



First Grade Writing Workshop





First Grade

Unit 1:

Narrative

Writing



Lesson 1



Narrative 1
Prompt: One time I...

What is a narrative?

- **Handout:** I Can Write Poster (page 2)
 - **Handout:** One Time I... (page 3)
 - **Handout:** Rough Draft Narrative (page 4)
1. **Discuss:** Share the "I Can Write Poster" poster with the class (page 2).
 - ⇒ Walk them through the following:
 - Start with a capital
 - Use finger spaces
 - End with punctuation
 2. **Brainstorm:** Share with the class "One Time I..." Narrative Word Bank (page 3). Brainstorm with them ideas that they can write about.
 3. Have the class circle the one they will write about.
 4. **Narrative Rough Draft:** Show them an example of the first sentence.
 - Example:**
 - One time I went to the park.
 5. Then have them write their name and first sentence on the narrative rough draft (page 4).
 6. Students will then draw the beginning, middle and end of their story. Please brainstorm what this might look like.
 - This is the brainstorm for the rest of their story.
 7. Finally, they will draw a picture for their first sentence on the top of the page.



Lesson 2



Narrative 1

Prompt: One time I...

Publishing

- **Handout:** Narrative Final Draft (page 6)
- **Handout:** Narrative Rough Draft (page 4)

1. Have students put their name on Narrative Final Draft (page 6).
2. Have students put their pencils down once they are done writing their name.
3. **Discuss:** Today, we are going to be using our Rough Draft (page 4) to write our first sentence. Remember when we write we need to use capitals, finger spaces, and punctuation. Yesterday your parents helped you edit your first sentence. You will now write it correctly on this page.
 - Show the Example Sentence 1 from below.
4. Then walk your students through how to write the introduction paragraph one sentence at a time. Start with talking about how we indent the beginning of a paragraph with a two finger indent.
 - After each example sentence, have students write their own sentence.
 - No, they may not copy the example.

Sentence 1: Opening

Example Sentence 1: One time I went to the park.

Sentence 2: First, I...

Discuss the following:

- We always use a transition word like first, next, or last to help our reader know the time line of when things happened.
- What did you do first?

Example Sentence 2: First, I played on the jungle gym.

Sentence 3: Next, I...

Ask: What did you do next?

Example Sentence 3: Next, I swung on the monkey bars.

Sentence 4: Last, I...

Ask: What did you do last?

Example Sentence 4: Last, I ate a snack.

5. Last, have students draw a picture of their story in the box provided.
6. If time, have students read what they wrote to a neighbor.

Name: _____

One time I _____

First, I _____

Next, I _____

Last, I _____



Lesson 3



Narrative 2
Prompt: One time I...

Brainstorming & Rough Draft

- **Handout:** I Can Write Poster (page 2)
 - **Handout:** One Time I... (page 3)
 - **Handout:** Rough Draft Narrative (page 4)
1. **Remind:** Have your students walk you through the "I Can Write Poster" poster (page 2).
 - ⇒ Walk through the following:
 - Start with a capital
 - Use finger spaces
 - End with punctuation
 2. **Brainstorm:** Today, the class gets to pick another "One Time I..." Narrative Word Bank (page 3).
 3. Have the class circle the one they will write about next.
 4. **Rough Draft:** Show them another example of the first sentence.
 5. Then have them write their name and first sentence on the narrative rough draft (page 4).
 6. Students will then draw the beginning, middle and end of their story. Please brainstorm what this might look like for your new topic.
 - This is the brainstorm for the rest of their story.
 7. Finally, they will draw a picture for their first sentence on the top of the page.



Lesson 4



Narrative 2

Prompt: One time I...

Publishing

- **Handout:** Narrative Final Draft (page 6)
- **Handout:** Narrative Rough Draft (page 4)

1. Have students put their name on Narrative Final Draft (page 6).
2. Have students put their pencils down once they are done writing their name.
3. Walk, students through their writing sentence by sentence again.
 - Have students write their own sentence.

Sentence 1: Opening

Remember: Correct your original first sentence as you write.

Sentence 2: First, I...

Remember: We always use a transition word like first, next, or last to help our reader know the time line of when things happened.

- What did you do first?

Sentence 3: Next, I...

Remember: What did you do next?

Sentence 4: Last, I...

Remember: What did you do last?

4. Then, have students draw a picture of their story in the box provided.
5. If time, have students read what they wrote to a neighbor.



Lesson 5



Narrative 3

Prompt: Where did you go?

Brainstorming & Rough Draft

- **Handout:** Where Did You Go? Brainstorming (page 10)
- **Handout:** What Did You Do? Brainstorming (page 11)
- **Handout:** Where Did You Go? Rough Draft (page 12)

1. Remind students how to write appropriately (page 2).
 - ⇒ Walk through the following:
 - Start with a capital
 - Use finger spaces
 - End with punctuation
2. **Brainstorm:** Brainstorm with the class places that they have been (page 10).
3. Have the class circle the one they will write about.
4. **Brainstorm:** Brainstorm with the class what they did (page 11)
5. Have them write their name on their Narrative Rough Draft (page 12).
6. Walk them through writing the sentences. One sentence at a time.

Sentence 1: Where did you go?

Example: I went to Grandma's house.

Sentence 2: What did you do?

Example: I made chocolate chip cookies.

Sentence 3: What was it like?

Example: It was a lot of fun.

7. Students will then draw the three sentences of their story. Please brainstorm what this might look like for your new topic.



Lesson 6



Narrative 3

Prompt: Where did you go?

Publishing

- **Handout:** Narrative Final Draft (page 14)
 - **Handout:** Where Did You Go? Rough Draft (page 12)
1. Have students put their name on Narrative Final Draft (page 14).
 2. Have students put their pencils down once they are done writing their name.
 3. Remind students:
 - Correct your sentences as you write
 - Correct finger spaces
 - Correct capitalization
 - Correct punctuation
 5. Then, have students draw a picture of their story in the box provided.
 6. If time, have students read what they wrote to a neighbor.

Name: _____

I went to

I

It was



Lesson 7



Narrative 4
Prompt: If I were a...

Brainstorming & Rough Draft

- **Handout:** If I Were A... (page 16)
 - **Handout:** I Would... (page 17)
 - **Handout:** If I Were A... Rough Draft (page 18)
1. Remind students how to write appropriately (page 2).
 - ⇒ Walk through the following:
 - Start with a capital
 - Use finger spaces
 - End with punctuation
 2. **Brainstorm:** Brainstorm with the class about careers that they could have (page 16).
 3. Have the class circle the one they will write about.
 4. Then brainstorm what their jobs could do (page 17).
 5. Have them write their name on their Narrative Rough Draft (page 18).
 6. Walk them through writing the sentences one sentence at a time.

Sentence 1: If I were a... ?

Example: If I were a police officer,

Sentence 2: What would you do?

Example: I would help people.

Sentence 3: What would it be like?

Example: It is a good job.

7. Students will then draw a picture for each sentence of their story. Please brainstorm what this might look like for their new topic.



Lesson 8



Narrative 4

Prompt: If I were a...

Publishing

- **Handout:** Narrative Final Draft (page 20)
 - **Handout:** If I Were A... Rough Draft (page 18)
1. Have students put their name on Narrative Final Draft (page 20).
 2. Have students put their pencils down once they are done writing their name.
 3. Remind students:
 - Correct your sentences as you write
 - Correct finger spaces
 - Correct capitalization
 - Correct punctuation
 5. Then, have students draw a picture of their story in the box provided.
 6. If time, have students read what they wrote to a neighbor.

Name: _____

If I were a

I would

It is



Lesson 9



Narrative 5

Prompt: My friend came over to play.

Brainstorming & Rough Draft

- **Handout:** My friend came over to play Rough Draft & Brainstorm (page 22)

1. **Discuss:** Sometimes narratives can be personal stories that come from our lives. Sometimes, like the one we are writing, they are made up. Today, we get to use our imagination to create the story.
2. Remind students how to write appropriately (page 2).
 - ⇒ Walk through the following:
 - Start with a capital
 - Use finger spaces
 - End with punctuation
2. Remind students about transitions:
 - ⇒ First, Next, and Then are transition words in writing.
3. Encourage students to sound out words the best they can.
4. Have students look at the pictures and write what happens first, next and then.
 - You can walk them through this first one.

Sentence 1: My friend came over to play.

⇒ The story provides the first sentence which is below the pictures.

Sentence 2: What does the picture show?

Example Sentence: Frist, we played Connect 4.

Sentence 3: What does the picture show next?

Example Sentence: Next, we went skateboarding.

Sentence 4: Then what did you do?

Example Sentence: Then, we ate lunch.



Lesson 10



Narrative 5

Prompt: My friend came over to play.

Publishing

- **Handout:** Narrative Final Draft (page 24)
 - **Handout:** My friend came over to play Rough Draft & Brainstorm (page 2)
1. Have students put their name on Narrative Final Draft (page 24).
 2. Have students put their pencils down once they are done writing their name.
 3. Remind students:
 - Correct your sentences as you write
 - Correct finger spaces
 - Correct capitalization
 - Correct punctuation
 5. Then, have students draw a picture of their story in the box provided.
 6. If time, have students read what they wrote to a neighbor.

Name: _____

My friend came
over to play. First,

Next,

Then,



Lesson 11



Narrative 6

Prompt: I raked leaves this weekend.

Brainstorming & Rough Draft

- **Handout:** I Raked Leaves this Weekend Rough Draft & Brainstorm (page 26)
1. **Discuss:** Sometimes narratives can be personal stories that come from our lives. Sometimes, like the one we are writing, they are made up. Today, we get to use our imagination to create the story.
 2. Remind students how to write appropriately (page 2).
 - ⇒ Walk through the following:
 - Start with a capital
 - Use finger spaces
 - End with punctuation
 3. Encourage students to sound out words the best they can.
 4. Have students look at the pictures and write what happens first, next and then.
 - Remind students that the first sentence is below the pictures.
 - Help students who need extra help.



Lesson 12



Narrative 6

Prompt: I raked leaves this weekend.

Publishing

- **Handout:** Narrative Final Draft (page 28)
 - **Handout:** I Raked Leaves this Weekend Rough Draft & Brainstorm (page 26)
1. Have students put their name on Narrative Final Draft (page 28).
 2. Have students put their pencils down once they are done writing their name.
 3. Remind students:
 - Correct your sentences as you write
 - Correct finger spaces
 - Correct capitalization
 - Correct punctuation
 5. Then, have students draw a picture of their story in the box provided.
 6. If time, have students read what they wrote to a neighbor.

Name: _____

I raked leaves

This weekend. First,

Next,

Then,



Lesson 13



Narrative 7

Prompt: I made a pie today.

