

Canadian Writing Series

STORY WRITING

GRADE 1 TO 3

150+ Writing prompts

Written by Marie-Helen Goyetche

150+ Writing Prompts! In this book you will find how to introduce, explain and practise various writing styles including Pattern Writing; Sequence Writing; Retelling Stories; Writing an Information Piece and Opinion Piece. Twenty writing prompts for each category stimulate students' creativity and improve their writing skills.



Marie-Helen Goyetche is an elementary school principal and freelance writer. Marie-Helen received her Bachelors in Education from Concordia University and her Masters in Educational Leadership from Bishops University. She has over 100 articles and over 40 curriculum books published.

Copyright © On The Mark Press 2016

This publication may be reproduced under licence from Access Copyright, or with the express written permission of On The Mark Press, or as permitted by law. All rights are otherwise reserved, and no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, scanning, recording or otherwise, except as specifically authorized.

All Rights Reserved.

Printed in Canada.

Published in Canada by:
On The Mark Press
15 Dairy Avenue, Napanee, Ontario, K7R 1M4
www.onthemarkpress.com

Funded by the
Government
of Canada

Canada



R1152 ISBN: 978-1-4877-0439-1 © On The Mark Press



At A Glance

In this book you will find how to introduce, explain and practise:

Pattern Writing
Sequence Writing
Retelling Stories
Information Piece
How-to make or do Piece
Opinion Piece
Writing Tickets for each writing category
Writing Centre Tips



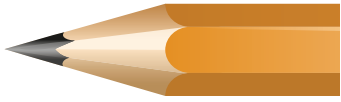


Table of Contents



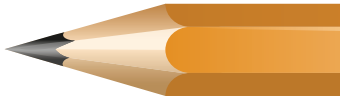
At A Glance.....	2
Table of Contents.....	3
How to use this book.....	4
Trait-Based Writing.....	5
Teacher and Student Rubric.....	6
Teacher/Peer and Self Checklists.....	7
Story Categories.....	8

Story Writing Steps.....	9
Pattern Writing.....	12
Sequence Writing.....	17

Retelling Stories.....	25
Information Piece.....	34
How To Do or Make Something.....	40
Opinion Piece.....	45

Writing Centre Tips.....	50
--------------------------	----

Writing Tickets for Pattern Writing.....	51
Writing Tickets for Sequence Writing.....	56
Writing Tickets for Retelling Stories.....	61
Writing Tickets for Information Piece.....	66
Writing Tickets for How-to make or do Piece.....	71
Writing Tickets for Opinion Piece.....	76
Writing Tickets for Story Titles.....	81



How to use this book

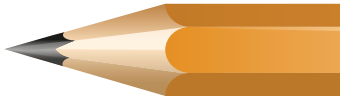


In this book you will find:

- An overview of the Trait-Based Writing.
- Writing Task rubrics for both teacher and student use based on the Trait-Based writing.
- A teacher/peer and student writing checklist to work on between the draft and good copy.
- A worksheet where students write their favourite story(stories) based on each of the different categories of writing.
- 2-3 picture-book ideas to showcase that category of writing.
- A lesson plan for each of the six writing styles with questions to ask students and a model of what should be written on the board or on chart paper (better to be kept for future reference).
- Different worksheets to have students practise each writing category.
- The first worksheet is similar to the whole group activity. This worksheet is good for reviewing with all students. It can be assigned to be completed in pairs and with students that might need a little more help and/or more practise.
- 2-3 worksheets follow to allow students to master the writing category. The students are given specific topics.
- Each category has a blank worksheet where the students can decide the title, topic and how she or he will be developing the writing. These worksheets can be used in the Writing Centre along with the Writing Tickets and Story Titles in their second part of this book.
- Included are 20 examples of each category called Writing Tickets.
- A tip sheet on how to create a Writing Centre.
- A list of transition words.

This book is fully reproducible. It is recommended to make photocopies of the worksheets to be placed in the Writing Centre. The Writing Tickets should be photocopied on coloured paper, one colour per category and lamination is recommended for durability.





