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GRADES 1-3

STORYWRITING



LINDA BETH POLON



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HOW TO USE THIS BOOK

Storywriting, Grades 1–3, is designed to make writing fun for young children. For many this will be their first chance to express themselves through writing. As they write simple sentences and brief stories, they should feel absolutely unrestricted and free to soar with their imaginations. Their confidence will grow as they learn and so will their joy in sharing their thoughts and ideas.

The writing activities are divided into themes, as shown in the Table of Contents. Feel free to present the themes in any order that supports your teaching goals.

Beginning writers should be expected to write a sentence or two, while more advanced writers should be encouraged to write as much as they can. It is always helpful for you, the teacher, to read each page aloud and answer any questions students might have before they start writing.

At the completion of a writing assignment or theme, students can share their writings in a whole group class activity or in a small group. These sharing sessions are most effective when held regularly.

As an extension activity, *Storywriting, Grades 1–3* includes a Teachable Moments Skill List. This list is comprised of writing and grammar skills that can be used at your discretion with any of the writing activities. The list can be used to teach or to reinforce previously learned skills. For example, if your class is studying plural nouns, perhaps you would emphasize skill #11 (plural nouns) when assigning the writing activity. For more on Teachable Moments, see the next page.



TEACHABLE MOMENTS

A special feature of this book is the Teachable Moments Skill List, p. 3. In this list are skills that can be taught with any of the writing activities, depending on what is being taught “at the moment.” This is purely an extension activity and can be used at your discretion.

The Teachable Moments Skill List can be used to teach or to reinforce previously learned skills. It will be up to you, as the teacher, to choose the teachable moment skill and then assign it to your students.

First, assign a creative writing exercise. When the assignment is complete, select a skill from the Teachable Moments Skill List. Teach or review the skill, and then have children practice the skill by proofreading what they have written, checking for usage. If children have not used the skill in their story, have them rewrite a sentence or two at the bottom of the page to illustrate their understanding of the skill.

For example, suppose you have just taught plural nouns, skill #11. A child proofreads her story and finds only singular nouns. To do the extension activity, she should lift a sentence or two (your option) out of her story, rewriting it at the bottom of the page to incorporate two (you choose the number) plural nouns. The new sentences are not to be incorporated into the story. They are merely for practice.

original story: Her dog followed her to school.

revision: Two dogs followed her to school.

original story: I lost my baseball.

revision: I lost many baseballs.

This extension of the creative writing process will not only help teach the skills studied, but it will also give children valuable practice in reading and proofreading what they have written. Additionally, children will begin to understand the role of different parts of speech and the makeup of grammatically correct sentences. This solid foundation will serve them well in the future as they continue to study language and grammar in the later elementary grades.

TEACHABLE MOMENTS SKILL LIST

1. Each sentence begins with a capital letter.
2. Leave a little space between words within a sentence and a slightly larger space between sentences.
3. A telling sentence (statement) tells something and ends with a period.
Examples: **The sand is warm. The hospital is busy.**
4. An asking sentence (question) asks something and ends with a question mark.
Examples: **How are you today? Can I go to the park?**
5. An exclamation is a sentence that shows strong feeling or surprise and ends with an exclamation mark.
Examples: **Summer vacation is here! My pet turtle died!**
6. A command is a sentence that tells an order and ends with a period.
Examples: **Sit down. Write neatly.**
7. The subject of a sentence is usually found in the first part of the sentence and tells who or what the sentence is about.
Examples: **The cat meowed at the dog. The rain did not stop all day.**
8. The predicate of a sentence comes after the subject and tells what the subject does.
Examples: **The cat meowed at the dog. The rain did not stop all day.**
9. Nouns are words that name a person (*woman*), place (*school*), or thing (*ball*).
10. Singular nouns name one person (*girl*), place (*garden*), or thing (ball).
11. Plural nouns name more than one person (*boys*), place (*homes*), or thing (*doors*).
12. For irregular plural nouns that end in the letters *s*, *ss*, *sh*, *ch*, or *x*, add the letters *es* to make more than one.
Examples: **class—classes, box—boxes, beach—beaches**

For nouns that end with a consonant and the letter *y*, change the *y* to *i* and then add *es* to form the plural.

Examples: **family—families, cherry—cherries**

Some words do not follow these rules.

Examples: **mouse—mice, man—men, woman—women, foot—feet, tooth—teeth**

13. Proper nouns name a particular person, place or thing and must be capitalized.

Examples: **girl—Courtney, city—Los Angeles, state—Illinois, country—United States, thing—Statue of Liberty**

Also capitalized are courtesy or professional titles (*Mr. Wilson, Dr. Vincent Johnson*), days of the week (*Wednesday*), and months (*October*).

14. A verb is found in the predicate and tells what someone or something does.

Example: **The car speeds down the street.**

The present tense of a verb tells about an action that is happening now.

Example: **Suzie looks at Stan.** For verbs where the present tense ends in the letters *ch*, *s*, *sh*, *ss*, or *x*, add *es*.

Examples: **teach—teaches, dress—dresses.**

The past tense of the verb tells about an action that already happened at a particular time.

Examples: **I watched TV all day. I danced in the show.**

Instead of adding the letters *ed* to form the past tense, some verbs are irregular.

Examples: **come—came, do—did, eat—ate, go—went, run—ran, see—saw**

15. An adjective is a word that tells about a person, place, or thing.

Examples: **The blue house is where I live. My happy friend gave me a smile. The leaky faucet needs to be fixed. The tall building was next to my school.**

16. An adverb tells about verbs and often ends in the letters *ly*.

Examples: **I talk rapidly. Ben works hard.**

An adverb can also tell when an action is done.

Examples: **I lost my homework yesterday. Tomorrow, I'll clean my room.**

17. A contraction is a shortened form of two words. An apostrophe takes the place of the missing letters.

Examples: **is not—isn't, has not—hasn't, were not—weren't**

Some contractions are irregular.

Examples: **I will—I'll, you will—you'll, he will—he'll, they will—they'll, we will—we'll, have not—haven't**

18. A compound word is a word that is made up of two words.

Examples: **homework, notebook, chalkboard**

19. Synonyms are words that have similar meaning.

Examples: **happy—glad, little—small**

20. Antonyms are words that mean the opposite.

Examples: **tall—short, hot—cold**

21. A pronoun is a word that is found in the subject of a sentence and takes the place of a noun. Pronouns include the words *I, you, he, she, it, we, and they*.

Examples: **Allison and Jason were best friends. *They* were best friends. Felipe likes oranges. *He* likes oranges.**

22. An object pronoun is used in the predicate part of a sentence. It takes the place of a noun. Object pronouns include the words *me, you, him, her, it, us, and them*.

Examples: **Tom calls *him*. They gave it to *us*.**

FEELINGS

HOW ARE YOU FEELING?, PART I

Name _____

Date _____

Sometimes we feel happy. Other times we feel sad. We have many different types of feelings—even in one day! Draw a face in each box to show what the feeling listed looks like on your face. Then fill in the blanks at the right to tell what makes you feel this way.



1. happy

I feel happy
when _____

2. bored

I feel bored
when _____

3. lonely

I feel lonely
when _____

