

WRITING

Use the following to complete the writing activities:


- The activity pages that have been checked off below.
- a pencil
- crayons
- color pencils
- markers
- other: _____

WRITE THEIR OWN STORY

Name: _____

Plan a Story
Good writers plan out their stories before writing them.
Plan a story by picking characters, a setting, a problem and a solution.

Characters	Setting
Problem	Solution



PLAN A STORY

The student will begin the story writing process by brainstorming ideas for a story. They should think through the entire story and plan to write from beginning to end. Explain that they will first visualize their story and create characters, choose a setting or settings, determine a problem and decide how the problem will be solved and the story will end. They will then use words and pictures to plan their story on paper.

CREATE A STORY BOARD

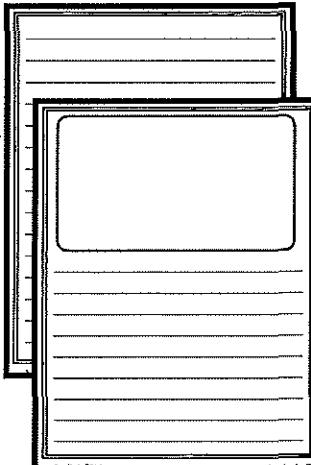
The students will use words and/or pictures to map out the sequence of the story from beginning to end. After visualizing their story, creating characters in their mind, selecting a setting and deciding what the problem and solution will be, they will put their vision on paper in sequential order. Encourage them to use lots of details.

Name: _____

Story Board
Put the story you've planned to back your story.

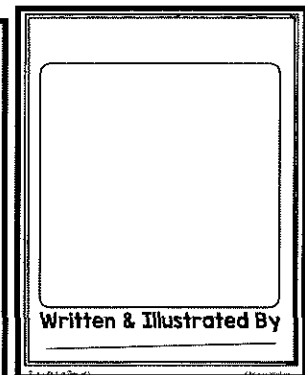
WRITE A STORY

The students will have the opportunity to publish their own books by using the lined paper to write and illustrate their ideas.



DESIGN A COVER

Upon completing a written and illustrated story, the students may design a cover for it. The cover should include a detailed picture that complements their writing.



Written & Illustrated By _____

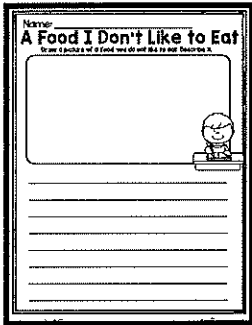
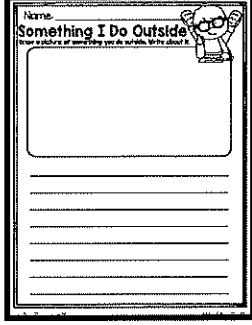
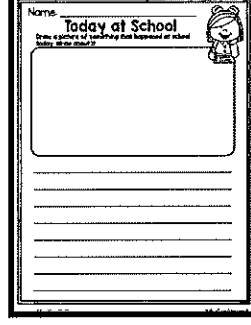
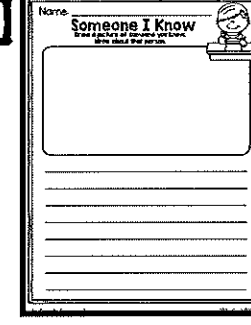
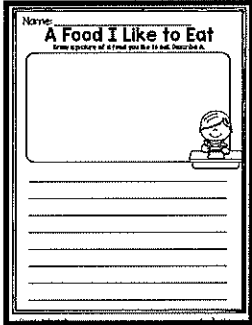
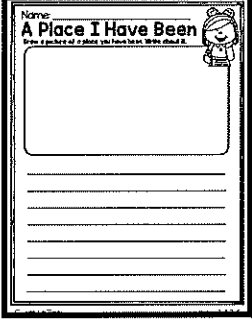
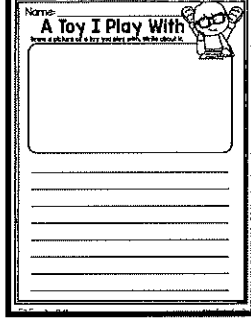
WRITING CONTINUED

WRITING PROMPTS

To complete the writing prompt activity the students will pick something to write about that fits within the category listed. They may say they have written about that topic before. If they do, simply instruct them to pick something else that they haven't written about that falls within the category. For example, a child may have written about spinach for the prompt titled, "A Food I Don't Like." He can do the writing activity again by selecting another food he dislikes.

