




Rachel's Writing Portfolio

EDLL 3200

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Primary Writing

Smelly Marker Writing

Grades K-3

Smelly marker writing promotes students with a fun way to practice their writing and encourages them to have fun during the writing process. Students will be given the option to write with smelly markers.

During this time, students can write whatever they want as long as they are practicing their writing in an engaging way.

This activity can be for anyone in the classroom. It is used to showcase to the students that the writing process can be fun and there is no pressure on what is being written.

Silly Stories

Grades 1-3

Silly stories are a fun way for students to practice writing the elements of a story. Students will get to write a “who” (a character), a “what” (what was your character doing), and a “where” (the setting). These will be written on pieces of paper and will be sorted randomly. The students will get to pick one of each (what, why, where) and write a silly story.

The silly stories can be used to get students practicing writing story elements and putting together the details of a story.

Who?

a monster

What?

eating ice cream

Where?

my bedroom

Book Response

Grades 1-3

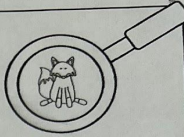
To get students to understand the elements of a story, students will answer questions about a story and its elements in a book response.

A book will be read to the students. While it is being read, students will notice the elements of a story. In a worksheet, students will respond to the questions and are given the opportunity to draw pictures and notice details.

This can be altered for the level of students and what is wanting to be taught within the classroom.

CHARACTER DETECTIVE

Who is the main character?



The main character is the Rainbow Fish.



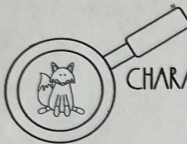
Name: M

Here is an example of a book response to the book, *The Rainbow Fish* for a grade 1 class. Students wrote about the main character, the setting, the problem, and the solution.

More advanced students were given the option to write one word details about their pictures and the story elements. Students that needed more support were given a scaffolded sentence to copy from the board.

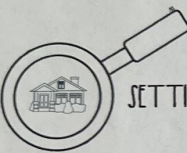
STORY ELEMENTS DETECTIVE

Retell the story.



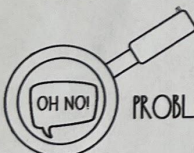
CHARACTERS

The main character is _____



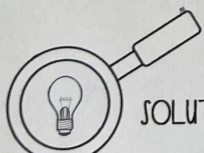
SETTING

The setting is _____



PROBLEM

The problem is the Rainbow Fish did not want to _____



SOLUTION

It was solved by the Rainbow Fish _____

Name: _____

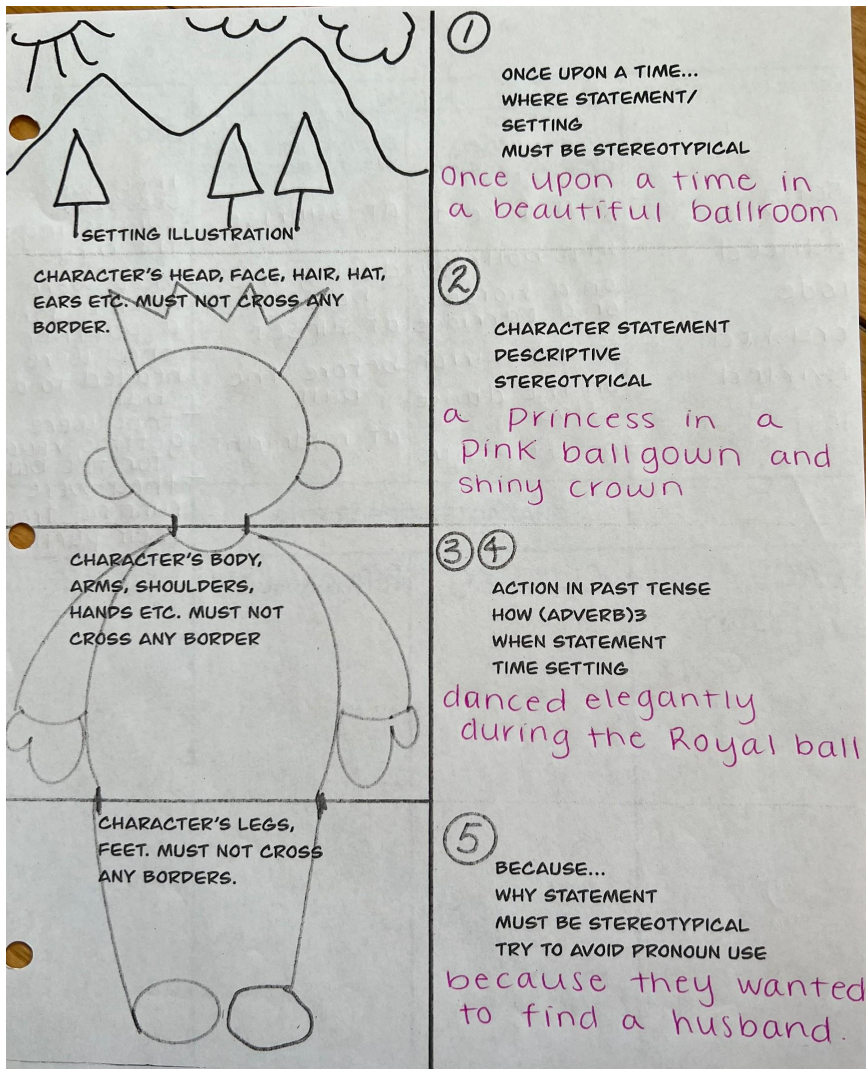
One Sentence Fairy Tales

Grades 1-3

In order to get students to practice writing and to have fun with it, students can create One Sentence Fairy Tales. These fairytales allow for students to have writing with creating writing pieces and understand how stories can be created.

