

# 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 think 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.

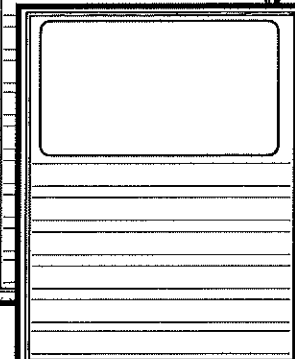
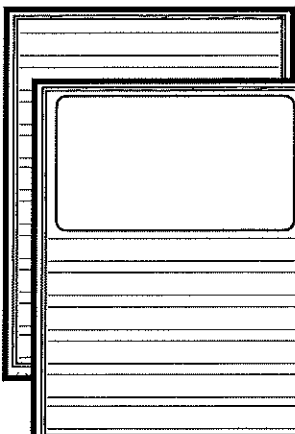
Name: \_\_\_\_\_

**Story Board**  
Use the story board you created to plan your story.

1	2	3
4	5	6
7	8	9

### 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.



Written & Illustrated By \_\_\_\_\_

### 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.

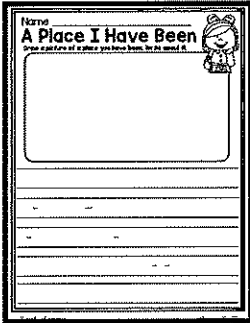
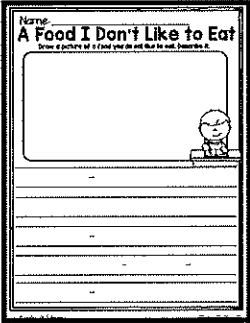
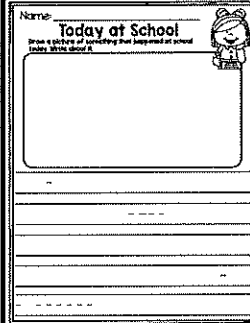
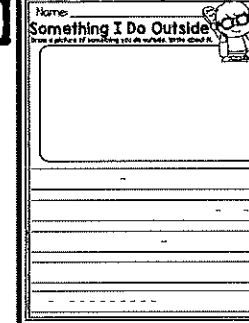
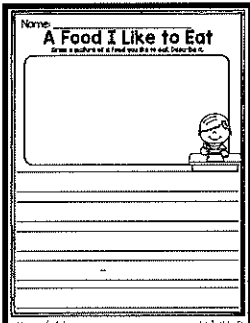
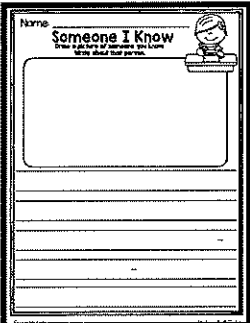
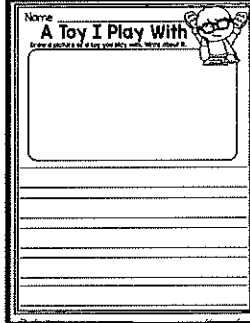
# WRITING CONTINUED

## WRITING PROMPTS

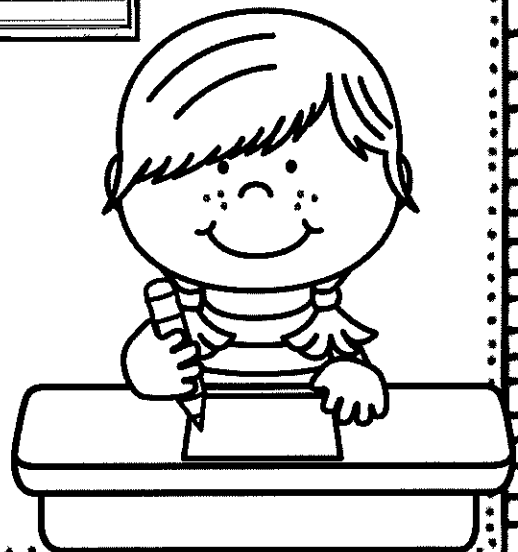
To complete the writing prompt activity the students will pick something to write about that fits within the category listed. They may say they have written about that topic before. If they do, simply instruct them to pick something else that they haven't written about that falls within the category. 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...**