Before beginning the activity, review the expectations. Students should use their best efforts to write a detailed paragraph about the topic and illustrate their writing with a quality drawing.

Today they will be using:

<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	OTHER

When they are finished...

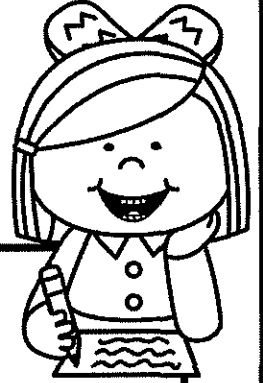


Writing Prompts

Name: _____

A Place I Have Been

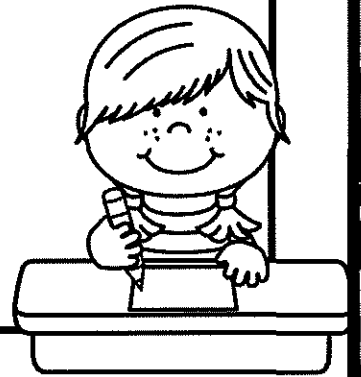
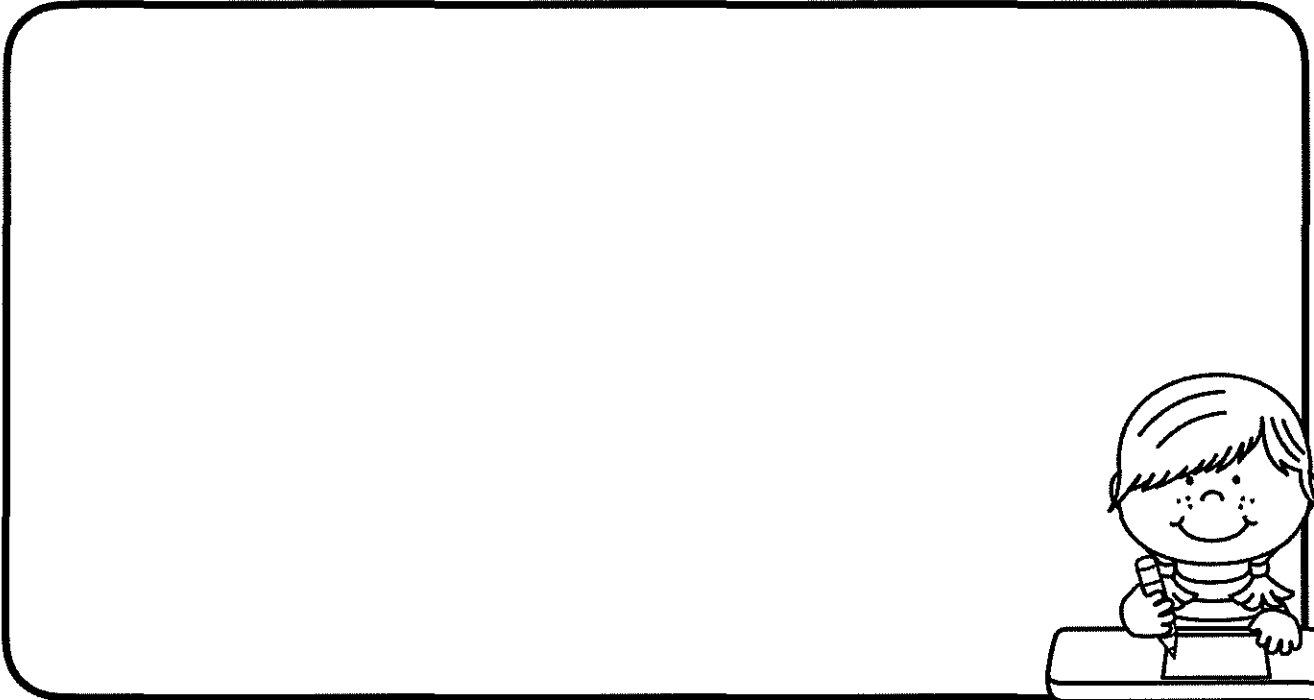
Draw a picture of a place you have been. Write about it.