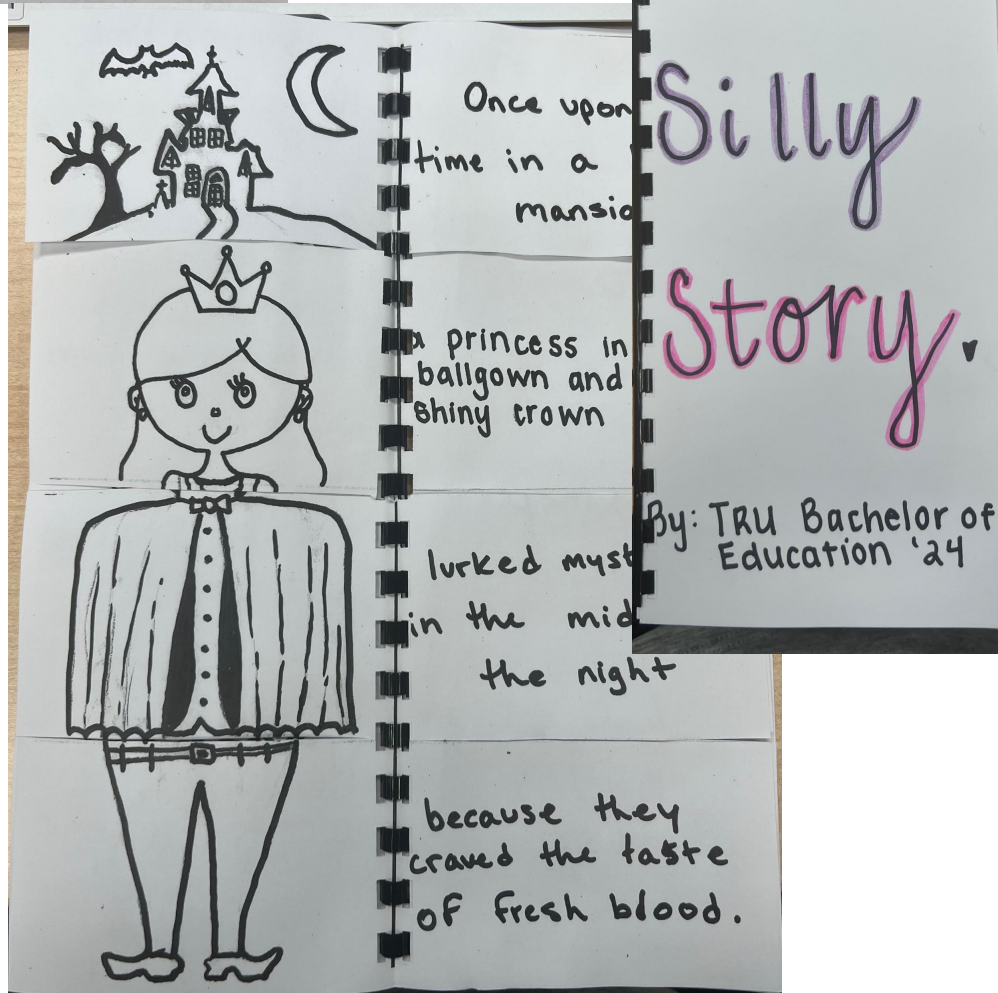
Students will first brainstorm what they know about fairytales. Then they will work to write and draw a one sentence fairy tale.

The class will work together in creating a book that contains all of the fairytales. This book is fun to mix and match their stories.



Here is the template for the one sentence fairytales. The drawings and sentences are organized in a way that it can work to be mixed up to create silly stories.

Here is a copy of a final draft of a one sentence fairytale. The one sentence fairytales are a great way for students to practice writing. Some students are able to create their whole story, others may need more assistance with a provided scaffold.



Intermediate Writing

Literature Circles

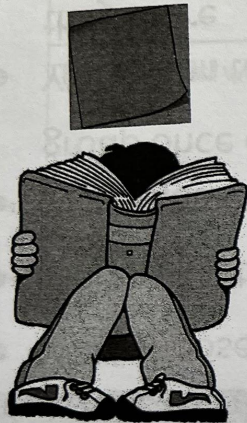
Grades 4-7

Literature circles work for students to practice their writing skills, their reading and comprehension skills, as well as collaboration skills.

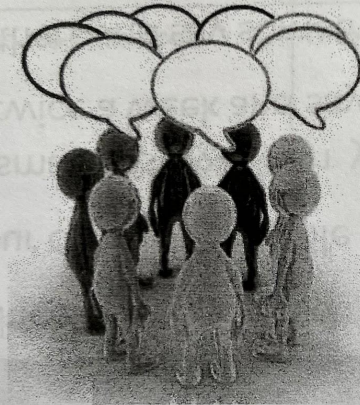
Students will first choose a book that they can comfortably read on their own. The students with the same book will be put into groups. Every couple of days the groups will get together and share a passage they have chosen to their group. This can be a passage they enjoyed, did not like, were confused about, etc.

Students will write their passages and share what they thought about it. The groups will then work together to share thoughts and feelings.

Lit Circles in a nutshell



READ



SHARE

Success Criteria and Assessment

Meeting Expectations
Sharing Was prepared with something to say. Shared confidently and clearly. Raised hand to share & receive talking stick.
Listening Was quiet and respectful while other people shared. Listened with whole body (eyes, hands, feet, body, heart, brain).
Thinking Thinking was focused on the prompt or book. Thoughtfully extended the conversation after listening to other people. Thought deeply: mostly snorkeling and scuba diving; not in the clouds.

REFLECT

Here is an example of how the Literature Circles can happen within the classroom. These posters can be used around the classroom to showcase and remind students what their work is during their sharing times within their groups.

How Inquiry Circles Work

- YOU choose which book you read
- YOU read at your own comfortable pace
- YOU choose a small passage from your book to read to your group once or twice a week and say something about it
- YOU listen to others and say something thoughtful about what they share
- YOU deepen your thinking by listening to others
- Groups are fluid

Novel Study

Grades 4-7

A Novel Study is similar to the Literature Circles but students are assigned questions to answer and will share their answers and their thoughts with their groups.

Students will choose a novel that they are able to comfortably read on their own. Students with the same book will be put into groups and be given inquiry questions pertaining to their novels. Students will read their novels and after each chapter will write their answers and share any thoughts with their group.

This encourages reading inquiry and writing their thoughts down on paper.

Social Media Posting

Grades 4-7

Social media is extremely apparent during the everyday lives of students. It is important to include things that are relevant and interesting to the students which is where social media postings come into the classroom.

Students will be assigned an influential person and their assignment is to post as that person and create a social media page for them. Students can choose which social media platform to use (ie. Snapchat, Facebook, Instagram, Twitter).

This assignment allows for students to understand the use of social media and practice their creative writing as someone different.

ROMEO & JULIET

SOCIAL MEDIA CHARACTER ASSIGNMENT



This is an example of a social media assignment for a grade 7 class. The students have to create a Facebook page for Romeo and Juliet. The student must create a Facebook profile, biography, and include important timeline events to their pages. The students are to create Facebook statuses as Romeo and Juliet. This is a beneficial assignment for studying social media as well as writing and history.

