

Just Write: A Paragraph

(Grades 1 - 4)

Real-World
Writing
that
students
understand

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Building Details with Pictures

- Objective:** To use pictures as detail-builders
- Comment:** Young writers have difficulty creating details that support a main idea. The use of pictures helps them understand the detail aspect of the writing.
- Grades:** K-3
- Supplies:** page 9 or 10
magazine pictures
glue
paper
- Time Frame:** 4 writing lessons

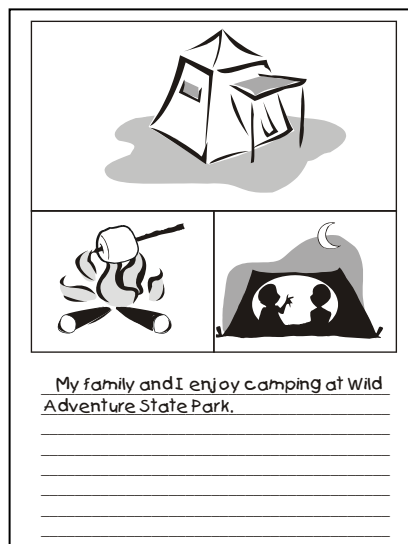
Directions:

Day #1

1. Teacher discusses the idea of a topic or a main idea. Looking at the large picture in the top box, class decides on the topic/main idea for all of the pictures. (e.g. *camping*)
2. Students create a sentence about the large picture.

Kindergarten: Students tell a sentence about the large picture.
(e.g. *"I love camping."*)

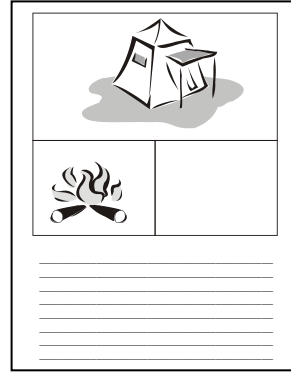
First Grade and up : Students write a sentence about the large picture.
(e.g. *My family and I enjoy camping at Wild Adventure State Park.*)



3. Students share sentences.

Day #2:

1. Students discuss the picture in the first small box in relation to the larger picture. (e.g. *cooking marshmallow while camping.*)



2. Students create a sentence about the picture.

Kindergarten: Students tell a sentence..

(e.g. *“I love to cook marshmallows when we go camping.”*)

First Grade: Students write a sentence about the first small picture.

(e.g. *After dinner , we roast marshmallows.*)



Second Grade and up: Students write a sentence about the first small picture.

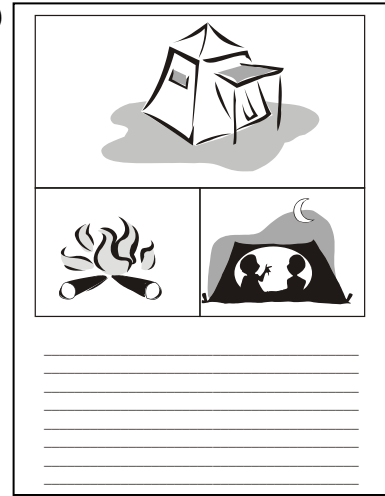
Then they add two to three more sentences about this idea.

(e.g. *After dinner , we cook marshmallows. My brother and I search for long sticks to roast marshmallows. Then we hold them over the hot fire until they are cooked. My brother likes them black, but I only cook them until they are light brown and still gooey on the inside.*)

3. Students share sentences.

Day #3:

1. Students discuss the picture in the second small box in relation to the larger picture. (e.g. *telling stories at night while camping.*)



2. Students create a sentence about the picture.

Kindergarten: Students tell a sentence.
(e.g. “*We tell scary stories at night.*”)

First Grade: Students write a sentence about the second small picture.
(e.g. *Late at night, my brother and I tell each other very scary stories.*)



Second Grade and up: Students write a sentence about the second small picture. Then they add two to three sentences about this concept.
(e.g. *Late at night, my brother and I tell each other scary stories. We tell stories about ghosts, monsters, and wild animals. One time my brother told me a story about a wolf in the forest. It sounded so real that I screamed because I thought I heard it out in the bushes.*)

3. Students share sentences.

Day #4:

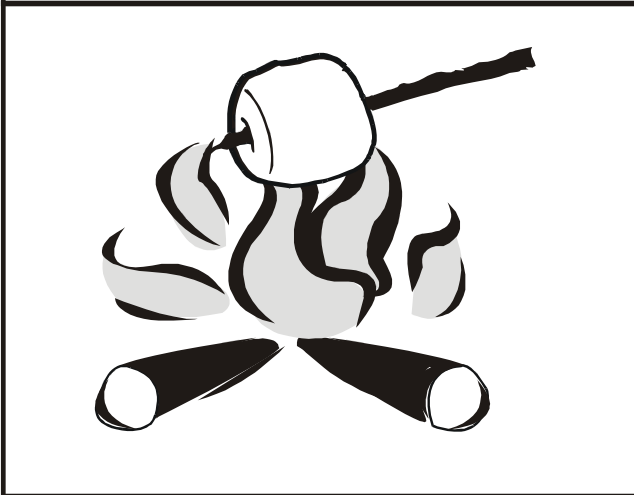
1. Students write a concluding sentence about the topic/main idea. (See page 53)

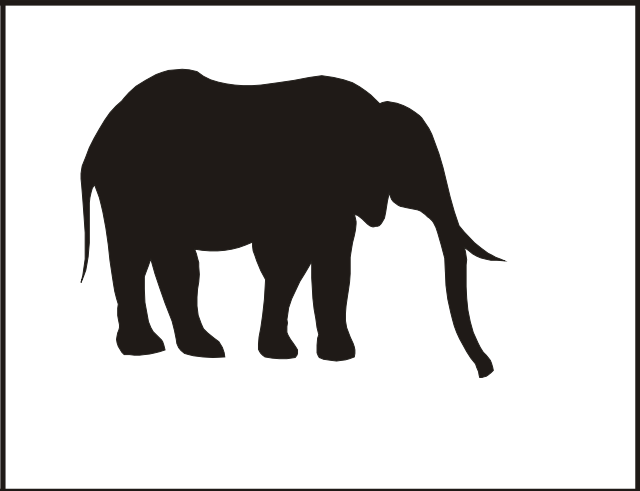
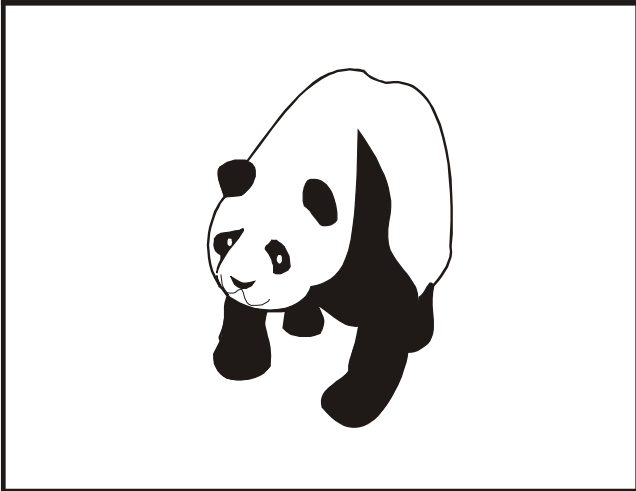
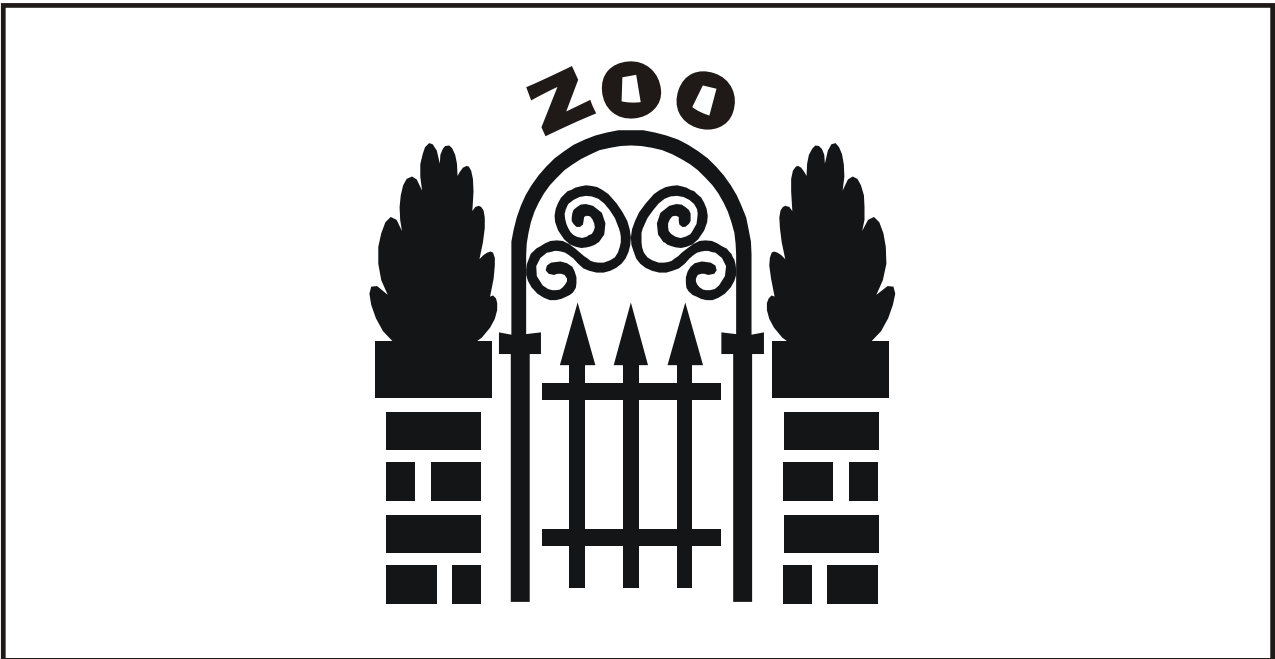
Kindergarten: optional