A large, empty rectangular box with rounded corners, intended for the student to draw a picture of a place they have been.

Name: _____

A Food I Like to Eat

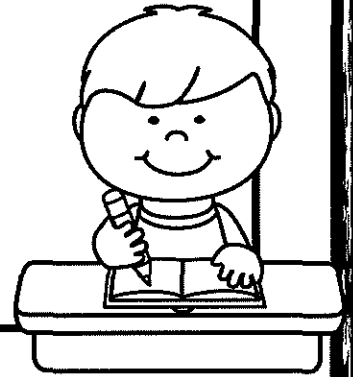
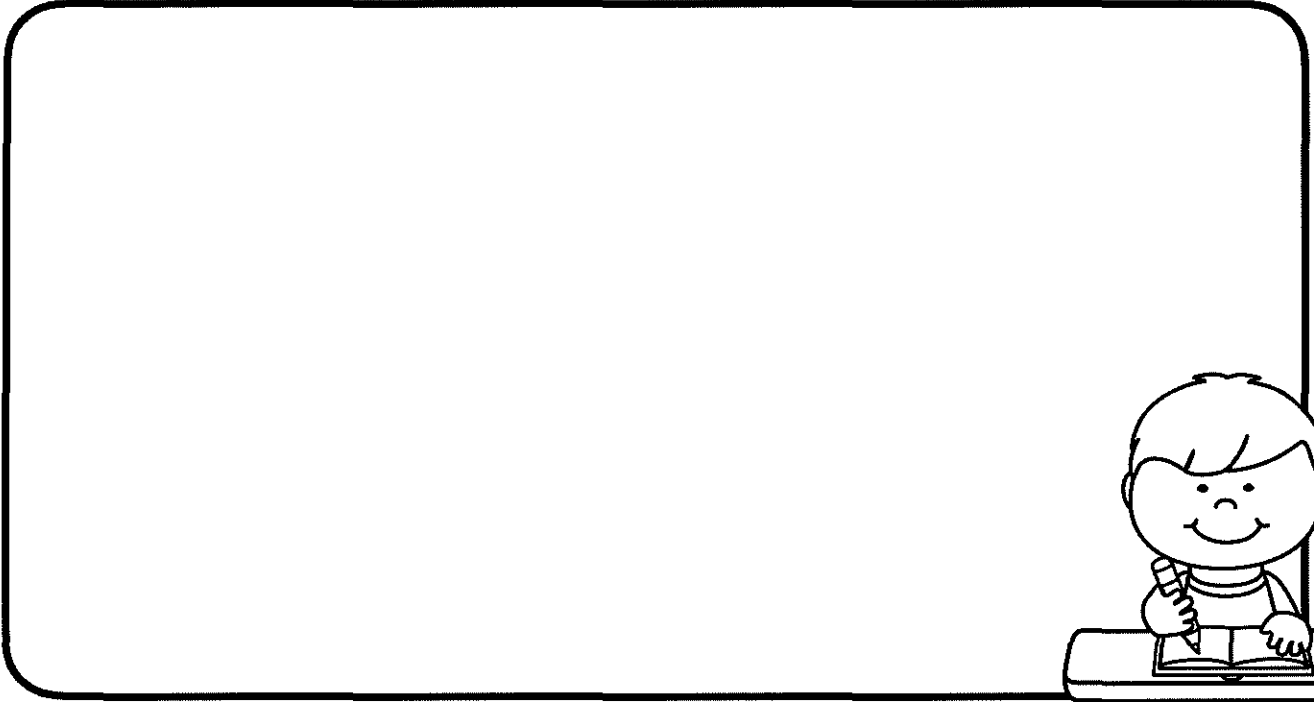
Draw a picture of a food you like to eat. Describe it.



Name: _____

A Food I Don't Like to Eat

Draw a picture of a food you do not like to eat. Describe it.



Name: _____

A Toy I Play With

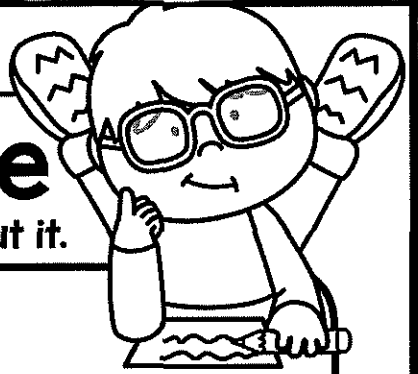
Draw a picture of a toy you play with. Write about it.