Letter Writing

Grades 3-7

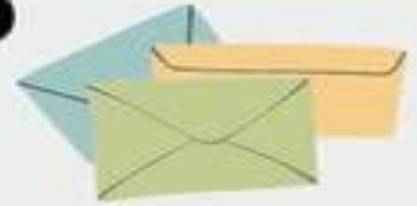
Letter writing is a fun way for students to practice their writing skills as well as their communication skills. Letter writing is an important tool to have in order to know how to write and send out letters.

Students can practice writing letters to their peers, families, or to people of power. Students can also write letters as themselves or they can use their creativity and write a letter as someone else.

This can be implemented into the classroom by showing students the structure to writing a letter and allowing for them to have fun with their letter writing.

TOP 5

Letter Writing Prompts



01.

Draft a letter to a friend asking what they have been up to lately.

02.

Write a "Dear Mom" letter showing your appreciation.

03.

Write a letter to someone thanking her for teaching you a lesson.

04.

Write a letter of apology to someone you hurt.

05.

Write a sweet Valentine's Day letter to someone you love.

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Here is an example of some fun letter prompts that can be implemented into the classroom activity.



Games



Telestrations

Grades 2-7

Telestrations, similar to Telephone, is a fun way to implement writing practice into the classroom. This also helps students practice reading, spelling and having fun with their peers.

Telestations is a game that offers drawing prompts. In a group, one student will read a prompt card, draw their photo, and pass it to the next student. That student will then guess what the drawing is and write their answer. The next student will then draw what is written and so on and so on... Once every student has had a turn, they will reveal what the first prompt was.



Here is a photo of some prompt cards from the Telestrations game. These are fun prompts that can challenge student's drawing, guessing, and writing skills. This is a fun, no pressure game that students can enjoy while practicing their writing and drawing.



Mad Libs

Grades 2-7

Mad Libs are a great way to practice writing. It can also be used to teach students the parts of speech in a fun and engaging way.

Students will be given a Mad Libs form and can work individually, in pairs, or in groups to fill out their worksheets. The Mad Libs can be connected to a specific lesson you are wanting to teach in a lesson (like adjectives, nouns, or a specific subject) or it can just be used to get students writing.

Loose Parts





Playdough Prewriting

Grades 1-4

Using Playdough during the prewriting stage of writing helps students create ideas for what they want to write about. The Playdough can be used to sculpt ideas in a fun and creative way.

Students can do this individually, in pairs, or in a group and work together to think of ideas that they want to write about. This is a stress free prewriting activity for students.

This can be done by providing a topic for students to write about and give them Playdough to navigate through and create their ideas.

This is an example of a loose parts activity using Playdough to create ideas during the prewriting stage. The activity was to write about what you would need while on stranded on a deserted island with some of your friends.

My group decide that we could have fun while on a deserted island together and created a spike ball game with the Playdough. This allowed for us to think about playing spike ball and continue to write about our fun adventure.





Loose Parts Story Making

Grades 1-4

Loose parts is a great strategy to use during the prewriting stage that allows for students to create and navigate through their ideas prior to starting their writing.

This can be done by providing a topic for students to write about and giving them different loose parts to navigate through and create their ideas. These loose parts can include blocks, shells, buttons, etc.

Students can use the loose parts to create a story and then write about what they have created. This allows for students to come up with ideas in a fun and creative way.



Here is a selection of some loose parts that can be used to tell a story. Students can choose which loose parts they want to use and create a story with them based on the prompt given by the teacher.

An example of the loose parts is reading a book about being brave. The prompt could be, "write about a time when you felt brave". Students can use the parts to create an image of themselves being brave and then write about it.



Collage Writing

Grades 4-7

Students will get to build a collage on anything they are interested in and can find from different images in magazines. From there, each student will get to write a story based on what inspires them from their collage.

This can be used to assist the student's writing and give them inspiration before they write. Students will be able to choose images and text that interest them which can benefit their writing.



This collage was created with the inspiration of Indigenous ways of living and knowing. Photos and text were cut out from different magazines to showcase Indigenous cultures. Writing inspiration can be drawn from this collage in the form of writing about sustainability, nature, living on the land, beading and Indigenous artwork, or animals. There are many different writing inspirations that can be drawn from this specific collage. Students will have their own opportunities to create their own collages and draw their own inspirations.



Loose Parts Printing

Grades K - 3

Students can practice their writing, reading, and spelling through using different loose parts.

Students will be given multiple options for loose parts to practice creating different words with their loose parts. Once the students have created their loose part words, they will then write it down on paper.

This allows for students to create and see the words in different aspects and allow them to practice printing their words.



Here are a couple of examples of using loose parts for students to practice their printing skills. Students are able to create words in different ways before they practice printing.

Journaling

Journal Entry

Grades 2-7

Journals are a great way for students to practice their writing skills because they are able to write about things that they know and are interested in.

Journals can be implemented into the classroom with a choice of simple daily writing prompts. Students can choose what they write about each day without worrying about spelling or grammar. It is a free write just to get students to enjoy the writing process.

Students can write about their weekends, what they like to do, or write about their families, etc. These are things that students know and may enjoy writing about.

Morning Writing Prompt

Grades K-7

Morning writing prompts can be adapted for every grade in the classroom in order to practice writing and reading.

For primary grades, the morning writing prompt can be a sentence with a missing word. Students will read the message and figure out and write in the missing word.

For intermediate grades, students can be given a writing prompt that they write about in their daily journals.

Morning writing prompts get students into the habit of writing and looking forward to what they will write each day.

Character Journal

Grades 2-7

Character journals are fun for student learning and enhances creativity during the writing process.

Students will be get to choose a character to be and then will write through the perspective of their chosen character. This can be done through a "Day in the Life" journal or as an open journal writing option.

This activity allows for students to practice their creative writing skills and have fun writing through the lens of someone else.

all About MONDAY

Adjectives to describe my day...

ONE THING I LEARNED TODAY

WORDS I WANT to remember

Who said this? _____

A problem I had today...

How I responded...

What I'd do differently...

MY GOAL FOR THIS WEEK

<https://mail.google.com/mail/u/0/?tab=rm&ogbl#inbox?projector=1&messagePartId=0.3>
1/1

Here is an example of a “Day in the Life” character journal. Students can put themselves in the perspective of a character and write a journal about their daily life. This is a fun way for students to practice their writing skills and think about the identity of someone else.

Writing Response Journal

Grades 3–7

Students will be given a passage to read within the class and then have a chance to write a response to the passage. This can be done individually, in pairs, or in groups.

