dog! You have cats to chase!

Example 2 Higher Level: Hop to it football player! You have to tackle, run and score a touchdown.

Story: *The Extraordinary Egg* - Leo Lionni *The Easter Egg* - Jan Brett

Writing: *The Amazing Egg*

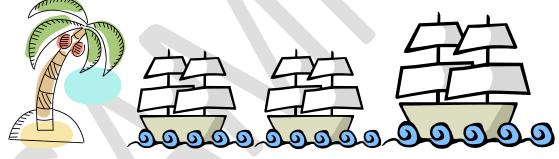
This lesson lets the class pretend they have found an Easter egg that is ready to hatch. They are to write clues describing this extraordinary thing!

Have the students use construction paper to design giant Easter eggs. Once the eggs have all been colored, cut them across the middle to make it look as if they are cracked. Fasten the two parts together with a brad. On a separate piece of paper have the class draw a picture of the incredible thing that popped out of their eggs. Glue the picture behind the bottom half of the egg. When you close the egg you will not be able to see what is inside. Each student takes a turn reading their clues to the class. To check to see if the answer the class gives is correct, the student reading his or her clues, opens up the egg to reveal what is inside.

A Dictionary for Christopher Columbus!

By





Hey Chris! Let us help you discover the world today!

Name
Teach me, Little Ghost! Boo!
What would you like to ask Little Ghost to teach you how to do? It will be spooky if you forget your question marks!

Name	
Turkeys, I know that you're nervous! But you have to be	
clever! What can you say to a farmer to convince him you a not the bird for his Thanksgiving dinner?	— —
48	_
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	—

Name	

It's the holiday season! You know what that means? Presents! Presents! Presents!

Ques	tion:
Answer:	
	Ho! Ho! Ho!
Ques	tion:
Answer:	Ho! Ho! Ho!

Hello 20 ___

This year I am going to try to be the best I can be! At the end of the year I hope you see that my resolutions over the next 365 days will really help me change my ways!

By ____

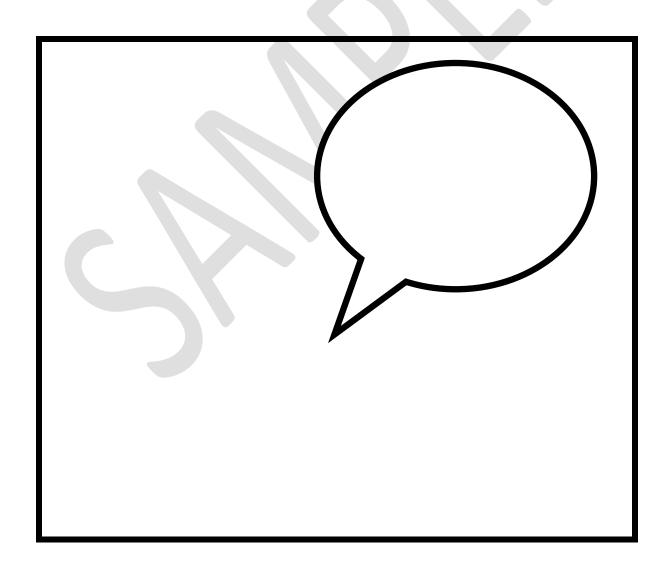


How do you make a snowman?

By____

The Easter what????

 B_{y}



The Easter Bunny delivers chocolate bunnies, candy eggs, and sweet jellybeans!
What if he decided to retire? Who would take his place and what would they deliver?

-	

General Writing Format Sheets

- Short Friendly Letter Form
- Long Friendly Letter Form
- Who is it? Can you guess?
- What is it? Can you guess? (Shared second page with Who is it? Can you guess?)
- General Writing Format for Primary Grades (including picture boxes)
- Blank Paragraph Formats (Short and Long Form)

The Writing Conference

Early Stages through Independent Writing