Brainstorming & Rough Draft

- **Handout:** I Made a Pie Today Rough Draft & Brainstorm (page 30)
1. **Discuss:** Sometimes narratives can be personal stories that come from our lives. Sometimes, like the one we are writing they are made up. Today, we get to use our imagination to create the story.
 2. Remind students how to write appropriately (page 2).
 - ⇒ Walk through the following:
 - Start with a capital
 - Use finger spaces
 - End with punctuation
 3. Encourage students to sound out words the best they can.
 4. Have students look at the pictures and write what happens first, next and then.
 - Remind students that the first sentence is below the pictures.
 - Help students who need extra help.



Lesson 14



Narrative 7

Prompt: I made a pie today.

Publishing

- **Handout:** Narrative Final Draft (page 32)
 - **Handout:** I Made a Pie Today Rough Draft & Brainstorm (page 30)
1. Have students put their name on Narrative Final Draft (page 32).
 2. Have students put their pencils down once they are done writing their name.
 3. Remind students:
 - Correct your sentences as you write
 - Correct finger spaces
 - Correct capitalization
 - Correct punctuation
 5. Then, have students draw a picture of their story in the box provided.
 6. If time, have students read what they wrote to a neighbor.

Name: _____

I made a pie

today. First,

Next,

Then,



Lesson 15



Narrative 8
Prompt: My Birthday

Brainstorming: My Birthday

- **Handout:** Brainstorm: My Birthday (page 34)

1. **Discuss:** Today, we get to write about your last birthday. I want to know all about it. What did you eat, what did you see, who was there, what did you feel. I will be walking you through each of our brainstorm boxes and will be writing words on the board that you might like to use. I want you to use descriptive words as you write today. Descriptive words are words that help the reader to imagine what you saw. For example, I could say I had a present. But you don't know if it is a big one, small one, if it is black and white or very colorful. So when I say, I had a big present with lots of bows on it, you can imagine that in your mind. Today I want you to do the same. Add descriptive words.
2. Remind students to:
 - Use finger spaces
 - Sound out words, if the word is not on the board.
3. White board ideas: (Please note that students will copy straight from the board so please use correct capitalization to help them out which is as seen below.

⇒ What did you see?

- presents
 - * big
 - * little
 - * colorful
- decorations
 - * streamers
 - * balloons
 - * party hats

⇒ What did you eat?

- cake/cupcakes
 - * vanilla
 - * chocolate
- dinner/lunch
 - * hamburgers
 - * chips
 - * soda

⇒ Who was there?

- friends
 - * Amelia
- family
 - * my mom/ my dad
 - * my grandma/ my grandpa
 - * sisters
 - * brothers
 - * aunts/uncles

⇒ What did you do?

- swimming
- jump house

⇒ What did you feel?

- excited
- nervous
- happy
- joyful
- thankful



Name: _____

Brainstorm: My Birthday

What did you see?

What did you eat?



Who was there?

What did you do?

How did you feel?



Lesson 16



Narrative 8
Prompt: My Birthday

Rough Draft: My Birthday

- **Handout:** Rough Draft: My Birthday (page 36)
 - **Handout:** Brainstorm: My Birthday (page 34)
 - You may want to have a few extra copies of the rough draft in case you have some kiddos who need it.
1. **Discuss:** Today, I want you to write as much as you can about your birthday. I know you can write four sentences, but I want you to challenge yourself to see if you can write five, six, or even seven sentences. I know you are able to and I want you to know you can too!
 2. Remind students how to write appropriately (page 2).
 - ⇒ Walk through the following:
 - Start with a capital
 - Use finger spaces
 - End with punctuation
 - Use transition words: first, next, then, and last
 3. Encourage students to sound out words the best they can.
 4. Have students look at their brainstorm page for ideas of what to write.



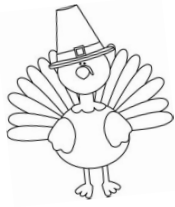
Name: _____

Rough Draft: My Birthday

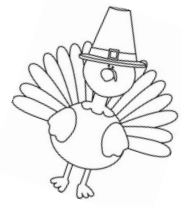
On my birthday,

I _____





Lesson 17



Card Making Day!

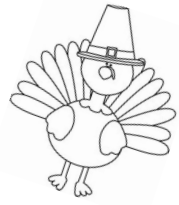
THANKSGIVING CARD MAKING DAY

- Teacher choice for art and letter.
- Encourage students to use descriptive words and to use nice, neat handwriting.
- Encourage students to use best coloring skills and staying in the lines.
- **Hold on to cards until right before Thanksgiving Break or closest day to it.**

*** YOU WILL WANT TO HAVE A POC PREP ART PROJECT ON LESSON 19.***



Lesson 18



Narrative 8
Prompt: My Birthday

Publishing: My Birthday

- **Handout:** Rough Draft: My Birthday (page 36)
 - **Handout:** Final Draft: My Birthday (page 39)
 - You may want to have a few extra copies of the final draft in case you have some kiddos who need it.
1. **Discuss:** Today, I want you to celebrate as you write because you challenged yourself to write more and you did it! We now get to see your beautiful writing in its final form. In our next lesson, you get to share what you wrote to the class!
 2. Have students put their name on My Birthday Final Draft (page 39).
 3. Have students put their pencils down once they are done writing their name.
 4. Remind students:
 - Correct your sentences as you write
 - Correct finger spaces
 - Correct capitalization
 - Correct punctuation
 - Two finger indent



Name: _____

My Birthday

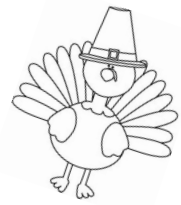
Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle dashed, bottom) for writing practice.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle dashed, bottom) for writing practice.





Lesson 19



Narrative 8
Prompt: My Birthday

My Birthday Art Project!

- You will want parental help (2 parents) . **HOLD ONTO THE ART!**

TEACHER OR POC PREP DONE ON LESSON 17:

- Print out head and cut it out **(page 41a)**
- Cut out strips of brown and blond hair—
 - **Gentlemen hair:** 6 two inch long by 0.5 inch wide strips
 - **Lady hair:** 6 two inch long and 0.5 inch wide strips **AND** 2 six inch by 0.5 inch hair
- Trace hat on construction paper and cut out **—(hat size page 41b)**
- Cut yarn into 6 in. length and tie 12 pieces together in the middle to create the pompom (1 per student)

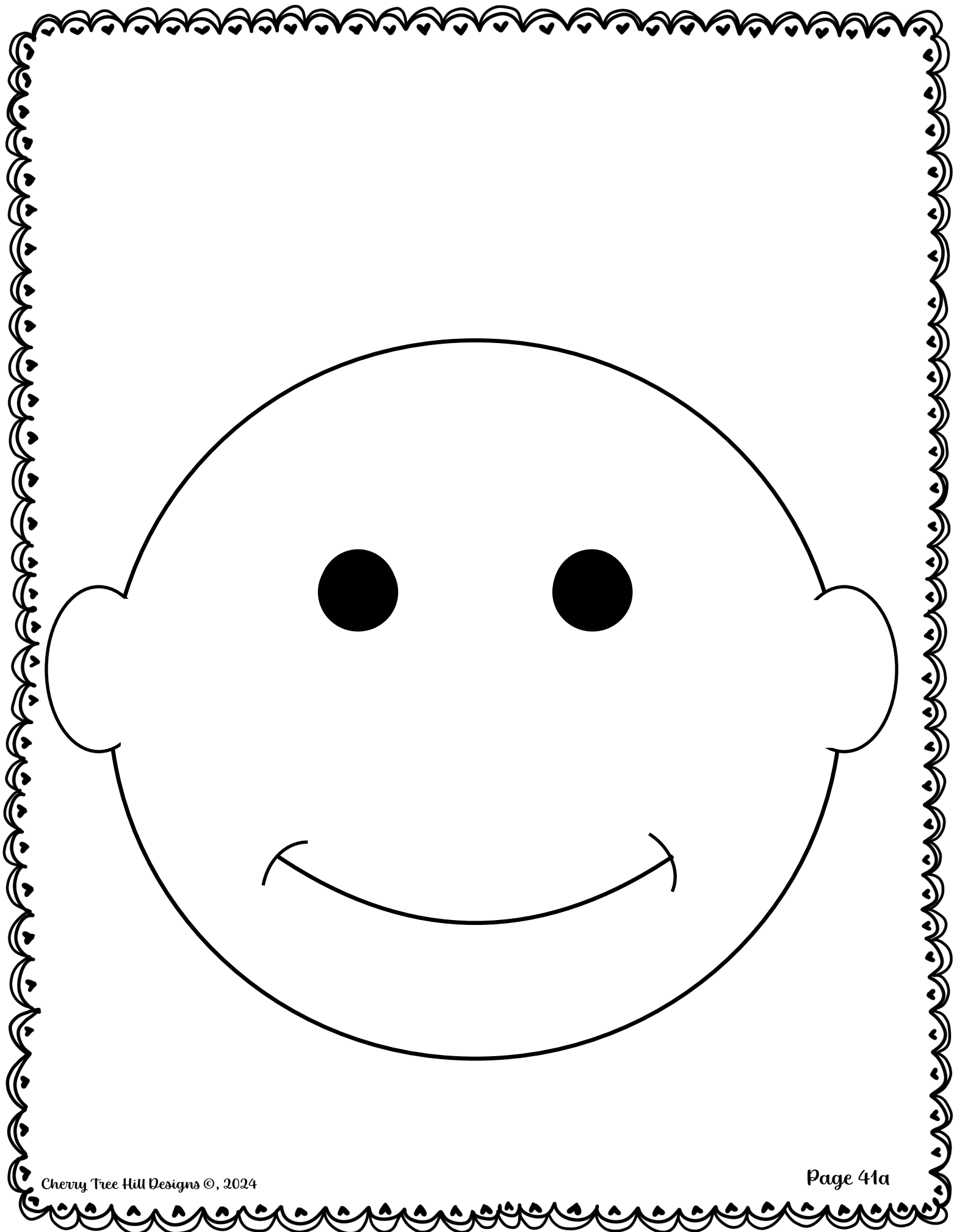
Final Project:

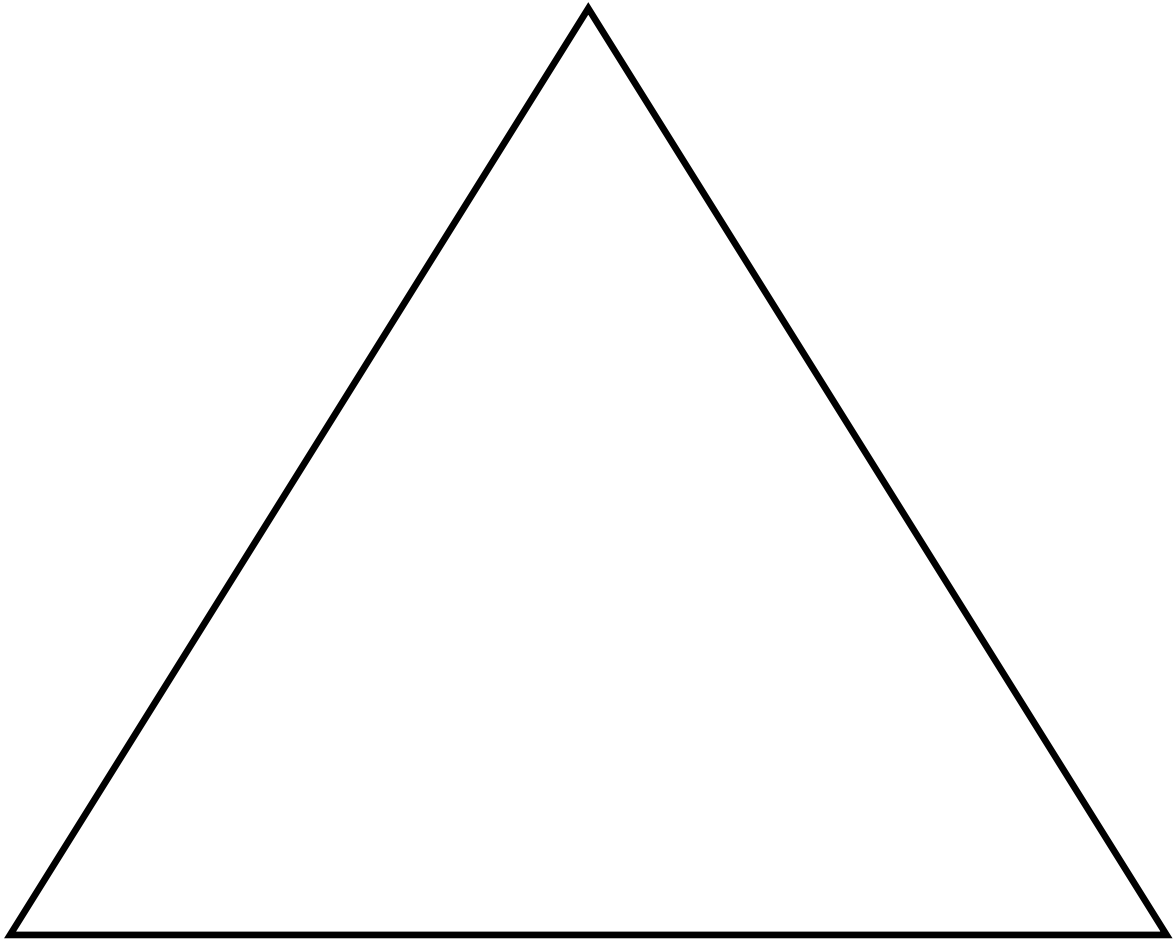


NEED:

- Hot Glue- to glue on yarn
- Glue stick/Glue bottle
- Red construction paper -9 x 12 (1 page per student)
- Yarn (see above) - 1 per student
- Stickers for the middle of the hat
- Cut out construction paper hat
- Cut out head **STEPS:**

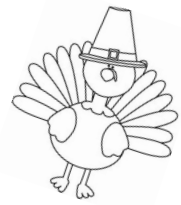
1. Carefully print the student's name in the middle back of art project in tiny letters.
2. Have children pre-place head on to construction paper. Parent/Teacher check. Then glue down the head onto red construction paper.
3. Have children pre-place hair onto the construction paper. Parent/teacher check. Glue down hair onto the head.
4. Have children place stickers on the hat.
5. Have children pre-place hat onto head/construction paper. Parent/teacher check. Glue down hat.
6. Parent/ Teacher glue down pompom with hot glue.







Lesson 20



Narrative 8
Prompt: My Birthday

Author's Chair: My Birthday

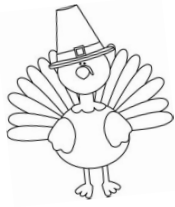
⇒ 1st half of class presents.

- **Handout:** Final Draft: My Birthday (page 39)
 - You may want to split up this time throughout the day. For example, two students before math, two students after math, two students after recess, etc. It can be a lot to have them sit and listen to them all at once.

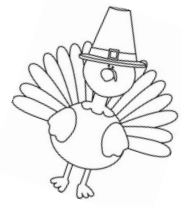
1. **Discuss:** Today, we get to listen to half of the students share about their birthday. The next lesson, we will get to listen to the other half. We are going to use our best listening ears.
2. **Ask:** What does it look like to have your best listening ears on?
 - Sitting on pockets
 - Eyes on the speaker
 - Hands still in their lap
 - Listening to each word the speaker says
3. **Discuss:** We will get to read our stories out loud. As a speaker, you will want to have a loud voice. (Show them examples of a quiet voice and a voice that is too loud.) When you read, you will want your fingers to point to each word, so that you don't lose your place. (Show them an example of what that looks like).
4. Show them what it looks like (posture wise) as they stand in front of their peers. Standing straight up (no wiggling), standing in the middle front of the room, eyes on paper and on the class, etc.
5. After each child presents, celebrate them and their writing and ask the class what the child did well.
6. **Collect ALL final projects.**
7. **Glue final draft on the back of their art project to send home on Lesson 21.**

Teacher tip: While they are presenting, you could glue the writing onto the art project.

Make sure you look up often and smile at the reader, so they know you are listening.



Lesson 21



Narrative 8
Prompt: My Birthday

Author's Chair: My Birthday

⇒ **2nd half of class presents.**

- **Handout:** Final Draft: My Birthday (page 39)

- You may want to split up this time throughout the day. For example, two students before math, two students after math, two students after recess, etc. It can be a lot to have them sit and listen to them all at once.

1. **Discuss:** Today, we get to listen to the other half of the students share about their birthday. Remember we want to use our best listening ears. What does it look like to have your best listening ears on?
 - Sitting on pockets
 - Eyes on the speaker
 - Hands still in their lap
 - Listening to each word the speaker says
2. **Discuss:** Remember we also get to read our stories out loud. What does that look like and sound like?
 - Loud voice
 - Reading paper with finger pointing to each word
 - Occasionally looking at audience
 - Stand in front of the room
 - Don't wiggle
3. After each child presents, celebrate them and their writing. Ask the class what the child did well.
4. **Send home art with final writing home with all students.**



Lesson 22



Narrative 9

Prompt: Celebrating Christmas

Brainstorming: Celebrating Christmas

- **Handout:** Brainstorm: Celebrating Christmas (page 45)

1. **Discuss:** Today, we get to write about how you celebrate Christmas. I want to know all about it. What do you see, who was there, what did you eat, what did you do, what did you feel? I will be walking you through each of our brainstorm boxes and will be writing words on the board that you might like to use. Remember to use descriptive words as you write today. Descriptive words are words that help the reader to imagine what you saw.
2. Remind students to:
 - Use finger spaces
 - Sound out words, if the word is not on the board.
3. White board ideas: (Remember to use lowercase to help your students out)

⇒ **What did you see?**

- presents
 - * big
 - * little
 - * wrapping paper
- decorations
 - * Christmas tree
 - * lights
 - * blubs

⇒ **Who was there?**

- friends
 - * Abby, Bobby, Sue
- family
 - * my mom/dad
 - * my grandma/grandpa
 - * sisters
 - * brothers
 - * cousins
 - * aunts/uncles

⇒ **What did you eat?**

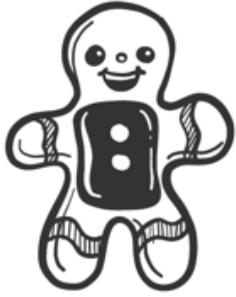
- ham/turkey/roast
- green beans
- mashed potatoes
- cake/pie

⇒ **What did you do?**

- open presents
- sing carols
- play games
- bake cookies
- make crafts
- celebrate Jesus!
- build snowmen

⇒ **What did you feel?**

- excited
- nervous
- happy
- joyful
- Thankful



Name: _____

Brainstorm: Christmas

What did you see?

What did you eat?



Who was there?

What did you do?



How did you feel?



Lesson 23

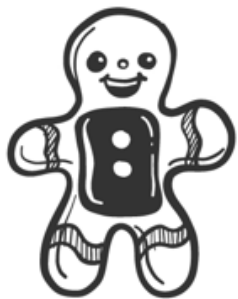


Narrative 9

Prompt: Celebrating Christmas

Rough Draft: Celebrating Christmas

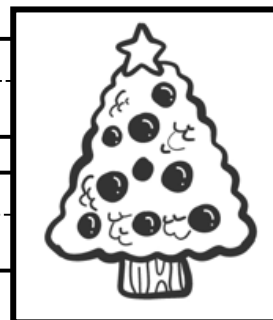
- **Handout:** Rough Draft: Celebrating Christmas (page 47)
 - **Handout:** Brainstorm: Celebrating Christmas (page 45)
 - You may want to have a few extra copies of the rough draft in case you have some kiddos who need it.
1. **Discuss:** Today, I want you to write as much as you can about how you celebrate Christmas. I know you can write a lot of sentences, but I want you to challenge yourself to see if you can write one more sentence than the last time. I know you are able to and I want you to know you can too!
 2. Remind students how to write appropriately (page 2).
 - ⇒ Walk through the following:
 - Start with a capital
 - Use finger spaces
 - End with punctuation
 - Use transition words : first, next, then, last
 3. Encourage students to sound out words the best they can.
 4. Have students look at their brainstorm page for ideas of what to write.