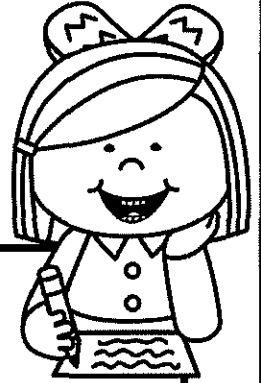


# Writing Prompts

Name: \_\_\_\_\_

# A Place I Have Been

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



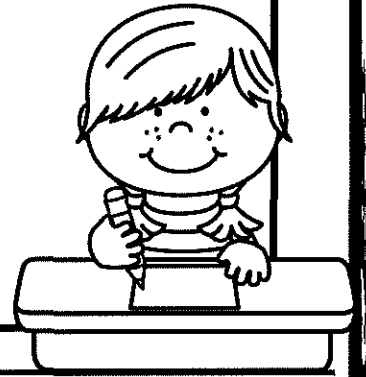
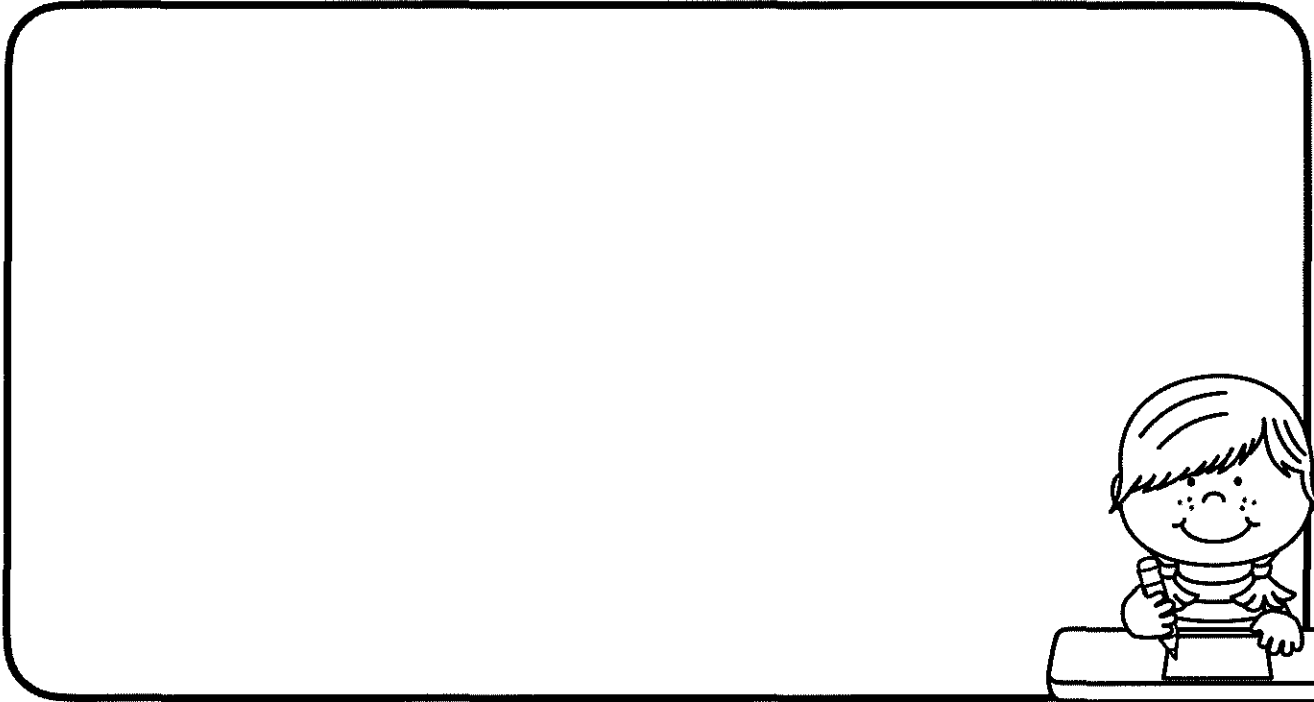
A large, empty rounded rectangular box intended for drawing a picture of a place the student has been.

Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, for writing a description of the place.