A large, empty rectangular box with rounded corners, intended for drawing a picture of a toy.

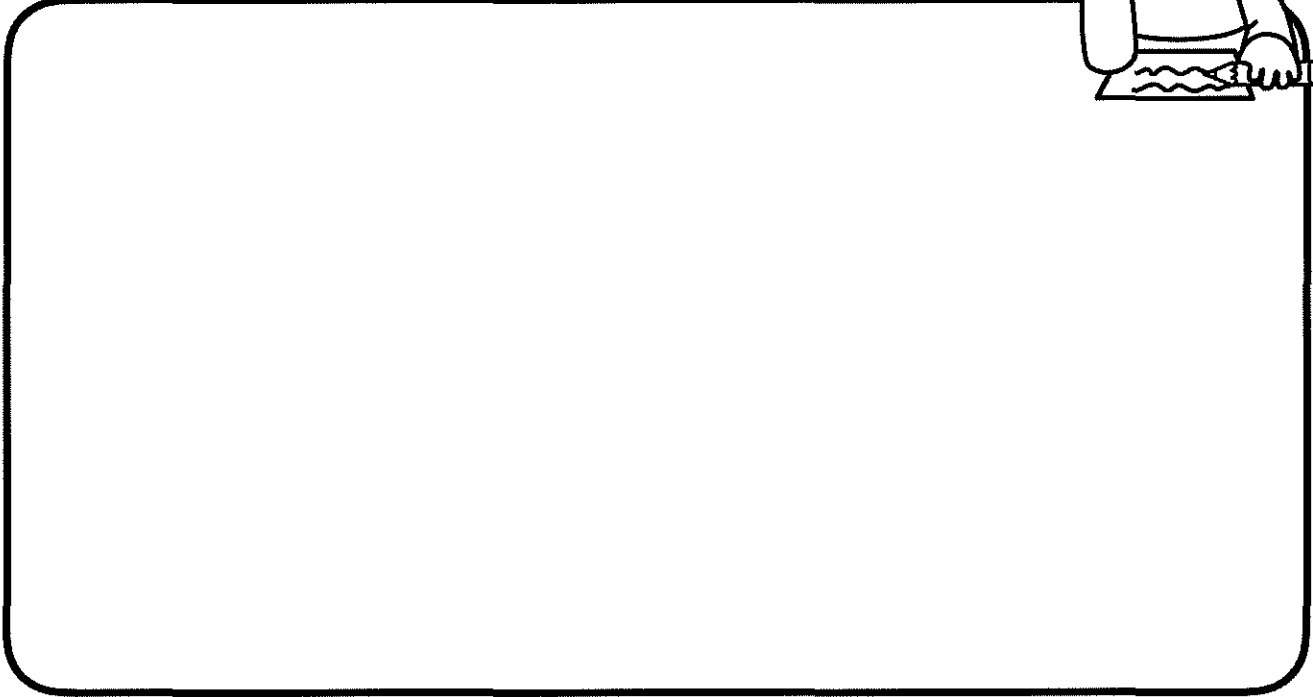
Eight horizontal lines for writing a description of the toy.

Name: _____



Something I Do Outside

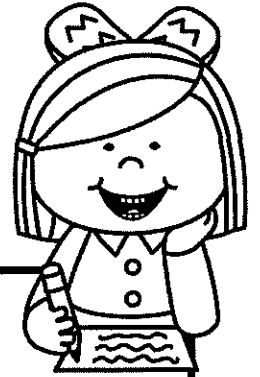
Draw a picture of something you do outside. Write about it.



Name: _____

Today at School

Draw a picture of something that happened at school today. Write about it.



A large, empty rectangular box with rounded corners, intended for drawing a picture of something that happened at school today.

Eight horizontal lines provided for writing a description of the event.

Name: _____

Someone I Know

Draw a picture of someone you know.

Write about that person.



A large, empty rounded rectangular box intended for drawing a picture of someone known to the student.

A series of ten horizontal lines provided for writing a description of the person drawn.

A large rectangular frame with a thick black border. Inside the frame, there are 20 horizontal lines spaced evenly down the page, providing a template for writing.