Name: _____

Rough Draft: Christmas

At Christmas, I





Lesson 24



Narrative 9

Prompt: Celebrating Christmas

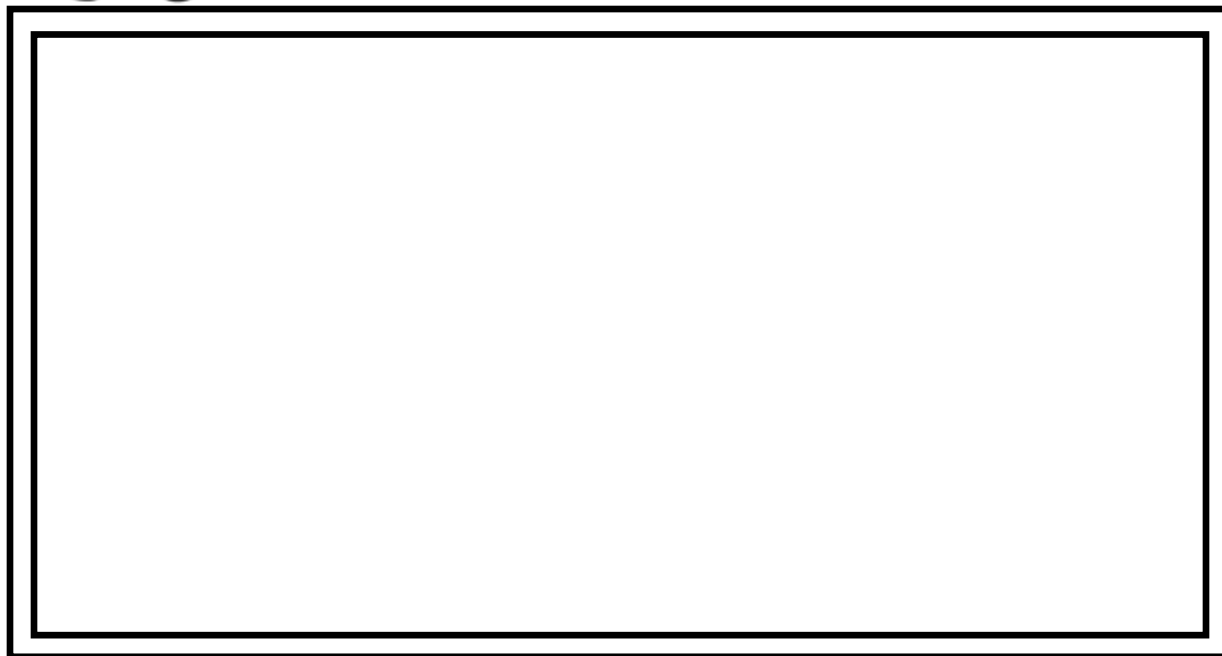
Publishing: Celebrating Christmas

- **Handout:** Rough Draft: Celebrating Christmas (page 47)
 - **Handout:** Final Draft: Celebrating Christmas (pages 49 & 50)
 - You may want to have a few extra copies of the final draft **page 50** in case you have some kiddos who need it.
1. **Discuss:** Today, I want you to celebrate as you write because you challenged yourself to write more and you did it! We now get to see your beautiful writing in its final form. In our next lesson, you get to share what you wrote to the class!
 2. Have students put their name on Celebrating Christmas Final Draft pages (pages 49-50).
 3. Have students put their pencils down once they are done writing their name.
 4. Remind students:
 - Correct your sentences as you write
 - Correct finger spaces
 - Correct capitalization
 - Correct punctuation
 - Two finger indent
 5. When they are done writing they can draw their Christmas celebration in the boxes provided.
 6. If time, read Celebrating Christmas with a partner.



Name: _____

Celebrating Christmas




Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).





Celebrating Christmas

[illegible]



Lesson 25



Card Making Day!

CHRISTMAS CARD MAKING DAY

- Teacher choice for art and letter.
- Encourage students to use descriptive words and to use nice, neat handwriting.
- Encourage students to use best coloring skills and staying in the lines.
- Hold on to card until right before winter break or closest day to it.



First Grade

Unit 2:

Opinion

Writing



Lesson 26



Opinion 1

Prompt: What are the best things about winter?

Introduction: Best things about winter

- **Handout:** Poster: In my opinion... (page 53a)
- **Handout:** Poster: "My opinion..." (page 53b)
- **Handout:** Brainstorm: Best things about winter (page 54)

1. Show poster to the class.
2. **Discuss:** Opinions are where you get to share about your favorite things. You use words phrases such as "_____ is my favorite...", "The best...", "I prefer,..." and others. It is okay to have different preferences. My favorite sandwich might be turkey and avocado where as yours might be peanut butter and jelly. Both are wonderful opinions and preferences. We are made uniquely and wonderfully and this is part of what makes each one of us special.
3. Walk students through "Best things about winter are..." (page 54)
4. **Discuss commas:** When we write a list of three things we need to have commas to separate each word or phrase.
 - **For example:**
I like dogs, cats, and hamsters.
5. Remind students to:
 - Use finger spaces
 - Sound out words
 - Use a complete sentence
 - Use commas to separate phrases.
 - Two finger indent



Lesson 27



Opinion 2

Prompt: What are the best things about spring?

Practicing: Best things about Spring

- **Handout:** Poster: In my opinion... (page 53a)
- **Handout:** Poster: "My opinion..." (page 53b)
- **Handout:** Brainstorm: Best things about spring (page 56)

1. Remind students what an opinion is.
2. Walk students through "Best things about spring are..." (page 56)
3. Remind students to:
 - Use finger spaces
 - Sound out words
 - Use a complete sentence
 - Use commas to separate phrases.
 - Two finger indent



Lesson 28



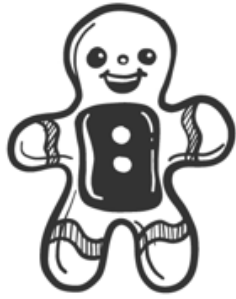
Opinion 3

Prompt: What is your favorite holiday?

Brainstorm: Favorite Holiday

- **Handout:** Poster: In my opinion... (page 53a)
- **Handout:** Poster: "My opinion..." (page 53b)
- **Handout:** Rough Draft: Favorite Holiday (page 58)

1. Remind students what an opinion is.
2. Walk students through "Favorite Holiday (page 58).
3. Here are some holidays that you can pick from:
 - ⇒ Write them on the board:
 - Thanksgiving
 - Christmas
 - Valentine's Day
 - Easter
 - Fourth of July
 - ⇒ Have them write one in the top box that says, "First Sentence" and then write it again in the box that says, "Last Sentence".
4. **Discuss:** It is always important to give reasons as to why something is your favorite.
 - **For example:** (Please write the example on the white board so that they can see.)
My favorite season is winter.
Reason 1: I like the cold weather.
Reason 2: I like the holidays.
Reason 3: I like to build snowmen.
5. Ask: What are some reasons you like the holiday you chose? (Write them on the board)
6. Remind students to:
 - Use finger spaces
 - Sound out words
 - Use a complete sentence for the reasons
 - Use commas to separate phrases.
 - Two finger indent



Name: _____

Rough Draft: Favorite Holiday



First Sentence:

My favorite holiday is

Reason 1:

Reason 2:

Reason 3:

Last Sentence:

That is why

is my favorite holiday.





Lesson 29



Opinion 3

Prompt: What is your favorite holiday?

Publishing: Favorite Holiday

- **Handout:** Rough Draft: Favorite Holiday (page 58)
 - **Handout:** Final Draft: Favorite Holiday (page 60)
 - You may want a few extra sheets of Favorite Holiday just in case a few students need it.
1. **Discuss:** Today, I want you to celebrate as you write because you have learned so much about opinion writing already!
 2. Have students put their name on Favorite Holiday (page 60).
 3. Have students put their pencils down once they are done writing their name.
 4. Remind students:
 - Only to write sentences and not the headings
 - Correct the sentences as it is being written
 - Correct finger spaces
 - Correct capitalization
 - Correct punctuation
 - Two finger indent
 5. When they are done writing, they can draw their favorite holiday in the box provided.
 6. If time, read Favorite Holiday with a partner.

Name: _____

Favorite Holiday

[illegible]



Lesson 30



DONUTS WITH DAD: CARD MAKING DAY

- Teacher choice for art and letter.
- Encourage students to use descriptive words and to use nice, neat handwriting.
- Encourage students to use best coloring skills and staying in the lines.
- Hold onto card until Donuts with Dad's Day.



Lesson 31



Opinion 4:

Prompt: What is your favorite animal?

Brainstorm: Favorite Animal

- **Handout:** Rough Draft: Favorite Animal (page 63)

1. Remind students what an opinion is.
2. Walk students through "Favorite Animal" (page 63).
3. Brainstorm some of their favorite animals.
 - ⇒ Write them on the board.
 - ⇒ Have them write one in the top box that says, "First Sentence" and then write it again in the box that says, "Last Sentence".
4. Remind: It is always important to give reasons as to why something is your favorite.
5. Ask: What are some reasons you like your animal? (Write them on the board)
6. Remind students to:
 - Use finger spaces
 - Sound out words
 - Use a complete sentence for the reasons
 - Use commas to separate phrases.



Name: _____

Rough Draft: Favorite Animal

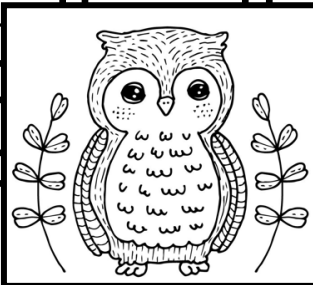
First Sentence:

Reason 1:

Reason 2:

Reason 3:

Last Sentence:





Lesson 32



Opinion 4:

Prompt: What is your favorite animal?

Publishing: Favorite Animal

- **Handout:** Rough Draft: Favorite Animal (page 63)
 - **Handout:** Final Draft: Favorite Animal (page 65)
 - You may want a few extra sheets of Favorite Animal just in case a few students need it.
1. **Discuss:** Today, we are going to finish writing about our favorite animals.
 2. Have students put their name on Favorite Animal (page 65).
 3. Have students put their pencils down once they are done writing their name.
 4. Remind students:
 5. Remind students:
 - Only to write sentences and not the headings
 - Correct the sentences as it is being written
 - Correct finger spaces
 - Correct capitalization
 - Correct punctuation
 - Two finger indent
 5. When they are done writing they can draw their favorite animal in the box provided.
 6. If time, read Favorite Animal with a partner.

Name: _____

Favorite Animal

[illegible]



Lesson 33



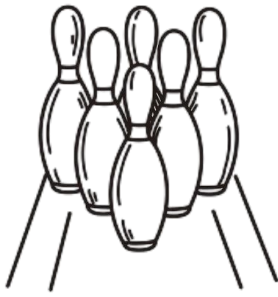
Opinion 5:

Prompt: What is the best game?

Brainstorm: The Best Game

- **Hanout:** Rough Draft: Best Game (page 67)

1. Remind students what an opinion is.
2. Walk students through "Best Game" (page 67).
3. Brainstorm some of their favorite games.
 - Checkers, Hide and Go Seek, Cards, Snakes and Ladders, Monopoly, etc.
 - ⇒ Write them on the board.
 - ⇒ Have them write one in the top box that says, "First Sentence" and then write it again in the box that says, "Last Sentence".
4. Remind: It is always important to give reasons as to why something is your favorite.
5. Ask: What are some reasons your game is the best? (Write them on the board)
 - It uses strategy.
 - It has running.
 - There is dice.
 - I can play multiple types of games.
 - I can play with friends or family
 - I can play all by myself.
 - It is tricky.
6. Remind students to:
 - Use finger spaces
 - Sound out words, if the word is not on the white board.
 - Use a complete sentence for the reasons
 - Use commas to separate phrases.