This allows for students to practice their inquiry and analysis skills. Students will also be able to practice writing in depth responses, being able to understand the passage enough to write a response. Students can also use this activity to share their responses to their peers and hear from the perspectives of other students.

Thinking Stems

Grades 3–7

Using Thinking Stems in the classroom allows for students to practice their ability to actively respond to passages, videos, etc. Students are also able to understand inferring.

Thinking Stems can be used in the classroom by sharing a section of a reading or a video and getting students to predict and infer about what they think will happen. After finishing the passage or video, students will think and write about how they felt, what it reminded them of, and what they pictured.

[The Boy, the Mole, the Fox, and the Horse](#)



An example of this activity would be to watch the trailer for the movie, "The Boy, the Mole, the Fox, and the Horse". Students can first watch the trailer and make predictions about what they think will happen.

Students can then watch the movie and write about how they felt while watching the movie, what it reminded them of, what they pictured while watching the movie, and whatever else they can come up with that they want to respond to the movie.

The Daily 5 Writing

Grades K-7

The Daily 5 Writing Stations are great for students to practice their writing skills in an engaging way that encourages fun.

Students will be given class time each day to work at different writing stations. These stations can be done individually, in pairs, or in groups. Students can have choice in the stations they choose.

Some station ideas are: magnetic letters, writing books, write the room clipboards, gel pen writing, or journal entries.

Pre Writing Strategies

Brainstorming

Grades 2-7

Students can use brainstorming to write down any ideas they have before they begin the writing process.

Students will be given a prompt for their writing and before they begin their writing they will brainstorm any thoughts and ideas they have. This is a great way for students to think about what they want to write and what they want to include in their writing in a stress free activity that allows for open ideas.

Free Writing

Grades 2–7

Free Writing can be done prior to the final draft of the student's writing. This stage of writing is done after brainstorming. Students will take their ideas from the brainstorm and free write for a given amount of time.

During the free write, students will be given a certain amount of time and write whatever they want, not worrying about spelling, grammar, or sentence structure.

This allows for students to get all of their ideas down on paper and reminds students that writing takes time.

Collaborative Writing






Story Swap

Grades 3–7

Story Swaps are fun for students to practice their writing, learn about story structure, and collaborate with their peers.

Students will write ideas about their character and setting to set the foundation of their stories. Their papers will be passed about the room and their peers will add sentences and details to create a final story. The stories will be passed around the room until the story has been completed.

This is a fun way for students to practice story writing and use their creativity and imagination.



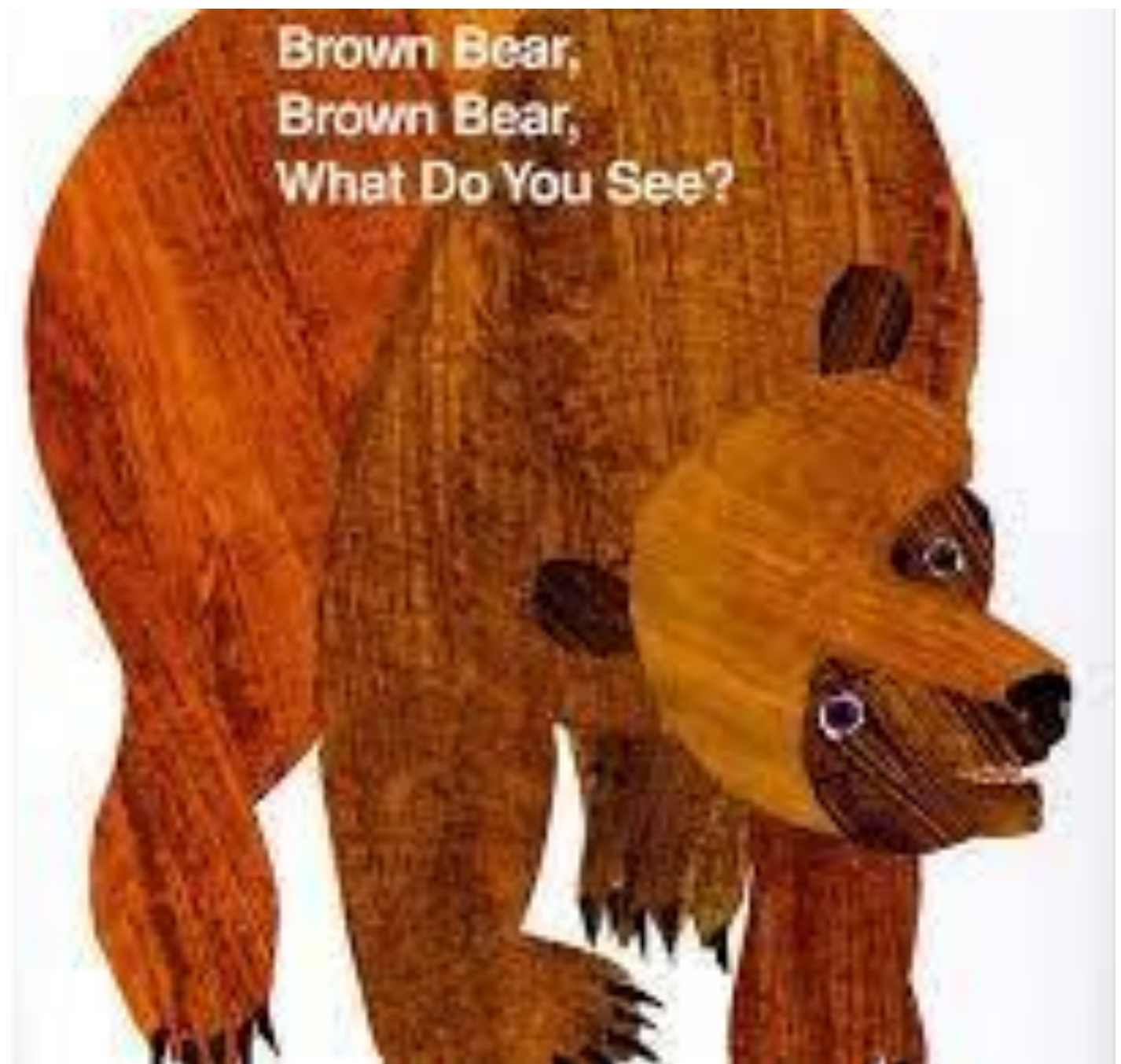
Pattern Writing

Grades 1–3

Teachers can use the Pattern Writing activity to teach students about writing patterns and student collaboration.