Name: \_\_\_\_\_

# A Food I Like to Eat

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

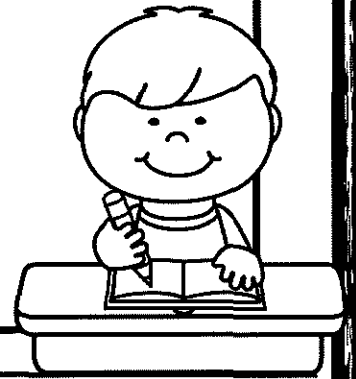
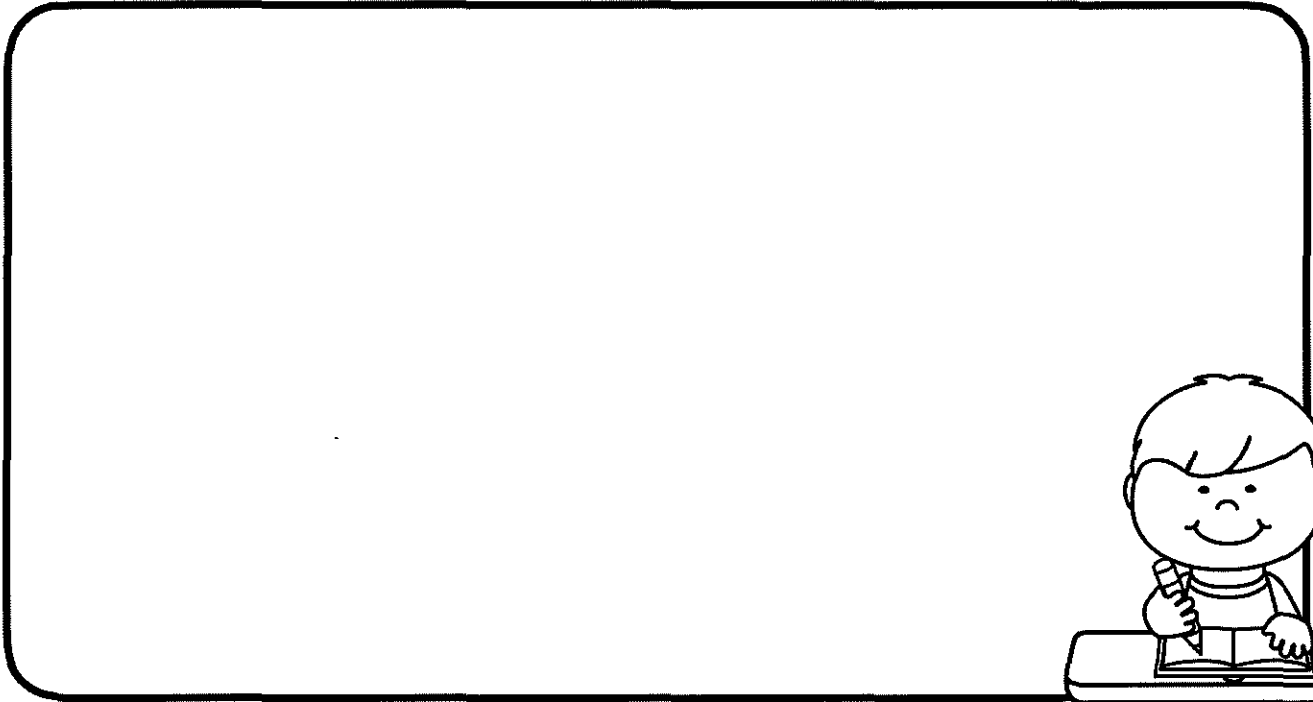


Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name: \_\_\_\_\_

# A Food I Don't Like to Eat

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



Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name: \_\_\_\_\_

# A Toy I Play With

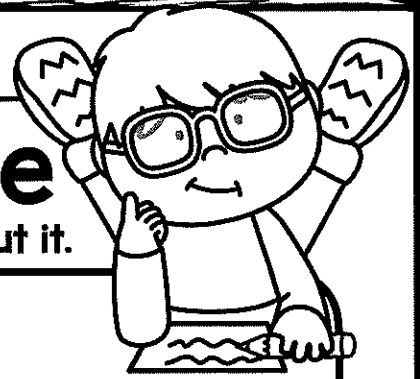
Draw a picture of a toy you play with. Write about it.



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

Four sets of horizontal writing lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for handwriting practice.

Name: \_\_\_\_\_



# Something I Do Outside

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

A large, empty rectangular box with rounded corners, intended for the student to draw a picture of an outdoor activity.

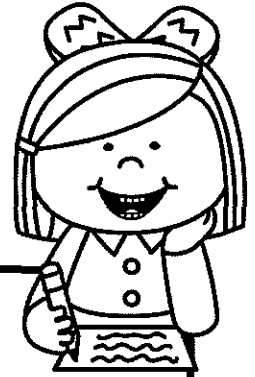
Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, for the student to write their response.



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 an event from school.

Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, 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 rectangular box with rounded corners, intended for drawing a picture of someone known to the student.

Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, for writing a description of the person.