Name: _____

Rough Draft: Best Game

First Sentence:

Reason 1:

Reason 2:



Reason 3:

Last Sentence:



Lesson 34



VALENTINE'S DAY: CARD MAKING DAY FOR PARENTS

- Teacher choice for art and letter.
- Encourage students to use descriptive words and to use nice, neat handwriting.
- Encourage students to use best coloring skills and staying in the lines.
- **Hold on to card until Valentine's Day or closest day to it.**



Lesson 35



Opinion 5:

Prompt: What is the best game?

Publishing: The Best Game

- **Handout:** Rough Draft: Best Game (page 67)
 - **Handout:** Final Draft: Best Game (page 70)
 - You may want a few extra sheets of The Best Game just in case a few students need it.
1. **Discuss:** Today, we are going to finish writing about the best game.
 2. Have students put their name on The Best Game (page 70).
 3. Have students put their pencils down once they are done writing their name.
 4. Remind students:
 - To write the full sentence down not just the animal for the First Sentence and the Last Sentence on the brainstorm sheet.
 - NOT to write Reason 1, 2, or 3 on their paper.
 - Correct your sentences as you write
 - Correct finger spaces
 - Correct capitalization
 - Correct punctuation
 5. When they are done writing they can draw their favorite game in the box provided.
 6. If time, read The Best Game with a partner.

Name: _____

The Best Game

[illegible]



Lesson 36



Opinion 6:

Prompt: What is the best dessert?

Brainstorm: The Best Dessert

- **Hanout:** Rough Draft: Best Dessert (page 72)

1. Remind students what an opinion is.
2. Walk students through "Best Dessert" (page 72).
3. Brainstorm some of their favorite desserts.
 - ⇒ Write them on the board.
 - ⇒ Have them write one in the top box that says, "First Sentence" and then write it again in the box that says, "Last Sentence".
4. Remind: It is always important to give reasons as to why something is your favorite.
5. Ask: What are some reasons your dessert is the best? (Write them on the board)
 - It has cake and ice cream
 - It is pretty because of the decorations
 - It has chocolate in it.
 - It is creamy
 - It is sweet
6. Remind students to:
 - Use finger spaces
 - Sound out words, if the word is not on the white board.
 - Use a complete sentence for the reasons
 - Use commas to separate phrases.



Name: _____

Rough Draft: Best Dessert

First Sentence:

Reason 1:

Reason 2:

Reason 3:

Last Sentence:





Lesson 37



Opinion 6:

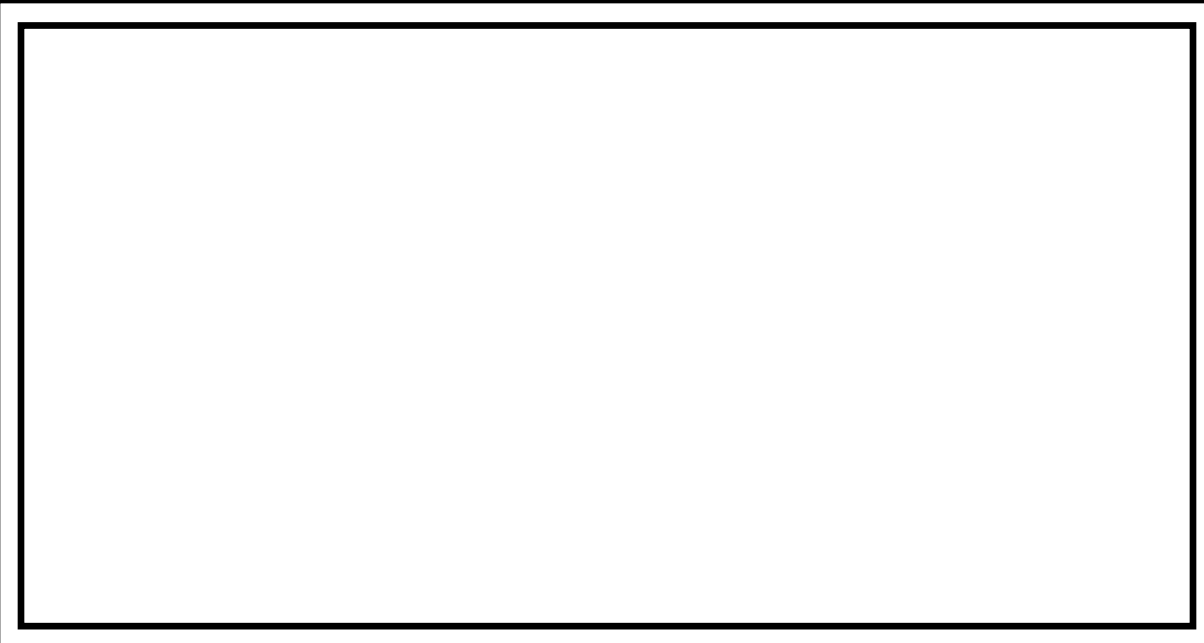
Prompt: What is the best dessert?

Publishing: The Best Dessert

- **Handout:** Rough Draft: Best Dessert (page 72)
 - **Handout:** Final Draft: Best Dessert (page 74)
 - You may want a few extra sheets of The Best Dessert just in case a few students need it.
1. **Discuss:** Today, we are going to finish writing about the best game.
 2. Have students put their name on The Best Dessert (page 74).
 3. Have students put their pencils down once they are done writing their name.
 4. Remind students:
 - To write the full sentence down not just the animal for the First Sentence and the Last Sentence on the brainstorm sheet.
 - NOT to write Reason 1, 2, or 3 on their paper.
 - Correct your sentences as you write
 - Correct finger spaces
 - Correct capitalization
 - Correct punctuation
 5. When they are done writing they can draw their favorite dessert in the box provided.
 6. If time, read The Best Dessert with a partner.

Name: _____

The Best Dessert

This image shows a full page of handwriting practice paper. It features four identical sets of horizontal guidelines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a structured space for practicing letter formation and alignment. The paper is otherwise blank, with no text or other markings.



First Grade
Unit 3:
Informational
Writing



Lesson 38

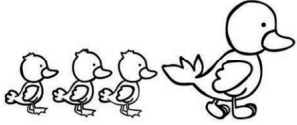


Informational: 1
Prompt: Animal Report 1

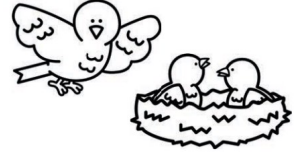
Introduction: Informational Writing

- **Handout:** Non-Fiction Poster (page 76)
 - **Handout:** Fiction Vs. Non-Fiction Poster (page 77)
 - **Handout:** Squirrel Informational (page 78)
1. **Discuss:** Today, we are going to learn about non-fiction books and writing. Non-fiction texts or books tell you about people, places, things or ideas. They give you facts about the topic you are interested in. It teaches you about real life things (Poster: Non-Fiction). We know that when we read a fiction book it is made up and it tells you a story. It has drawings, characters, settings, and provides a problem with a solution. When we read non-fiction books it gives you information, facts, photographs or paintings, captions that explain the pictures, labels, and it has a table of contents (Fiction vs. Non-Fiction). Both are wonderful reads, but they have two different purposes. Fiction books are to entertain you, whereas non-fiction books are to teach you.
 2. Have students put their name on Squirrel Informational.
 3. Have students put their pencils down once they are done writing their name.
 4. Read Squirrel Informational alone once. Then, choral read Squirrel Informational with your students.
 - ⇒ Tomorrow, Squirrel Informational will be used for their writing.

Lesson 39



Informational Writing Prompt: Animal Report



Informational Highlighting: Squirrel

- **Handout:** Squirrel Informational (page 78)
 - Highlighters or a yellow marker
1. **Discuss:** Today, we are going to highlight important information and then in our own words, we are going to write the information down.
 2. **Read:** Let's read the Squirrel Informational one more time to make sure we know what it says.
 3. **Highlight:** Explain as you go, why you highlight certain information.
 - **Example:**
 - ⇒ I am going to highlight "**280 Species**" because it gives a description about how many there really are. I might want to use this in my writing later.
 - **Words, phrases and sentences to highlight:**

<input type="checkbox"/> 3 different types of squirrels	<input type="checkbox"/> big eyes
<input type="checkbox"/> ground squirrels, tree squirrels, flying squirrels	<input type="checkbox"/> see without turning around
<input type="checkbox"/> omnivores- eat plants and meat	<input type="checkbox"/> big tail helps with balance
<input type="checkbox"/> eat nuts, seeds, fruit, insects, baby birds, snakes, and even eggs	<input type="checkbox"/> Weight- 4 pounds and as little as less than a pound
<input type="checkbox"/> Found on every continent except for Australia and Antarctica.	<input type="checkbox"/> Size- 36 inches; 3 inches
<input type="checkbox"/> live in areas with trees and woods	<input type="checkbox"/> Lifespan- 6 years to 20
<input type="checkbox"/> great sense of smell	
<input type="checkbox"/> 4 front teeth that never stop growing	

Lesson 40

Informational Writing Prompt: Animal Report



Informational Writing: Squirrel

- **Handout:** Highlighted Squirrel Informational (page 78)
- **Handout:** What Squirrels Look Like (page 81)

1. Have students place the Squirrel Informational page and the What Squirrels Look Like page side by side.
2. Have students put their name on What Squirrels Eat page and then put their pencils down.
3. **Discuss:** Today, we are going to be writing down the important information in our own words. We do NOT want to copy word for word because that means we are stealing someone else's words. We want to write it down in our own words.
4. Let's look at the information we previously highlighted. The only information I am looking for is about what Squirrels look like. The ones that match what I am after are:
 - ☐ big eyes
 - ☐ see without turning around
 - ☐ big tail helps with balance
 - ☐ Weight- 4 pounds
 - ☐ Size- 36 inches; 3 inches
6. I only need 3 facts about what they look like. I am going to pick the best information from what I have. I also may combine information to give a better picture of what a squirrel looks like. I also need to make sure that I write using my own words.
7. I am going to walk you through each sentence and when I am done writing the sentence then you will write the sentence. I am going to start with how big squirrels are. I am going to write in the first fact box: **They are 3 inches to 36 inches in length.** (Now, have them write it.)
8. Next, I am going to write about their weight in the second fact box: **Squirrels can weigh from less than a pound to four pounds.** (Now have them write it.)
9. Last, I am going to write about some of their cute features. **They also have large eyes to be able to see all around them and a long tail which helps with their balance.** Notice, in this last sentence I combined information to explain more about the squirrel. (Now, have them write it.) I will write the introduction and concluding sentences later. Next time we will look at what they eat.