The teacher can read *Brown Bear, Brown Bear, What Do You See?* to the class to teach about writing patterns. As a class, students can then create their own pattern writing book. This can be done with a different pattern scheme or it can follow the same pattern as *Brown Bear, Brown Bear, What Do You See?*

Here is the book, *Brown Bear, Brown Bear, What Do You See?* This book has a simple writing pattern that students can easily replicate in their own collaborative books.





Writing Prompts

Nature Walk Write

Grades 2-7

Getting students outside in nature to walk around is good for students to remain engaged in their writing and to develop a different perspective during the writing process.

While outside, students can wander around, sit and observe nature, and write about they see, hear, smell, and feel both physically and emotionally.

This writing activity get students to connect with nature and learn from the land which is important for student learning.


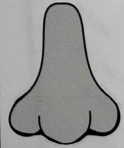
5 Senses

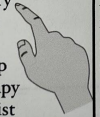
Grades 2-5

Students can practice their writing using the 5 Senses writing activity. It can be implemented into the classroom by having students view a photo or a video. Students will then write about what they imagine they would be able to see, hear, smell, feel, and taste if they were transported into the photo or video.

This activity can also be done by providing students with different photos, sounds, smells, textures, and tastes. The students can explore the senses and write what they think of while engaging in the activity.

SENSORY WORD LIST

Sight	Sound	Touch	Taste	Smell
bleary blurred brilliant colourless dazzling dim dingy faded faint flashy gaudy glance gleaming glimpse glistening glittering gloomy glossy glowing	bellow blare buzz cackle cheer clamour clang crackle creak grumble gurggle hiss howl hush jabber mumble murmur mutter rant rave roar rumble rustle screech shriek shrill sizzle snarl squawk squeal swish thud thump whimper yelp	balmy biting bristly bumpy chilly coarse cold cool crawly creepy cuddly dusty feathery feverish fluffy furry fuzzy goosey greasy gritty hairy hot icy limp lumpy moist oily powdery prickly scratchy shivery silky slimy slippery spongy springy squashy sticky sweaty velvety	appetising bitter bland creamy delectable delicious flavourful flavourless gingery  luscious nauseating palatable peppery piquant refreshing ripe rotten salty savoury scrumptious sharp sour spicy spoiled stale sugary sweet tangy tasteless tasty unappetising unripe vinegary yummy zesty	acrid aroma aromatic fetid foul-smelling fragrant mouldy musty nidorous odiferous odour odourless old perfumed pungent putrid rancid rank reeking scent scented smell  stench spicy sweet waft whiff



5 Senses

What does it taste like? _____

What does it smell like? _____






What does it look like? _____

What does it sound like? _____

What does it feel like? _____

Draw your item here!

Here are some worksheets that can be used for writing about the 5 senses.

Setting Where and when does the image take place?				
What did you SEE? 	What did you SMELL? 	What did you HEAR? 	What did you TASTE? 	What did you FEEL? 

Finish the Story

Grades 2-4

The Finish the Story activity is great for students to practice their writing and creativity skills.

Students will be given a story prompt and think about how they will want to write their stories based on the prompt. This can be done individually, in pairs, or in groups.

Another activity for the finish the story can be that students will be given part of a story and they need to creatively plan and write the ending of the story.

TOP 5



Finish the Story Writing Prompts

01.

You received a letter in the mail saying that you owe money...

02.

Your pet tells you it's not happy...

03.

You get invited to host an award show... Finish the story.

04.

The score is tied. It's now your turn...

05.

You get to be the lead singer of a famous band, but you can't sing...

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Here is an example of some fun story prompts that can be implemented into the classroom activity.