First grade and up: e.g. Students might conclude with a suggestion
(See page 53) *Camping is a great thing to do if you want to have a good time.*

| | |
|--|---|
|  | |
|  |  |
| <p><u>My family and I enjoy camping at Wild Adventure State Park. After dinner, we roast marshmallows. Late at night, my brother and I tell each other very scary stories. Camping is a great thing to do if you want to have a good time.</u></p> <hr/> <hr/> | |

2. Writers share their writing.





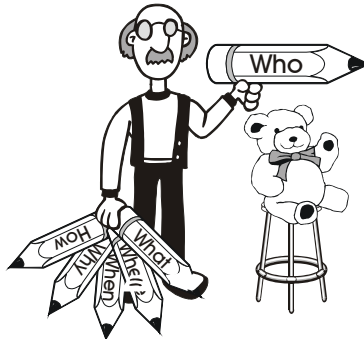
Elaboration Questions

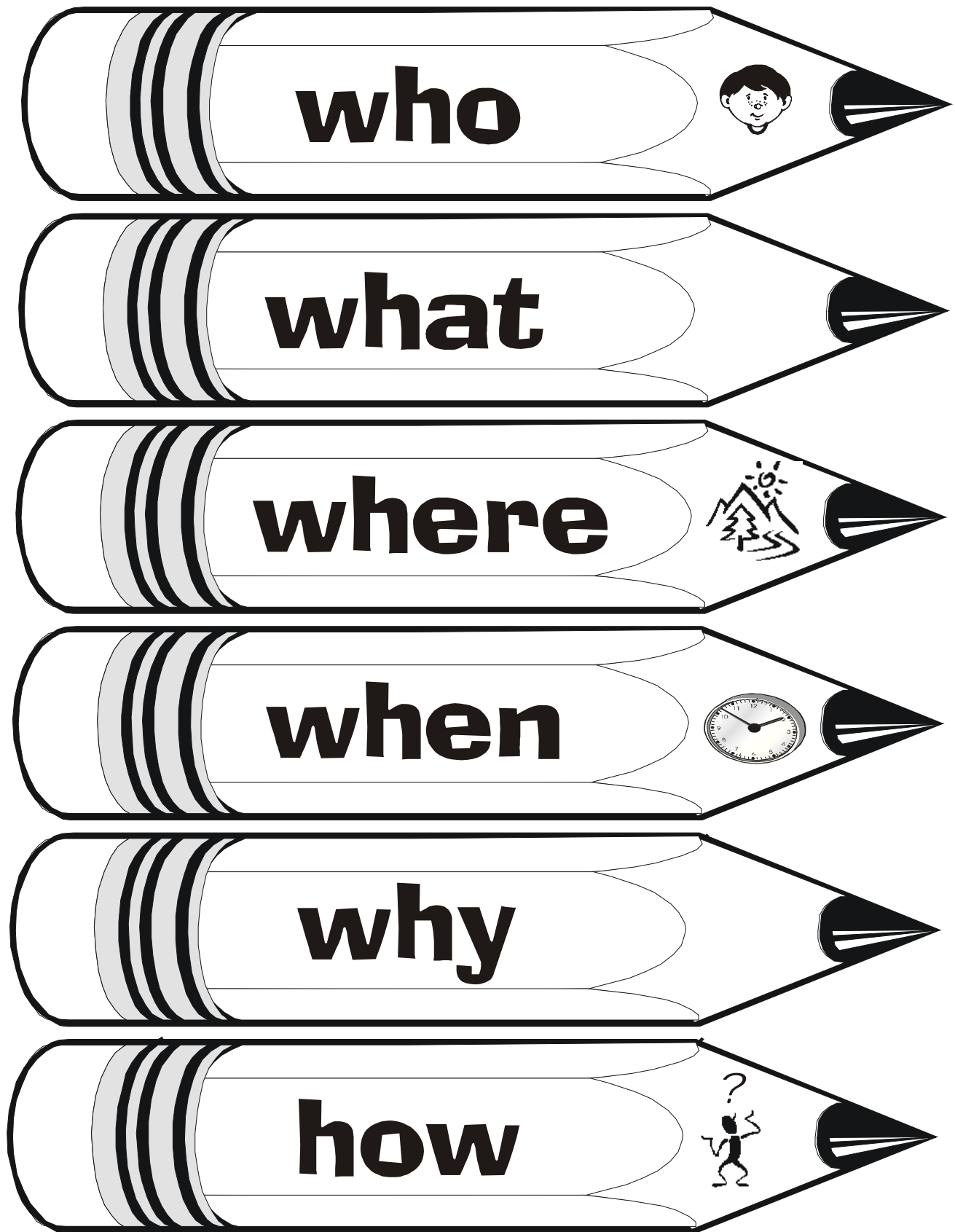
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|--------------------|--|
| Objective: | To elaborate an idea |
| Comment: | Students need to develop self-questioning strategies to learn how to elaborate their writing. |
| Grades: | 1-5 |
| Supplies: | <i>Who, What, Where, When, Why, and How</i> pencils (See page 32)* Any interesting object, such as a Teddy Bear, fishing pole, etc. |
| Time Frame: | one writing lesson |