Name: _____

RD. What Squirrels Look Like

Subtopic Sentence:

Fact 1:

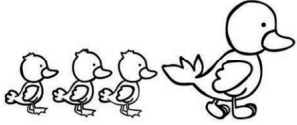
Fact 2:



Fact 3:

Last Sentence:

Lesson 41

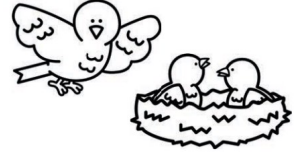
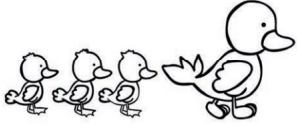


EASTER: CARD MAKING DAY

- Teacher choice for art and letter.
- Encourage students to use descriptive words and to use nice, neat handwriting.
- Encourage students to use best coloring skills and staying in the lines.
- Hold on to cards until right before Easter or closest day to it.

Lesson 42

Informational Writing Prompt: Animal Report



Informational Writing: Squirrels

- **Handout:** Highlighted Squirrel Informational (page 78)
- **Handout:** What Squirrels Eat (page 84)

1. Have students place the Squirrel Informational page and the What Squirrels Eat page side by side.
2. Have students put their name on What Squirrels Eat page and then put their pencils down.
3. **Discuss:** Today, we are going to be putting the information we highlighted in our own words. You are going to be my helpers as we determine the sentences we are going to write.
4. Let's look at the information we previously highlighted. The only information we are looking for is about what squirrels eat or how they eat. "What information have you found that works?"

- | | |
|--|--|
| <input type="checkbox"/> omnivores- eat plants and meat | <input type="checkbox"/> great sense of smell |
| <input type="checkbox"/> eat nuts, seeds, fruit, insects,
baby birds, snakes, and even eggs | <input type="checkbox"/> 4 front teeth that never stop growing |

5. What do you think we should start with, how they eat or what they eat? (You can write it either way. The examples will be based on what they eat and then how they eat.)
6. Now that we have decided to start with [what they eat], let's write our sentence. What do you think our first sentence should be using the fact that squirrels are omnivores?

- **Example:** Squirrels can eat both plants and meat because they are omnivores.

7. What should our next sentence be?

- **Example:** They eat many different things like fruit, seeds, baby birds, and eggs.

8. What should our last sentence be?

- **Example 1:** Squirrels use their four front teeth to break open nuts and seeds.
- **Example 2:** Squirrels use their great sense of smell to find the food that they eat.



Name: _____

RD. What Squirrels Eat

Subtopic Sentence:

Fact 1:

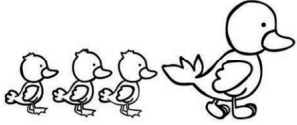
Fact 2:



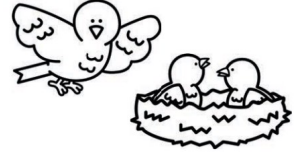
Fact 3:

Last Sentence:

Lesson 43



Informational Writing Prompt: Animal Report



Informational Writing: Squirrels

- **Handout:** Highlighted Squirrel Informational (page 78)
 - **Handout:** Where Squirrels Live (page 86)
1. Have students place the Squirrel Informational page and the Where Squirrels Live page side by side.
 2. Have students put their name on Where Squirrels Live page and then put their pencils down.
 3. **Discuss:** Today, you are going to tell me what to write for our sentences.
 4. Let's look at the information we previously highlighted. The only information we are looking for is where squirrels live.
 - Found on every continent except for Australia and Antarctica.
 - live in areas with trees and woods
 5. What should our first sentence be?
 - **Example:** Squirrels live everywhere except for Antarctica and Australia.
 7. What should our next sentence be?
 - **Example:** They like to live in the woods or areas that have trees.
 8. We don't have enough information about squirrels for where they live. But, we do know more about them because they live around us. Where have you seen squirrels live? **(In trees and in the ground.)**
 - **Example:** Squirrels like to make their homes in trees or holes in the ground.



Name: _____

RD: Where Squirrels Live

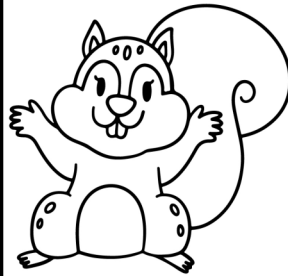
Subtopic Sentence:

Fact 1:

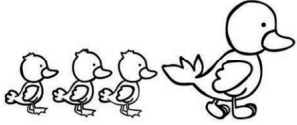
Fact 2:

Fact 3:

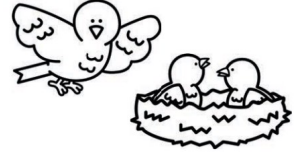
Last Sentence:



Lesson 44



Informational Writing Prompt: Animal Report



Informational Writing: Squirrels

- **Handout:** What Squirrels Look Like (page 81)
- **Handout:** What Squirrels Eat (page 84)
- **Handout:** Where Squirrels Live (page 86)

1. **Discuss:** Today, we are going to write our subtopic sentence and our conclusion sentences for each of the pages we have written about. Let's look at the What Squirrels Look Like page.
2. First of all, when you write multiple paragraphs like we are doing, we are going to need to use transition words to tell our reader where they are in our report. Since this is our first body paragraph we are going to use the word, "First". After our transition word we have to use a comma.

Write on white board: First,

3. Now, knowing all of the information is about what they look like our subtopic sentence will reflect that.

Finish sentence: squirrels have a cute little appearance.

Complete sentence: First, squirrels have a cute little appearance.

4. Our paragraph now needs a conclusion sentence to let the reader know this paragraph is done. So, we are going to restate (write in a new way) our subtopic sentence.

Write on whiteboard: Squirrels have a really small appearance.

5. Do this for the other two subtopics.

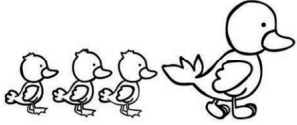
Sentences for Eat:

- ⇒ Secondly, squirrels eat interesting things and in a different way.
- ⇒ They eat different things and do it in a unique way.

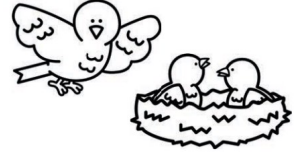
Sentences for Live:

- ⇒ Lastly, squirrels live in a lot of places.
- ⇒ Squirrels seem to live everywhere.

Lesson 45



Informational Writing Prompt: Animal Report



Informational Writing: Squirrels

- **Handout:** Squirrels Introduction (page 89)

1. **Discuss:** Today, we are going to write our topic sentence, subtopic sentences and our conclusion sentence for our introduction paragraph.
2. We are going to need a topic sentence which tells about what the readers are going to be learning about. We have to do it in an interesting way.

Write on white board:

Topic Sentence: Squirrels are fascinating animals to learn about.

⇒ I used "fascinating" because it will hook the reader into wanting to read more about my topic. There are a lot of other ways to hook the reader.

3. Now, we already know our subtopics and we already wrote their subtopic sentences. I am going to restate the subtopic sentence.

Subtopic 1:

⇒ Squirrels have a cute little appearance.

5. Do this for the other two subtopics.

Subtopic 2:

⇒ They eat lots of different types of food.

Subtopic 3:

⇒ Squirrels also live all over the world.

6. Now it is time to wrap up our topic paragraph with a conclusion sentence which restates our topic sentence.

Conclusion Sentence:

⇒ Squirrels are great animals to learn about.



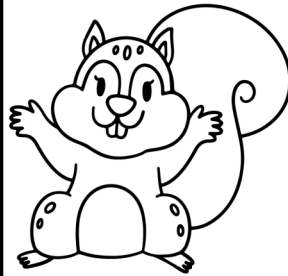
Name: _____

RD. Squirrels Introduction

Topic Sentence: _____

Subtopic 1: _____

Subtopic 2: _____



Subtopic 3: _____

Last Sentence: _____

Lesson 46



Informational Writing Prompt: Animal Report

Informational Writing: Squirrels

- **Handout:** Squirrels Conclusion (page 91)

1. **Discuss:** Today, we are going to write our conclusion topic sentence, subtopic sentences and our final conclusion sentence for the conclusion paragraph.
2. We are going to need a conclusion topic sentence which tells the readers that we are wrapping up our report. We have to do it with a conclusion transition word and then we write the rest of our sentence.

Write on white board:

Topic Sentence: In conclusion, squirrels are wonderful creatures.

3. Now, we already know our subtopics and we already wrote their subtopic sentences. I am going to restate the subtopic sentences again.

Subtopic 1:

⇒ They have interesting features.

Subtopic 2:

⇒ Squirrels are omnivores that eat a lot.

Subtopic 3:

⇒ They are also scattered all over the world.

6. Now it is time to wrap up our topic paragraph with a conclusion sentence which restates our topic sentence.

Conclusion Sentence:

⇒ Squirrels are amazing creatures to learn about.



Name: _____

RD. Squirrels Conclusion

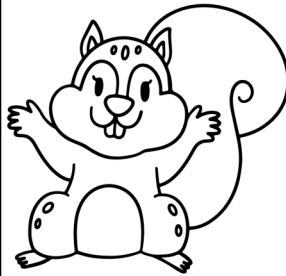
Conclusion Sentence:

Subtopic 1:

Subtopic 2:

Subtopic 3:

Last Sentence:



Lesson 47



Informational Writing Prompt: Animal Report

Informational Writing: Squirrels

- **Handout:** Squirrels Introduction Paragraph (page 89)
 - **Handout:** Squirrels Report Packet (pages 93-97)
1. **Discuss:** Today, we are going to rewrite our topic paragraph. We are going to make sure we have our introduction paragraph and our report side by side. Show me what it looks like.
 2. Walk around to see their side by side writing pages.
 3. **Remember:**
 - Two finger indent
 - Nice, neat handwriting
 - Start with a capital
 - End with a period
 - Copy word for word
 - Make sure you can fit the word on the line, if not drop it to the next line,

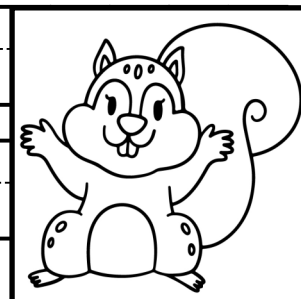
⇒ You may want to show them how a paragraph looks and how it flows. Some children like to make it one sentence per line instead of a continuous flow.
 4. When students are done they can draw a picture of a squirrel.

Please know that students will have an extra day to finish up on Lesson 53. This can be extra time to color or to write.