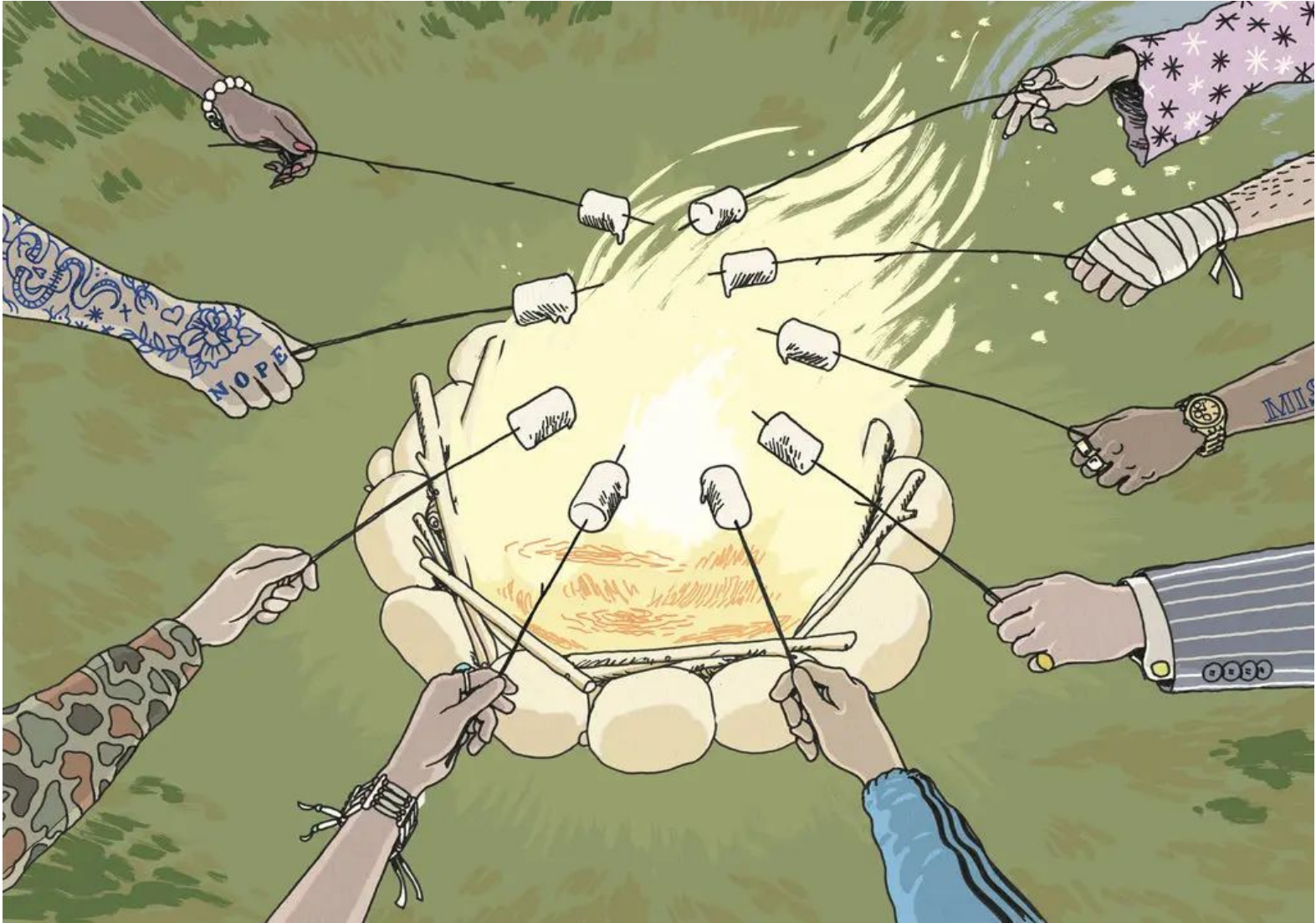
A Picture Says 1000 Words

Grades 1-7

A Picture Says 1000 Words is an easy way to implement student writing in a fun and engaging way. Students are able to work on their creativity and inquiry skills.


A creative picture will be shown to the class. Students will view the image and think about a story that could go with the photo. This could be a story about they think the photo is showing or telling the viewer, or it can be something that sparks their interest and/or their memory.

Picture Writing Prompts



Here is a link from the New York Times that have different pictures that could prompt student writing. These photos are able to tell stories to the students and spark their interest.

Here is a photo from the New York Times website. This photo can spark interest about the different people seen around the fire or students may see this photo and think about their experiences while going camping. Students may also think of something else from this photo and want to write about it.



Book Writing

Book Making Strategies

Grades 3-7

There are so many different strategies for students to create books that can be used to write in.

Making books can be a fun and encouraging way to make students want to write stories. By first making their own books, students could then want to write their own stories within their books.

In the classroom, students will create a book and then as a class we will work on writing a full story.

GLUED SPINE BOOKLET

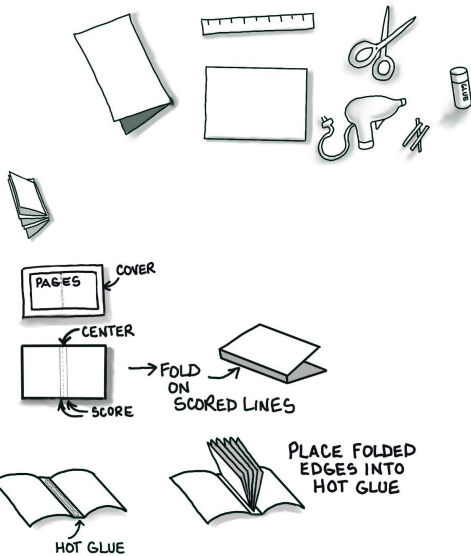
SUPPLIES:
PAGES
CARD STOCK COVER
RULER
SCISSORS
HOT GLUE GUN
GLUE STICKS
STICK GLUE

STEPS
FOLD AND STACK PAGES IN ORDER (NOT INSIDE EACH OTHER)

CUT CARD STOCK COVER ONE CENTIMETRE LARGER THAN PAGES

SCORE A LINE ON EITHER SIDE OF CENTER ABOUT 1CM APART (DEPENDS ON HOW MANY PAGES YOU WILL GLUE IN) FOLD ON THE SCORED LINE TO CREATE A FLAT SPINE

ADD HOT GLUE ALONG INSIDE OF SPINE AND PLACE STACKED FOLDED PAGES INTO GLUE QUICKLY MAKING SURE TO CENTER.



DOOR HINGE BOOK

SUPPLIES:
PAGES
SCISSORS
CARDSTOCK COVER 2 TIMES PLUS 2 CMS WIDER THAN PAGES TO BE INSERTED
STAPLER/STAPLES
RULER
DUCT TAPE, OR FABRIC TAPE OR LIBRARY TAPE

STEP-1
LINE PAGES UP IN ORDER AND STAPLE JUST INSIDE THE ONE INCH MARK

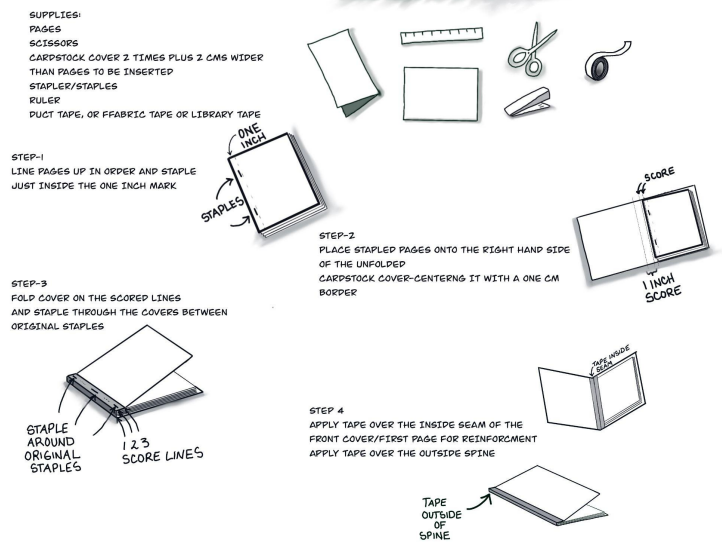
STEP-3
FOLD COVER ON THE SCORED LINES AND STAPLE THROUGH THE COVERS BETWEEN ORIGINAL STAPLES

STAPLE AROUND ORIGINAL STAPLES

STEP-2
PLACE STAPLED PAGES ONTO THE RIGHT HAND SIDE OF THE UNFOLDED CARDSTOCK COVER-CENTERING IT WITH A ONE CM BORDER

STEP 4
APPLY TAPE OVER THE INSIDE SEAM OF THE FRONT COVER/FIRST PAGE FOR REINFORCEMENT APPLY TAPE OVER THE OUTSIDE SPINE

TAPE OUTSIDE OF SPINE



Coil Binding

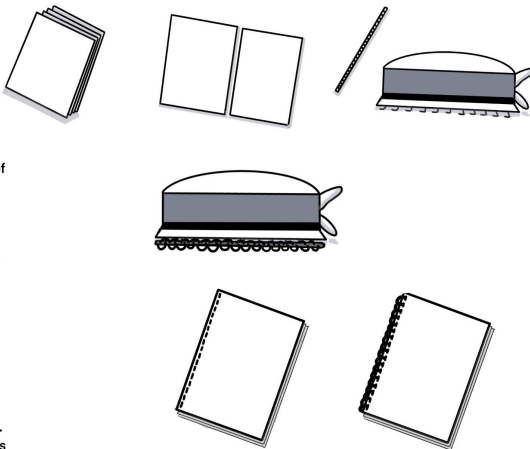
Supplies:
Card stock cover
Paper
Coil punch
1 coil per student

Step one-read coil binder instructions. Limit amount of paper that can be punched at the same time.