- * The pictures on the pencils relate to the pictures used in *Just Write: A Sentence Book*
- * I suggest making each of the teacher's pencils 12" x 4" – or large enough for the students to see the words on the pencils. I copy page 32 on poster-sized paper.

Directions:

1. Show the object to the class and tell them that it's one of your favorite toys (or piece of fishing equipment, hobbies, etc.)
2. Hold up the *Who* pencil and tell the students to ask you a question about the *object beginning with the word "Who"*. (e.g. "*Who bought it for you?*")
3. After the suggestions, ask the students "*Could I use that question while I'm writing to tell the reader about who bought me that teddy bear?*" They will probably answer "*Yes/Of course.*" If they do not respond positively, suggest that they could use this type of question to elaborate their writing.
4. Repeat #2 with the *What* pencil.
5. Repeat #3 with the *Where, When, Why, and How* pencils.
6. Repeat this activity frequently until the students understand that self-questioning techniques help writers elaborate their ideas.



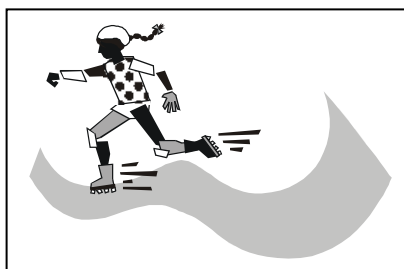


Let's Elaborate

- Objective:** To use self-questioning techniques to elaborate writing
- Comment:** Students need to practice these self-questioning strategies repeatedly in order to conduct them independently.
- Grades:** 1-5
- Supplies:** Picture of an animal or scene
Paper with *Who, What, Where, When, Why, and How* questions (See page 34)
Groups of 2 – 3 students working in teams
- Time Frame:** 1-2 writing lessons

Directions:

1. Students observe a picture like:



2. Teacher models developing *Who, What, Where, When, Why, and How* questions about the picture.

- Who:** Who is the girl rollerblading?
What: What does she wear when she's rollerblading?
Where: Where does she rollerblade?
When: When does she go rollerblading?
Why: Why does she rollerblade?
How: How does she rollerblade?

3. Teacher models writing a paragraph with sentences that are responses to the questions.

Andrea loves rollerblading. She usually rollerblades up and down Bayshore Boulevard every afternoon around 3:00. The first thing she always does is put on her helmet, knee pads, and shin pads. Rollerblading is good exercise and keeps her healthy. Andrea especially enjoys starting out slowly to warm up her muscles, then increasing speed until the wind whips through her hair and she feels revived. Rollerblading is her favorite sport.

4. Students repeat the activity with page 34.

Name: _____ Date: _____

Elaborate...



Directions: Write a question about the picture beginning with each word below:

Who? _____

What? _____

Where? _____

When? _____

Why? _____

How? _____

Directions: Create a paragraph by responding to the questions above:
