

GOOD YEAR BOOKS

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Grades 1-3

*Open-ended Writing Activities
for Young Children*



by Linda Beth Polon

 GOOD YEAR BOOKS

Dedicated to

Shelia Solar, if it wasn't for her, I might not be writing

Philene and John Vaivods, the best of friends

Jill Conway, a magic wand waver

Laura Strom, my editor, who has been at the other end of the line when I needed advice

Letti and Jerry Sakai, two loving people

Truf, Phantom, Davey, Van Gogh, Motley, Mona Lisa, and Kai Kai, who have given their paws of approval on this book

Courtney McNeil, for her magic editing fingers on a computer



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How to Use This Book

Before starting this book, practice orally and in written form the alphabet with your children, as well as the writing and formation of some words.

It is a good idea to write a few whole-class or whole-group story dictations on a chalkboard so children can practice writing their letters, writing a sentence, and working on their spacing between words. For children who, in the beginning, are having trouble writing, have them dictate their stories to you. Write children's stories with a light marker so that they can trace over the words until they can work on their own.

Many of the stories include Word Banks. Children do not have to use all words in a Word Bank. They are provided to help spark ideas, not to limit content.

Many of the pages in this book contain a mini-lesson before the story starter. However, the last section contains story starters without mini-lessons. That section, as well as the last page with a list of additional story starters, offer the flexibility to reteach, reinforce, and strengthen skills your children should have already become familiar with. You can pre-assign a certain skill or skills for them to practice in their writing exercise.

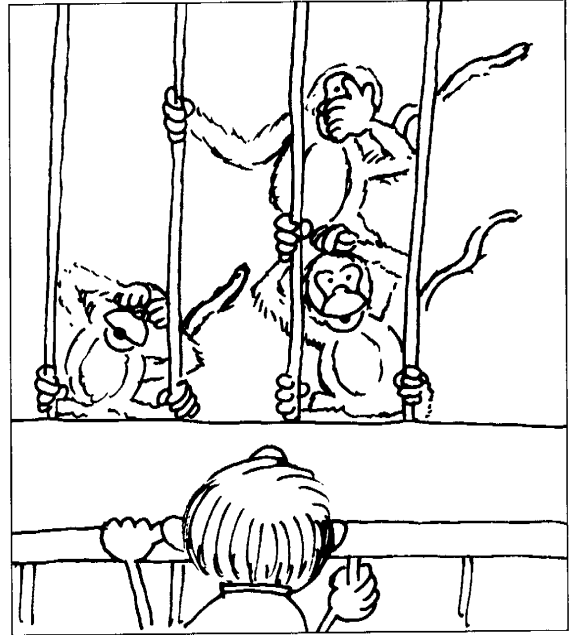
An additional feature is the Writing Extensions, denoted by . This is to be used at your discretion to further reinforce skills.

Tip: Re-introduce the five senses to your children, explaining to them that describing the senses helps their stories come alive. Along with learning the importance of using adjectives, adverbs, and so on, learning the five senses and how they can be expressed are yet another tool for improving writing. This also might be the time to stress how important the opening sentence of a story should be. Let your children know that the more exciting and interesting the first sentence of a story is, the more a reader will want to read the rest of the story.

Sentence Writing

Name _____ Date _____

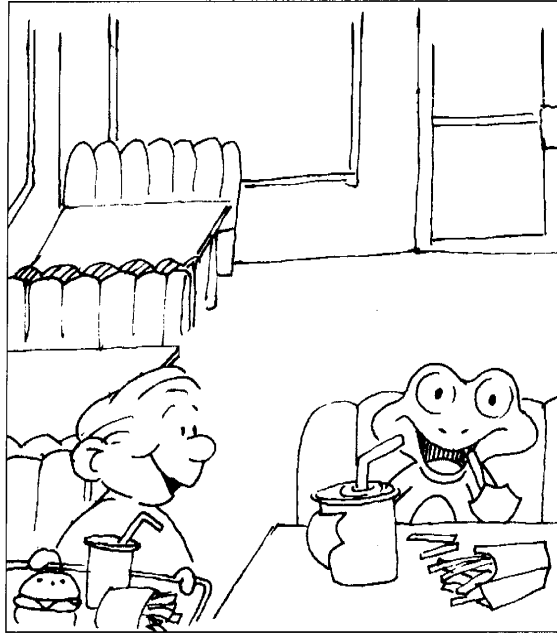
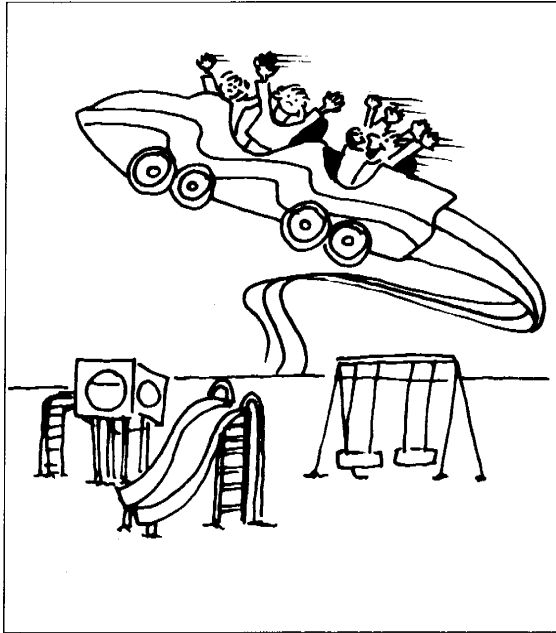
Look at the two pictures. Write, dictate, or copy a sentence about each picture. A sentence tells something. Remember that a sentence begins with a capital letter and ends with a period (.). A sentence must tell something, or it is not a sentence. Do not forget to color the pictures!



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Name _____ Date _____

Look at the two pictures. Write, dictate, or copy a sentence about each picture. Remember that a sentence begins with a capital letter and ends with a period (.). A sentence must tell something, or it is not a sentence. Do not forget to color the pictures.



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Sentence Writing