Put the coil on punch according to manufacturers instructions.

Punch and add front and back covers separately. Back cover first. And front cover last.

Insert paper deep into hole punch and add to open coil. Close coil after front cover is punched and added.



Here are some different book making strategy templates to help students to make a variety of books.

SHELF LINER COVERS

SUPPLIES
SHELF LINER/
WALLPAPER
CARD STOCK
SCISSORS
RULER
PAPER INSERTS
STAPLER

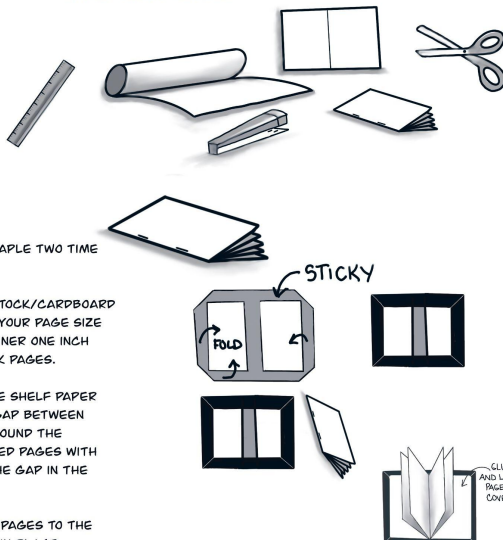
STEPS

1. FOLD PAGES IN HALF AND STAPLE TWO TIME DOWN THE SPINE

2. CUT TWO PIECES OF CARDSTOCK/CARDBOARD JUST SLIGHTLY BIGGER THAN YOUR PAGE SIZE
3: CUT ONE PIECE OF SHELF LINER ONE INCH BIGGER THAN YOUR OPEN BOOK PAGES.

4. LAY THE CARDSTOCK ON THE SHELF PAPER LEAVING A ONE CENTIMETRE GAP BETWEEN COVERS. WRAP THE EDGES AROUND THE CARDSTOCK. PLACE THE FOLDED PAGES WITH THE STAPLE SIDE BETWEEN THE GAP IN THE COVERS.

5. GLUE THE FIRST AND LAST PAGES TO THE INSIDE COVERS TO HOLD BOOK IN PLACE.



ONE PAGE BOOKLET

SUPPLIES:
ONE SHEET OF PAPER PER STUDENT
SCISSORS (WORKS WITH ANY SIZE PAPER)

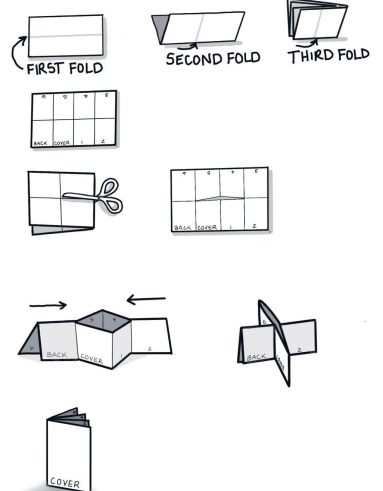
STEPS:
STEP 1:FOLD PAPER INTO EIGHTHS. UNFOLD PAPER AND NUMBER PAGES

STEP 3: REFOLD IN HALF LIKE A HAMBURGER AND CUT THROUGH THE FOLD UP TO THE CREASE

STEP 5: OPEN PAPER BACK UP AND THERE SHOULD BE A HOLE IN THE MIDDLE OF THE PAPER BETWEEN C1 AND 45

STEP 6: REFOLD THE PAPER HOTDOG-WAY WITH THE FOLD FACING UP. PUSH THE ENDS OF THE FOLDED PAPER TOWARDS EACH OTHER SO THE CUT SEPARATES AND OPENS CREATING AN X AS IN DIAGRAM

STEP 7: GATHER THE PAGES IN THE CORRECT ORDER WITH C FIRST AND B LAST. THIS BOOK CAN BE PREMADE AND WRITTEN ON OR CUT AFTER WRITING



Book Writing

Grades 3–7

Having students write their own books from start to finish and draw their own illustrations is exciting for student writing and allows for students to be motivated to write.

Students can make their book, write their story, and draw their pictures for their books over the school year.

This activity implements all parts of learning from the writing curriculum. Creativity, story structure, spelling, grammar, etc. Book writing is also beneficial for the stages of writing: prewriting, drafting, revising, and editing.

Story Map

Grades 3–7

Using a Story Map can be used as a scaffold for student writing. Students can plan their writing through the creation and templates of a story map.

The story map allows for planning around the characters, setting, the beginning, middle, and the end of a story, as well as other ideas the students may want to include within their stories.

The story map will be used as a way to support student writing and help students write out their ideas.

Name: _____



Story Map



Title: _____

Characters

Setting

Beginning

Middle

End

Name _____ Date _____

story map

Title: _____

Setting:

Where: _____

When: _____

Characters:

Problem/Conflict:

Event 1:

Event 2:

Event 3:

Solution:

Name _____ Date _____

Story Map

Book Title: _____

Characters:

Setting:

Problem:

Solution:

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Here are different templates for a story map.

Storyboard

Grades 3-7

Using a storyboard is a great way to get students integrating art with the retelling of stories.

As a class, students will read a story. Then they will look at the storyboard template. For each box, students will fill in a descriptive sentence about what happened in the story and draw a picture to represent what happened in the story.

By using a storyboard, students will be able to break down a story and understand the different parts to the story. Drawing pictures is a fun way to retell a story.

Here is a template for a storyboard. This is a template for more advanced students. In the large boxes students will draw a picture to represent what happened during the story. In the boxes below students write a descriptive sentence in their own words to retell the story.

EXPOSITION	CONFLICT	RISING ACTION
CLIMAX	FALLING ACTION	RESOLUTION

SWBST Strategy

Grades 3–7

The SWBST Writing Strategy is used for students to summarize a story. It can also be used as a scaffold to remind students what information they need when they are writing their own stories.

S: Somebody (main character)
W: Wanted (wanted or tried to)
B: But (the problem)
S: So (solution to the problem)
T: Then (final resolution)

Students would be able to have a SWBST worksheet at their desk when writing a story. They would be able to refer to it as a way to remember the important details of a story.

Somebody Who is the main character?	Wanted What does the main character want?	But What is the problem or conflict?	So How does the problem get solved?	Then What is the result or outcome?

SWBST Chart

SUMMARIZE THE STORY

Somebody (main character)	Wanted (wanted or tried to)
But (the problem)	So (solution to problem)
Then (final resolution)	

Summary Sentence: _____

Here are a couple of SWBST strategy templates that can be used to scaffold student story writing.

These can be used to help students write their own stories and remember the important details that are needed.



Online Resources



Scholastic Story Starters

Grades K-7

The Scholastic Story Starters website is a fun resource for students to practice their story writing.

Students can use Scholastic Story Starters to come up with ideas for writing fun stories and being creative with their writing.

This resource allows for students to challenge new ways of writing stories and to take on perspectives of new characters.



Canva Graphic Organizer

Grades 3–7

A Graphic Organizer is a great way to help students organize their writing ideas, planning, and brainstorming.

The online Canva graphic organizer is a way to implement technology into the classroom and get students practicing their writing using online resources.

This resource can be used throughout students writing their stories as a way to organize their thoughts and plans.



Padlet

Grades 3–7

Padlet is an online tool that can be used for so many different uses within the classroom. For writing purposes, students can use Padlet to submit their writing (whether that be poetry, paragraphs, or sentences).

Students are then able to like or comment on their peers' work. Padlet has an anonymous feature which can allow for students to feel comfortable submitting their writing and get feedback on their work.

Padlet is great for students to showcase their work, get inspiration from others, and gain feedback.



:Padlet



Christie + 17 • 2d



Types of Written Text (Section 1)

Let's brainstorm ALL of the types of written text we know! To add a type, click the + in the bottom right corner. Be sure to include your name!



Anonymous 1m

**Monolouge**

1



0



Add comment



Anonymous 1m

**To do list**

0



0



Add comment



Anonymous 1m

**Stream of consciousness**

0



0



Anonymous 1m

**A resume**

1



0



Add comment



Anonymous 1m

**Manifesto (Rebekah)**

This Padlet was created to brainstorm the different types of written text. Students were able to anonymously add a note with text or photos. Padlet also allows students to like and comment on the other posts.

Other forms of Padlet can be used to create stories, assess student understanding, submit poetry, and so many other uses. The anonymous feature allows for students to feel more comfortable submitting work.



Book Creator

Grades 3–7

Book Creator is an online resource that be used for many different writing strategies.

Students can use it to collaborate their stories and comment on their peers work. It can be used for student journaling or responses. It can also be used as a strategy for students to write a book.

This resource is a good way for students to practice their story writing through an online source.



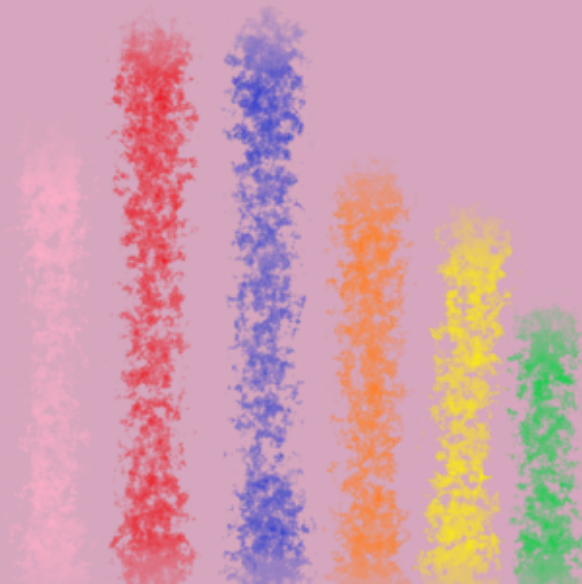
Google Doc Collaborative Story

Grades 4-7

Using Google Docs as a way to write a collaborative story is a fun way to implement technology into the classroom and collaborate with peers.

Students will write up to 3 sentences each. The teacher will start the story with a starting sentence and students will add words or sentences to add to the details of the story. This activity can also be extended by taking the finished story and taking it into the editing stage of the writing process.

Teacher Resources





Writing Cube

Grades 4-7

Using a Writing Cube during lessons on story writing is a resource that teachers can use to assess the students progress through their writing.

Students can use the writing cube to showcase their progress during their story writing. Students can show the teacher what stage of the writing process they are in or they can display that they need assistance.

This is a good resource that can benefit the support that students receive during their writing.

Cut on solid lines - Fold on dashed lines

DRAFTING
WRITING
QUIET SPACE
INDEPENDENT

EDITING
SHARING
COMPUTER AREA
COOPERATIVE OR
INDEPENDENT

PROOFREADING
COMPUTER AREA
COOPERATIVE OR
INDEPENDENT

BRAINSTORMING
RESEARCHING
COMPUTER USE/AT DESK
COOPERATIVE OR
INDEPENDENT

SEND HELP!

PUBLISHING
ILLUSTRATING
WORD PROCESSING
INDEPENDENT



Writing Checks

Grades 1–7

Writing checks can be used for students to assess their own writing and understanding of their writing knowledge.

Throughout their writing process, students will be able to check their own work and what they have included in their work.



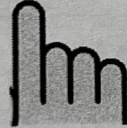
Students can also assess what they understood about reading passages and connecting it to their writing.

Teachers can use this resource to assess how students are doing and what they may need more support with in regards to reading and writing.

Explanation	CODE
THIS IS IMPORTANT	!
I HAVE A QUESTION	?
THIS WAS FUNNY	☺
I MADE A CONNECTION	↓↑
I AGREED WITH THIS	✓
I DISAGREE WITH THIS	✗
NEED MORE INFORMATION HELP	#
THIS MADE ME SAD	☹
THIS REMINDED ME OF	☁
CHANGED MY MIND WHEN I READ THIS	⚡

The explanation and code sheet can be used for students to mark their own understanding of their reading and writing. Students can check where their understanding is and ask for more assistance from the teacher.

The checklist sheet can be used to allow students to assess their own writing and make sure they included all the important aspects to their work.

✓	I checked for:
	 Ideas
	 Details
	 Finger spaces
	sp Spelling