Trait-Based Writing



Organization	Voice
<ul style="list-style-type: none">● Sequencing● Using beginning, middle and end● Writing a complete piece● Logical order● Transition	<ul style="list-style-type: none">● Looking at Point-of-view● Choosing right point-of-view for the right purpose● Using different voices● Using own words
Ideas	Conventions
<ul style="list-style-type: none">● Good knowledge of topic● Stays on topic● Elaborating and developing ideas on topic● Is specific on topic	<ul style="list-style-type: none">● Writes clear sentences (no run-ons) mechanics of writing● Uses punctuation● Spelling● Grammar
Word Choice & Details	Sentence Fluency
<ul style="list-style-type: none">● Using action words● Adding and using descriptive words (Adjectives and Adverbs)● The details are staying on topic● Using expressions the audience will understand	<ul style="list-style-type: none">● Flowing sentences● Smooth paragraph● Use of short and long sentences

Teacher Rubric Evaluation: Writing Tasks

Name of Student: _____

Title: _____

	1	2	3	4
Beginning/ Middle/End (Organization)	The sentences are not in any order	There is some attempt at Beginning/Middle/End	Beginning/Middle/End are all present	Interesting and complete Beginning/Middle/End
Ideas	The main idea is not clear	The idea needs to be worked on	There is one main idea	There is one main idea and sub (ideas)
Details	Details need to be added	More details are needed	You have many details	You have many excellent details
Word Choice	The same words are used over and over again	You used one or two new words	You used many new words and expressions	Excellent vocabulary
Sentence Fluency	The piece does not make sense	The piece is somewhat clear	The piece is clear	The piece is clear, and the audience is targeted
Voice	The piece does not have a voice	The piece has somewhat of a voice	The voice matches the purpose of the text	Point of view is clear and maintained
Conventions	Too many spelling & grammatical errors, text doesn't make sense	There are some spelling and grammatical errors	There are few spelling and grammatical errors	Spelling, grammar and mechanics of writing are clear
Creativity	No creativity is shown in the piece	There is an attempt made to be creative	There is some creativity and originality	Very creative and original

Student Self-Evaluation Rubric: Writing Tasks

Name of Student: _____

Title: _____

	1	2	3	4
Beginning/ Middle/End (Organization)	My sentences are not in any order	I have made an attempt to include a Beginning/Middle/End	I wrote a clear Beginning/Middle/End	I wrote an interesting and complete Beginning/Middle/End
Ideas	What is my main idea?	My idea needs to be worked on	I have one main idea	I have one main idea and some sub (ideas)
Details	I don't have any details	I need to add more details	I have many details	I have many excellent details
Word Choice	I use the same words over and over again	I added one or two new words	I added many new words and expressions	I added difficult and well-chosen words
Clearness	My work does not make sense	My work is somewhat clear	My work is clear	My work is clear, and I know who my audience is
Voice	My piece does not have a voice	My piece has somewhat of a voice	My voice matches the purpose of the text	My point of view is clear and maintained
Conventions	Too many spelling & grammatical errors, my text doesn't make sense	There are some spelling and grammatical errors	There are few spelling and grammatical errors	Spelling, grammar and mechanics of writing are clear
Creativity	I do not show creativity	I have made an attempt to show creativity	I have shown some creativity and originality	I have clearly shown creativity and originality



Teacher/Peer Writing Checklist

Title: _____ Written by: _____

Feedback by: _____

1	There is a good sentence for the beginning paragraph.	
2	There are sentences used in the body of the piece.	
3	There is a good ending sentence.	
4	The idea is present and clear.	
5	The message is clear.	
6	The writing category is clear.	
7	The sentences are clear and well placed into paragraphs.	
8	There are new and some difficult words used.	
9	There is no repetition.	
10	Capitals, periods and punctuation have been checked.	
11	The piece flows well when read aloud.	
12	The good copy is ready to be written.	

Student Writing Checklist

Title: _____ Written by: _____

1	I have a good sentence for the beginning paragraph.	
2	I have used sentences in the body of my work.	
3	I included a good ending sentence.	
4	My idea is present and clear.	
5	My message is clear.	
6	The writing category is clear.	
7	My sentences are clear and well placed into paragraphs.	
8	I have used new and some difficult words.	
9	I don't repeat.	
10	I have checked for capitals, periods and punctuation.	
11	My piece flows well when I read it aloud.	
12	I am ready to now do my good copy.	





STORY CATEGORIES



One of my favourite story (stories) for each category is (are)...