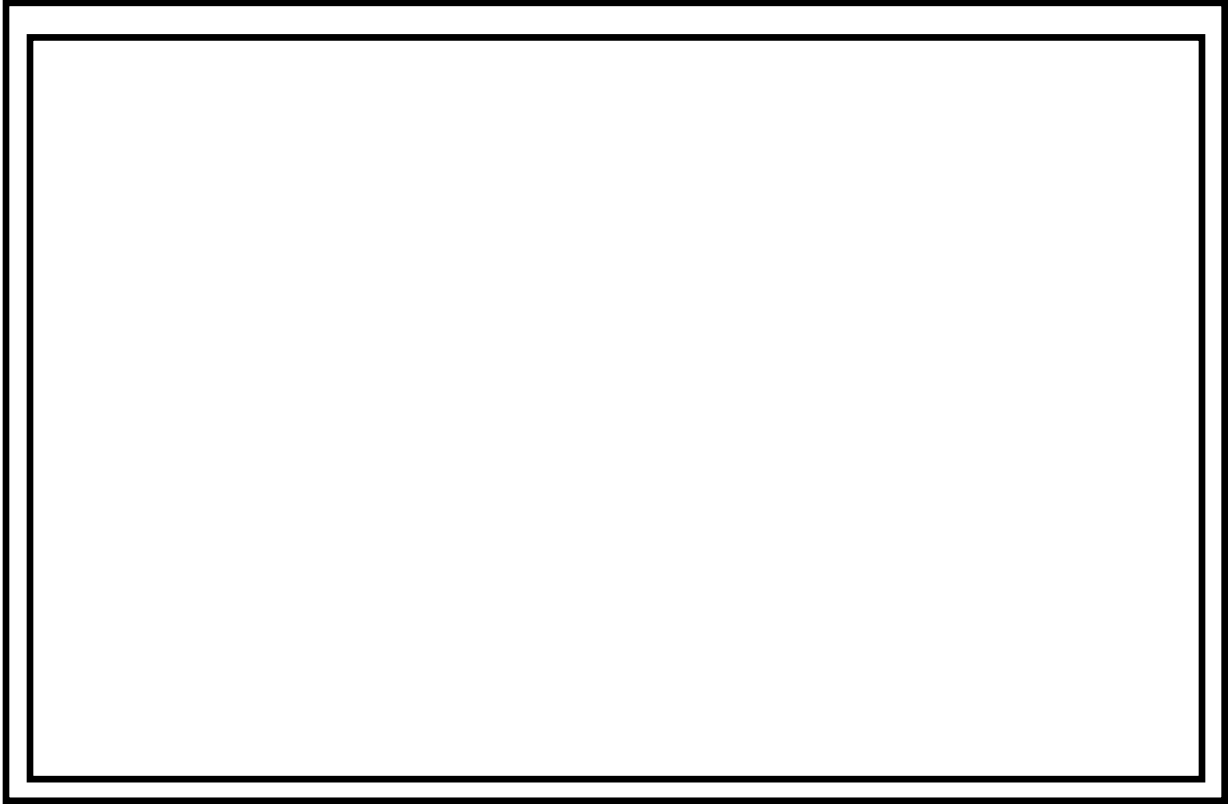


Name: _____

Squirrel Report

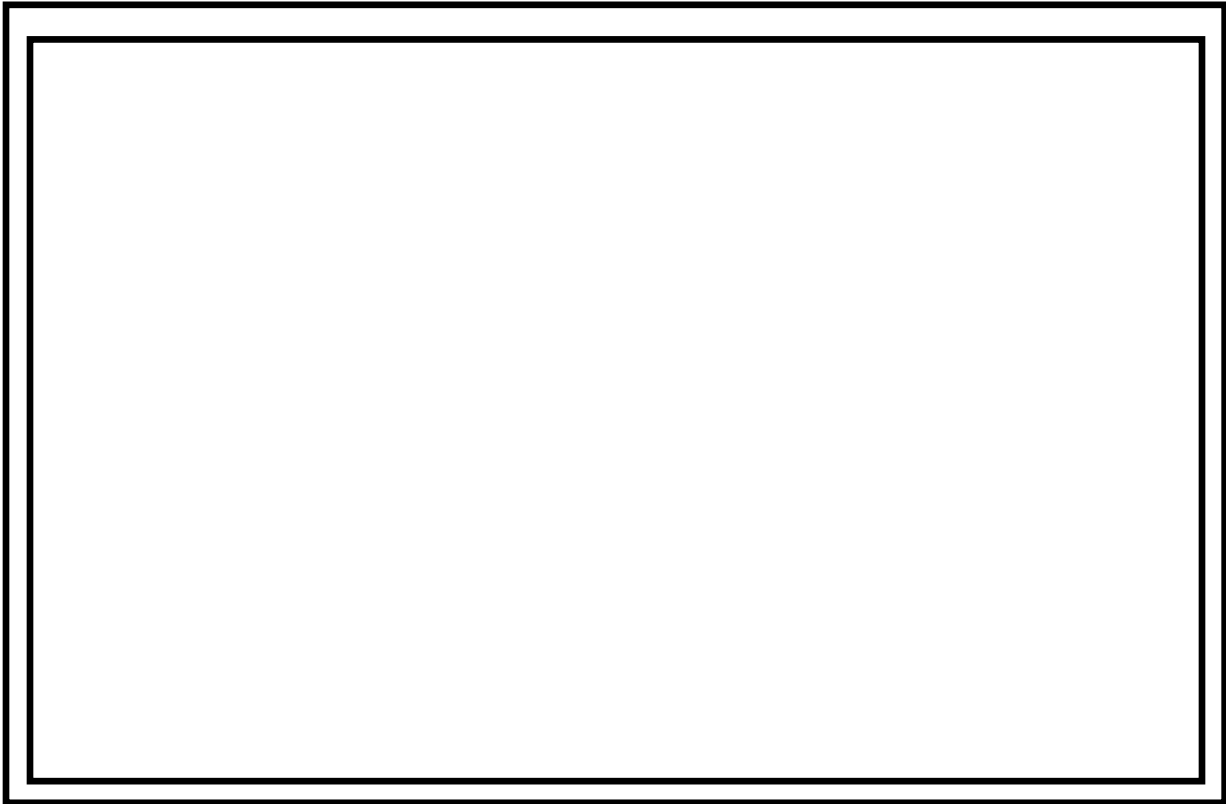


Name: _____



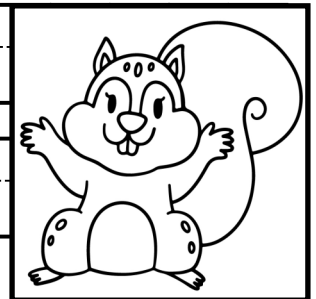
Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation.

Name: _____

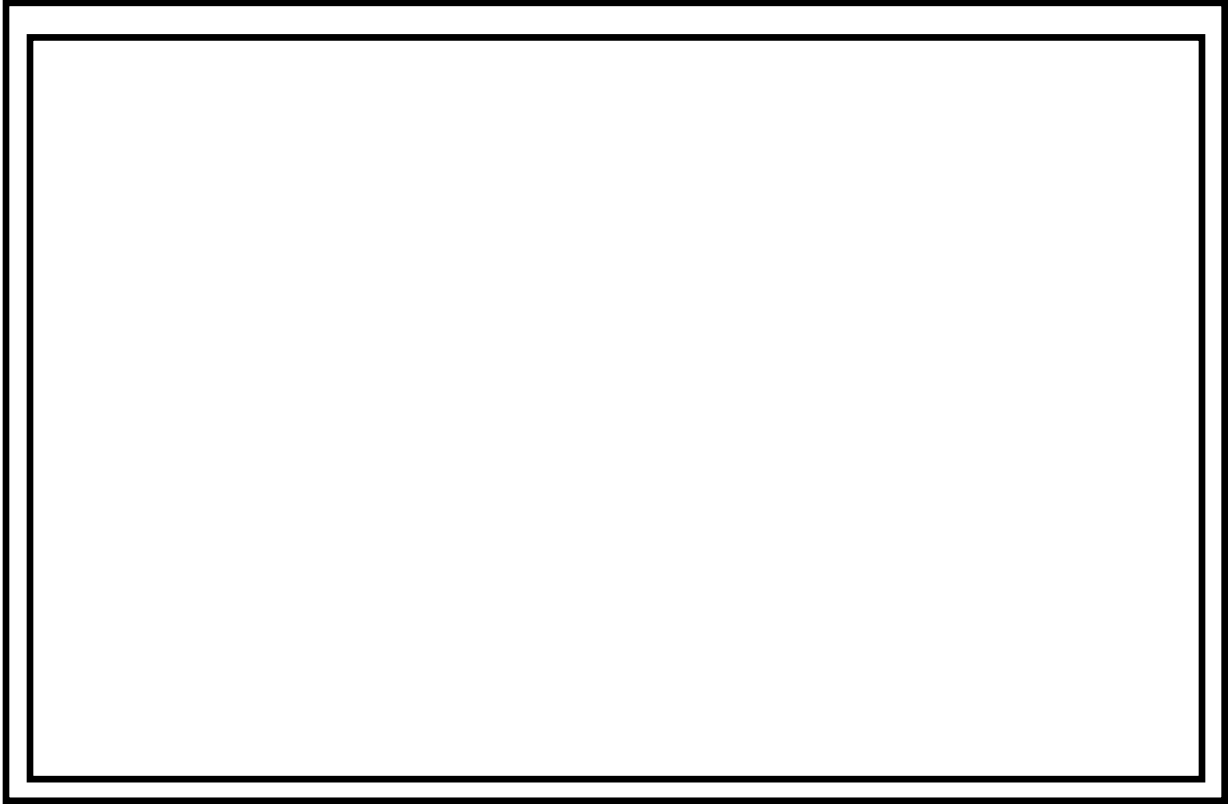


Four sets of primary writing lines, each consisting of a solid top line, a dashed midline, and a solid bottom line.