FICTION

Folk Tale:

Fairy Tale:

Jack Tale:

Personal Story:

Nursery Rhyme:

Myth:

Legend:

Fables:

***Pattern Stories:**

***Sequence Stories:**

***Retelling:**

NON-FICTION

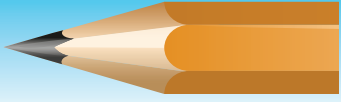
***Information:**

***How to make and/or do**

***Opinion Piece**

*These are the six categories we will be working on in this book.



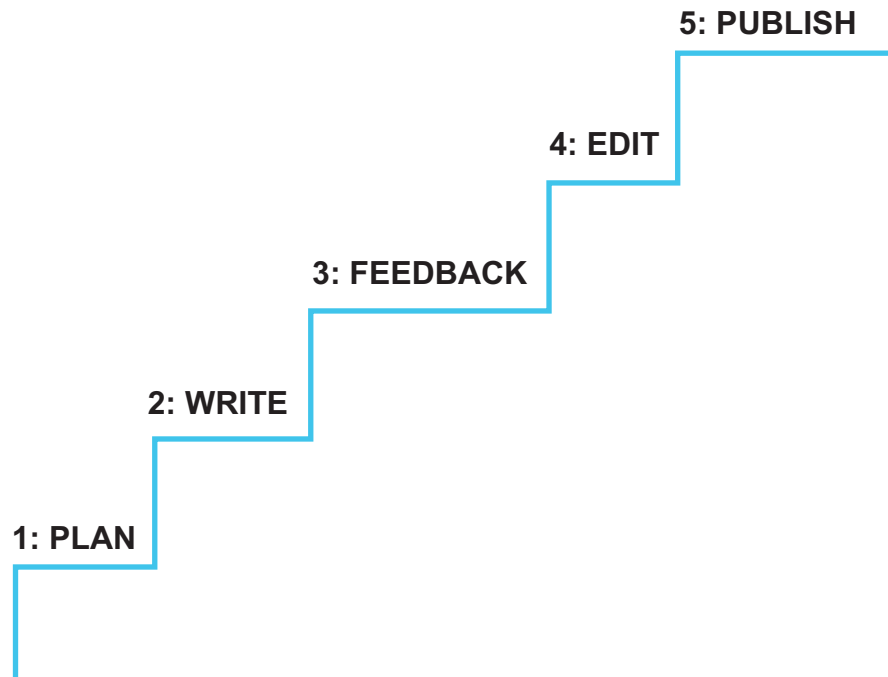


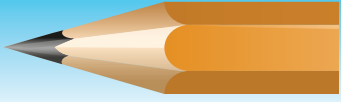
STORY WRITING STEPS



When you write a story, ANY story, there are steps to take to write your story.

- 1 Plan.** Plan your story. Who is your story about? What did they do? Where did this happen? Why did it happen? When did this take place? And sometimes How did it take place?
- 2 Write.** Once you have your ideas written down, then you can organize your thoughts and start writing them down.
- 3 Feedback.** Once you think you have completed your story, reread it again and out loud. This way you might hear sentences that might need your attention. Fix any mistakes you find and pass your story to someone else. Have that person (could be another student, sibling, teacher, parent etc...) give you feedback. What sentence(s) did they like and what sentence(s) were not clear to them?
- 4 Edit.** Go back to your story and fix any unclear sentences, add missing information and remove unwanted words.
- 5 Publish.** Now you are ready to reveal your story. Publish it!





STORY WRITING



- 1 Plan.** Plan your story. Who is your story about? What did they do? Where did this happen? Why did it happen? When did this take place? And sometimes How did it take place? What's your title? What's the sequence of the events happening? What category of story is this? Will it be funny? Scary? Rhyming?

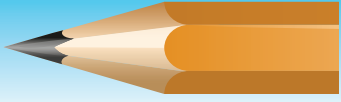
- 2 Write.** Once you have your ideas written down, then you can organize your thoughts and start writing them down in the right order.

- 3 Feedback.** Once you think you have completed your story, reread it again and out loud. This way you might hear sentences that might need your attention. Fix any mistakes you find. Now allow someone to read it and give you comments about it. If they find your work not clear, you will need to fix that. What sentence(s) did they like and what sentence(s) were not clear to them?

- 4 Edit.** Go back to your story and edit any unclear sentences, add missing information and remove unwanted words. Correct spelling. Does your sentence start with a capital? Does it end with a period? Question mark? Exclamation mark?

- 5 Publish.** Now you are ready to reveal your story. Publish it! Rewrite your good copy and make sure to illustrate it too.





MY STORY