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

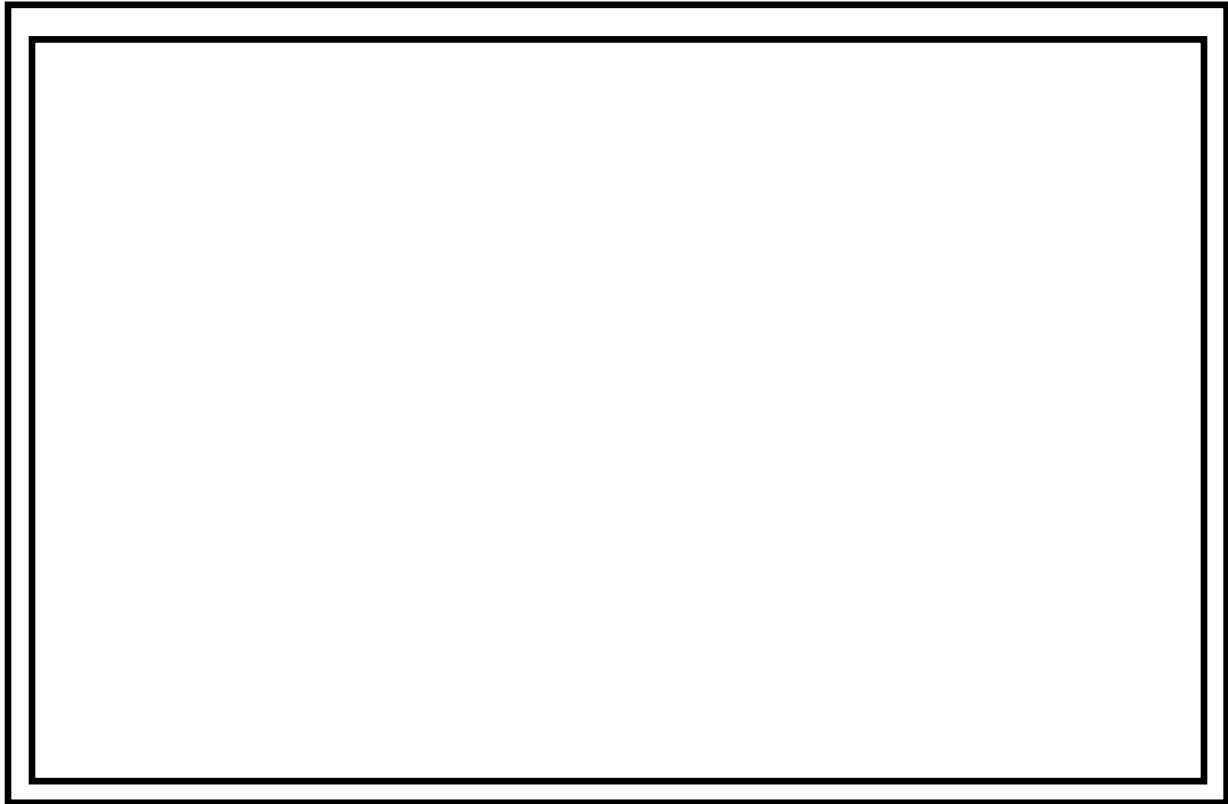


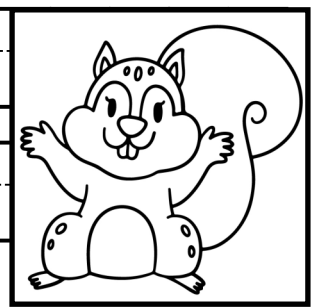
Name: _____



Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation.

Name: _____





Lesson 48



Informational Writing Prompt: Animal Report

Informational Writing: Squirrels

- **Handout:** What Squirrels Look Like (page 81)
 - **Handout:** Squirrels Report Packet (pages 93-97)
1. **Discuss:** Today, we are going to rewrite our Subtopic 1 paragraph which is on what squirrels look like. Please turn the first page of your report over. Show me what it looks like. Now we are going to make sure we have our "What squirrels look like" paragraph and our new page side by side. Show me what it looks like.
 2. Walk around to see their side by side writing pages.
 3. **Remember:**
 - Two finger indent
 - Nice, neat handwriting
 - Start with a capital
 - End with a period
 - Copy word for word
 - Make sure you can fit the word on the line, if not drop it to the next line.
 - ⇒ You may want to show them how a paragraph looks and how it flows. Some children like to make it one sentence per line instead of a continuous flow.
 4. When students are done they can draw a picture of a squirrel. They can also label their picture with features that they have (big tail, big eyes, how much they weigh and what their size is).

Lesson 49



Informational Writing Prompt: Animal Report

Informational Writing: Squirrels

- **Handout:** What Squirrels Eat (pages 84)
 - **Handout:** Squirrels Report Packet (pages 93-97)
1. **Discuss:** Today, we are going to rewrite our Subtopic 2 paragraph which is on what squirrels eat. Please turn to the third page of your report. Show me what it looks like. Now we are going to make sure we have our "What Squirrels Eat" paragraph and our new page side by side. Show me what it looks like.
 2. Walk around to see their side by side writing pages.
 3. **Remember:**
 - Two finger indent
 - Nice, neat handwriting
 - Start with a capital
 - End with a period
 - Copy word for word
 - Make sure you can fit the word on the line, if not drop it to the next line.
 - ⇒ You may want to show them how a paragraph looks and how it flows. Some children like to make it one sentence per line instead of a continuous flow.
 4. When students are done they can draw a picture of a squirrel eating or a picture of items that squirrel eat.

Lesson 50



MUFFINS WITH MOM: CARD MAKING DAY

- Teacher choice for art and letter.
- Encourage students to use descriptive words and to use nice, neat handwriting.
- Encourage students to use best coloring skills and staying in the lines.
- Hold on to the card until Muffins with Mom Day.

Lesson 51



Informational Writing Prompt: Animal Report

Informational Writing: Squirrels

- **Handout:** Where Squirrels Live (page 86)
 - **Handout:** Squirrels Report Packet (pages 93-97)
1. **Discuss:** Today, we are going to rewrite our Subtopic 3 paragraph which is on what squirrels eat. Please turn to the fourth page of your report. Show me what it looks like. Now we are going to make sure we have our "Where squirrels live" paragraph and our new page side by side. Show me what it looks like.
 2. Walk around to see their side by side writing pages.
 3. **Remember:**
 - Two finger indent
 - Nice, neat handwriting
 - Start with a capital
 - End with a period
 - Copy word for word
 - Make sure you can fit the word on to the line, if not drop it to the next line.

⇒ You may want to show them how a paragraph looks and how it flows. Some children like to make it one sentence per line instead of a continuous flow.
 4. When students are done they can draw a picture of where squirrels live.

Lesson 52



Informational Writing Prompt: Animal Report

Informational Writing: Squirrels

- **Handout:** Conclusion (page 91)
 - **Handout:** Squirrels Report Packet (pages 93-97)
1. **Discuss:** Today, we are going to rewrite our Conclusion paragraph. Please turn to the fifth page of your report. Show me what it looks like. Now we are going to make sure we have our conclusion paragraph and our new page side by side. Show me what it looks like.
 2. Walk around to see their side by side writing pages.
 3. **Remember:**
 - Two finger indent
 - Nice, neat handwriting
 - Start with a capital
 - End with a period
 - Copy word for word
 - Make sure you can fit the word on to the line, if not drop it to the next line.

⇒ You may want to show them how a paragraph looks and how it flows. Some children like to make it one sentence per line instead of a continuous flow.
 4. When students are done they can draw a picture of squirrels.

Lesson 53



Informational Writing Prompt: Animal Report

Informational Writing: Squirrels

- **Handout:** Squirrels Report Packet (pages 93-97)
1. **Discuss:** Today, is our last day to work on our squirrel report. Please finish up. Make sure your drawings are your very best and that your writing is completed. If, you are done with both, go back and see what else you can add to your pictures. If you need ideas, raise your hand to let me know and I will be glad to help you brainstorm what else you can add to your pictures.
 2. Please note that reports will go home on the day of Lesson 57.

Lesson 54



Informational Writing Prompt: Animal Report

Informational Writing: Squirrels

- **Handout:** Squirrels Report Packet (pages 93-97)

1. **Discuss:** Today, we are going to practice reading our report to ourselves because we are going to present them to the class during the next few lessons. Before we practice though, I want to show you how you are going to present. That way you know what it will look like.
2. Model:
 - ⇒ Standing still at the front of the classroom
 - ⇒ Tone of voice (projecting it)
 - ⇒ Pointing to each word as they read it
 - ⇒ Looking up at the audience
 - ⇒ Showing their pictures nicely so students can see them
3. Now I am going to model what practicing looks like.
 - ⇒ Practice reading the report 3 times to yourself quietly. Make sure you are pointing to each word because it will help you when you present it to the class.
 - ⇒ Then on the 4th read stand up and quietly mouth each word. Do not say the words aloud. Remember to glance around as you read it. Also, make sure your fingers are guiding each word you read.
 - ⇒ Do this one more time.

Lesson 55



Informational Writing Prompt: Animal Report

Informational Writing: Squirrels

- **Handout:** Squirrels Report Packet (pages 93-97)

1. Split the class into three presenting groups. The first will go today, the second group will go on Lesson 56 and the last group will present on Lesson 57.
2. **Discuss:** Today, we are going to listen to the first group present their reports. In order for our presenters to do their best, the listeners have to do their best listening. What does it look like when you listen?
 - ⇒ Eyes are on the speaker
 - ⇒ Hands are in your lap
 - ⇒ You are sitting still
 - ⇒ Your ears are hearing every word they say
3. When the speaker is done talking, I want you to tell me what they did well. I am also going to have the speaker tell me what the listeners did well.
4. Remind the speaker:
 - ⇒ Standing still at the front of the classroom
 - ⇒ Tone of voice (projecting it)
 - ⇒ Pointing to each word as they read it
 - ⇒ Looking up at the audience
 - ⇒ Showing their pictures nicely so students can see them
5. Now it is time for the presentations. Remember to have the students share what the presenters did well and what the audience did well.

Lesson 56



Informational Writing Prompt: Animal Report

Informational Writing: Squirrels

- **Handout:** Squirrels Report Packet (pages 93-97)

1. The second group will go today, the last group will present on Lesson 57.
2. **Discuss:** Today, we are going to listen to the second group present their reports. In order for our presenters to do their best, the listeners have to do their best listening. What does it look like when you listen?
 - ⇒ Eyes are on the speaker
 - ⇒ Hands are in your lap
 - ⇒ You are sitting still
 - ⇒ Your ears are hearing every word they say
3. When the speaker is done talking, I want you to tell me what they did well. I am also going to have the speaker tell me what the listeners did well.
4. Remind the speaker:
 - ⇒ Standing still at the front of the classroom
 - ⇒ Tone of voice (projecting it)
 - ⇒ Pointing to each word as they read it
 - ⇒ Looking up at the audience
 - ⇒ Showing their pictures nicely so students can see them
5. Now it is time for the presentations. Remember to have the students share what the presenters did well and what the audience did well.

Lesson 57



Informational Writing Prompt: Animal Report

Informational Writing: Squirrels

- **Handout:** Squirrels Report Packet (pages 93-97)

1. The last group will go today.
2. **Discuss:** Today, we are going to listen to the last group present their reports. In order for our presenters to do their best, the listeners have to do their best listening. What does it look like when you listen?
 - ⇒ Eyes are on the speaker
 - ⇒ Hands are in your lap
 - ⇒ You are sitting still
 - ⇒ Your ears are hearing every word they say
3. When the speaker is done talking, I want you to tell me what they did well. I am also going to have the speaker tell me what the listeners did well.
4. Remind the speaker:
 - ⇒ Standing still at the front of the classroom
 - ⇒ Tone of voice (projecting it)
 - ⇒ Pointing to each word as they read it
 - ⇒ Looking up at the audience
 - ⇒ Showing their pictures nicely so students can see them
5. Now it is time for the presentations. Remember to have the students share what the presenters did well and what the audience did well.
6. **Celebrate the class for all of their hard work on their reports AND how much they accomplished this year!**

Their reports get to go home today!