



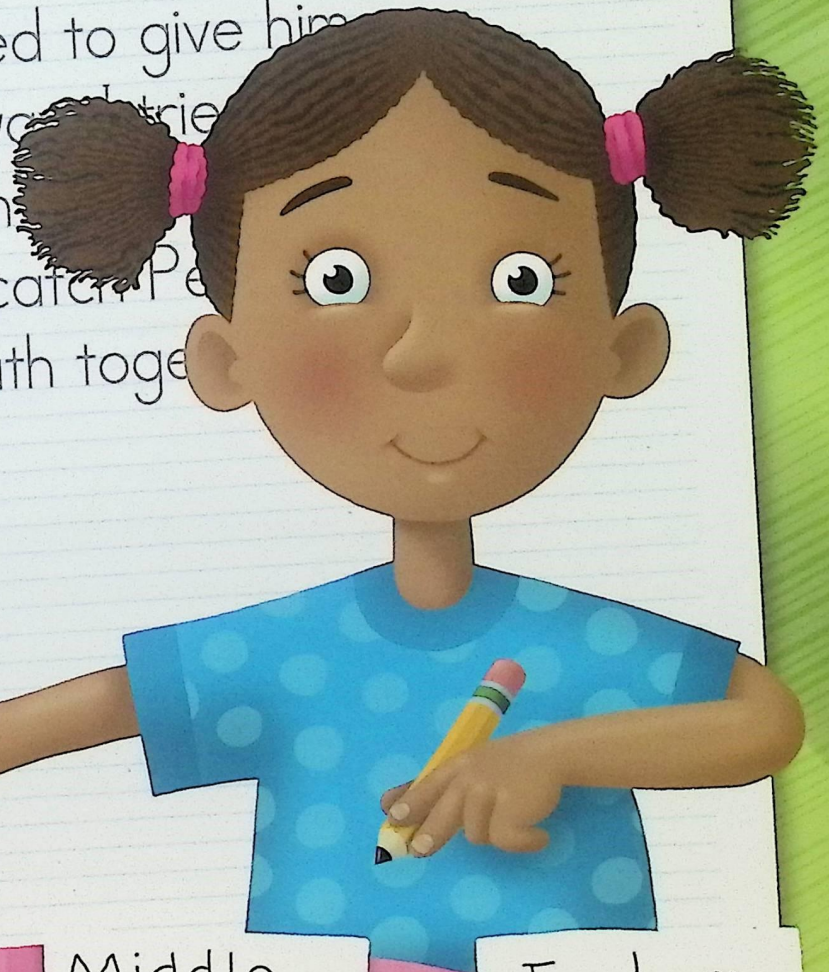
How to Write a Story

GRADES

1-3

- 4 step-by-step writing units
- 3 levels of instruction: group story, guided story, and independent story
- 4 types of stories: retell a fairy tale, pattern story, circle story, sequence story
- 5 writing centers
- Supports 6-trait writing

I have a funny dog named Pete.
 He dug a big hole in the dirt and
 got muddy. I tried to give him
 bath. He ran away and I tried
 him, but I couldn't catch him.
 He helped me catch Pete. Pete
 gave Pete a bath together.



Beginning



Middle



End



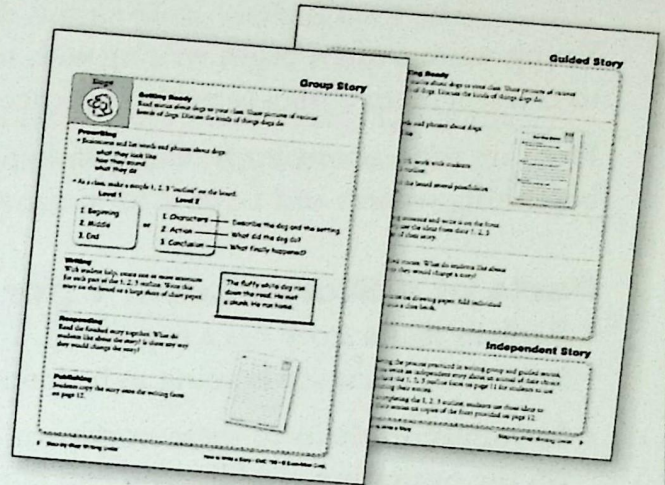
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What's Inside

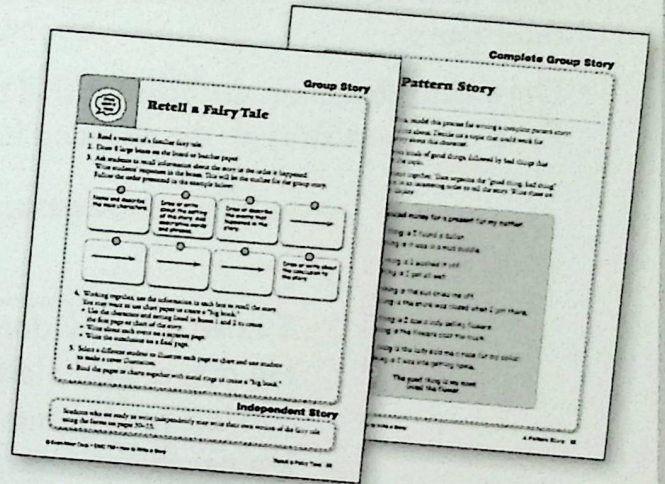
Step-by-Step Writing Units

How to Write a Story presents three options for how to address a writing topic: a group story, a guided story, and an independent story. Directions for all three are provided so you can choose the option that is best for your students.



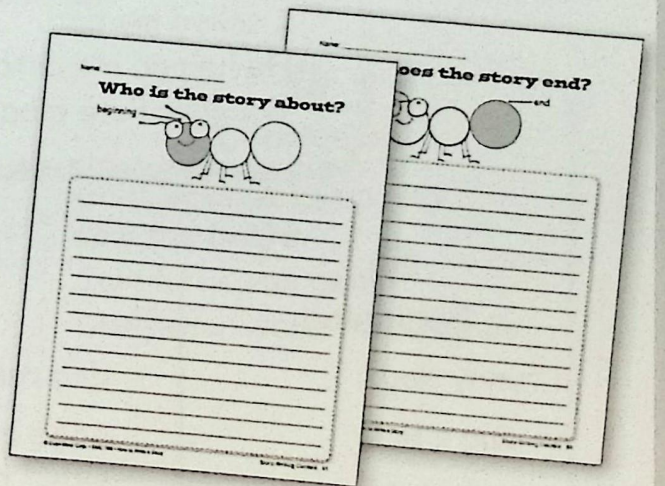
Types of Stories

This section provides instruction and forms for writing four types of stories: retelling a fairy tale, a pattern story, a circle story, and a sequence story.



Story-Writing Centers

Questions, illustrations, prompts, and graphic organizers constitute five fun centers that motivate and encourage students to write creatively.



Teaching the Parts of a Story

Young writers often begin writing with no plot in mind. Learning to organize ideas to create a story with a sensible sequence takes time and practice.

Here are suggestions for teaching and crafting the parts of a story. Use Level 1 for beginning writers and Level 2 for more able writers.

Parts of a Story—Level 1 (for beginning writers)

- Explain that a story has a beginning, a middle, and an end. Each of these parts is important if a story is going to be interesting and make sense.
- Introduce students to these story parts by discussing favorite stories and deciding on the beginning, middle, and end of each.
- Then help students understand that a story doesn't have to be long to have these three parts.
- Draw three boxes on the board. Label the boxes "beginning," "middle," and "end." Read this short story to the class and help them identify the three parts:

Pete

I have a funny dog named Pete.
He dug a big hole in the dirt and got muddy.
I tried to give him a bath.
He ran away.
I tried to catch him, but I couldn't.
I called my dad.
He helped me catch Pete.
We gave Pete a bath together.



1

Beginning

a funny dog
he dug a hole
he got muddy

2

Middle

dog ran away
dog's owner couldn't
catch him
owner called Dad

3

End

Dad helped catch dog
they gave dog a bath

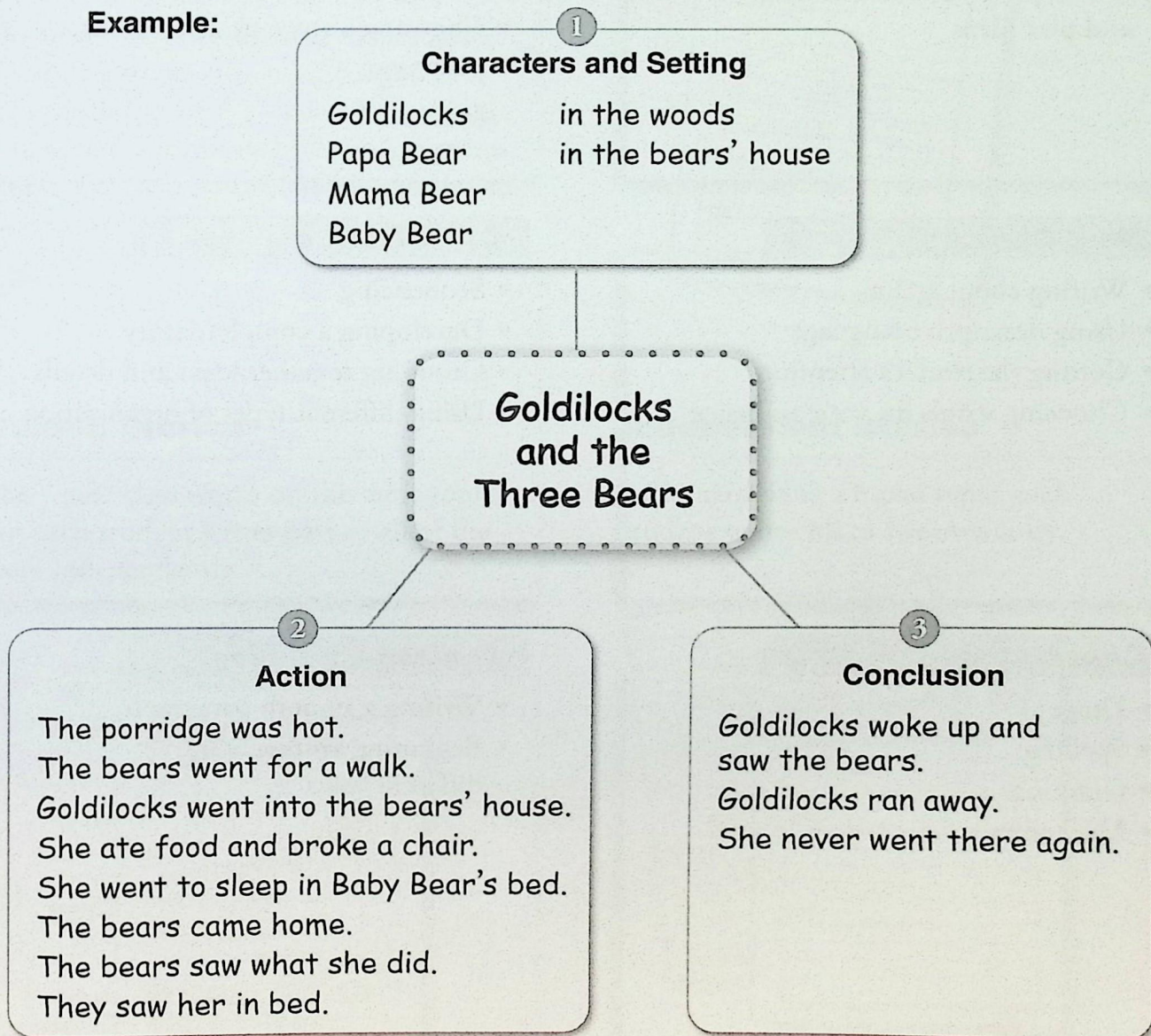
Parts of a Story—Level 2 (for more able writers)

More able writers may be ready to identify specific story parts—characters and settings, plot action, and conclusion. Use familiar stories with simple plots, such as fairy tales, to help students first learn to identify these parts.

One way to help students see the elements of a story is to create a story map. Draw the map on the board or butcher paper. Have students help you fill in the story map by identifying:

1. Characters and Setting—Who? Where? When?
2. Action—What happens? (the problems or events in the story)
3. Conclusion—How does it end?

Example:



Trait-Based Writing

How to Write a Story fits perfectly if you're using trait-based writing! When your students use this book, they develop these skills:

Ideas

- Choosing a strong idea
- Narrowing a topic
- Maintaining focus
- Elaborating on ideas and details
- Developing character, setting, and plot ideas

Voice

- Developing your own voice
- Examining different writing styles
- Writing from different points of view
- Using different voices for different purposes
- Choosing a voice to match your purpose

Word Choice

- Writing about action
- Using descriptive language
- Getting the reader's attention
- Choosing words for your audience

Organization

- Sequencing
- Developing a complete story
- Grouping together ideas and details
- Using different types of organization

Conventions

- Usage
- Spelling
- Grammar
- Mechanics

Sentence Fluency

- Writing a smooth paragraph
- Beginning sentences in different ways

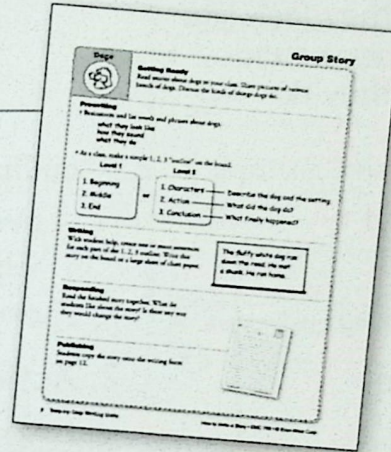
Step-by-Step Writing Units

How to Write a Story provides three options for how to address a writing topic: group, guided, and independent stories. Choose which option is appropriate for your students, or progress from group to independent stories. If you have different skill levels in your classroom, *How to Write a Story* is perfect for you!

The step-by-step writing units on pages 9–28 guide students through the writing process at each level:

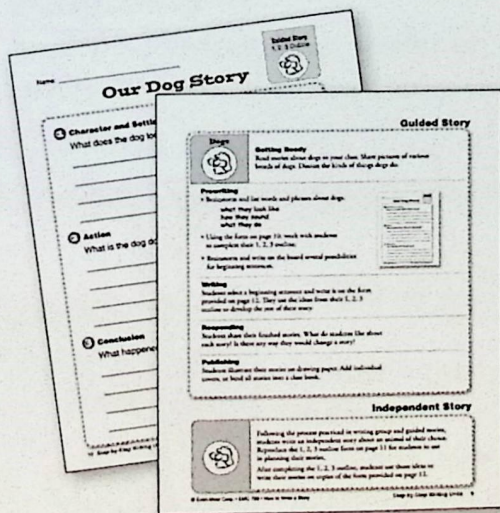
Group Stories

The whole class works with the teacher to create a story on a specific topic. After deciding on the characters, setting, action, and conclusion, the teacher writes the story on the board. Students copy and illustrate the story.



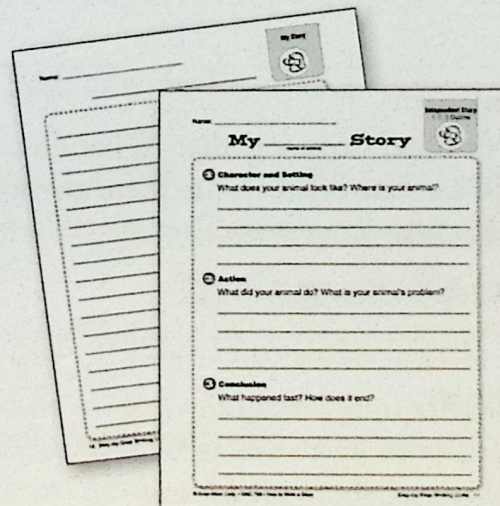
Guided Stories

The whole class works on the same topic, but each student writes part or all of the story independently.



Independent Stories

After narrowing a broad topic, each student writes his or her own story.



Dogs



Getting Ready

Read stories about dogs to your class. Share pictures of various breeds of dogs. Discuss the kinds of things dogs do.

Prewriting

- Brainstorm and list words and phrases about dogs.

what they look like
 how they sound
 what they do

- As a class, make a simple 1, 2, 3 “outline” on the board.

Level 1

1. Beginning
2. Middle
3. End

or

Level 2

1. Characters
2. Action
3. Conclusion

Describe the dog and the setting.

What did the dog do?

What finally happened?

Writing

With student help, create one or more sentences for each part of the 1, 2, 3 outline. Write this story on the board or a large sheet of chart paper.

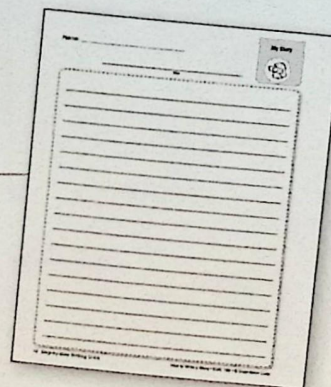
The fluffy white dog ran down the road. He met a skunk. He ran home.

Responding

Read the finished story together. What do students like about the story? Is there any way they would change the story?

Publishing

Students copy the story onto the writing form on page 12.



Dogs



Getting Ready

Read stories about dogs to your class. Share pictures of various breeds of dogs. Discuss the kinds of things dogs do.

Prewriting

- Brainstorm and list words and phrases about dogs.
 - what they look like
 - how they sound
 - what they do
- Using the form on page 10, work with students to complete their 1, 2, 3 outline.
- Brainstorm and write on the board several possibilities for beginning sentences.

The form is titled "Our Dog Story" and includes a "Student Name" field. It is divided into three sections, each with a radio button and a question:

- Character and Setting**
What does the dog look like? Where is the dog?
- Action**
What is the dog doing? What is the dog's problem?
- Conclusion**
What happened last? How does it end?

Each section has several horizontal lines for writing.

Writing

Students select a beginning sentence and write it on the form provided on page 12. They use the ideas from their 1, 2, 3 outline to develop the rest of their story.

Responding

Students share their finished stories. What do students like about each story? Is there any way they would change a story?

Publishing

Students illustrate their stories on drawing paper. Add individual covers, or bind all stories into a class book.

Independent Story



Following the process practiced in writing group and guided stories, students write an independent story about an animal of their choice. Reproduce the 1, 2, 3 outline form on page 11 for students to use in planning their stories.

After completing the 1, 2, 3 outline, students use those ideas to write their stories on copies of the form provided on page 12.

Name: _____



Our Dog Story

1 Character and Setting

What does the dog look like? Where is the dog?

2 Action

What is the dog doing? What is the dog's problem?

3 Conclusion

What happened last? How does it end?



Name: _____

My _____ Story

name of animal

1 Character and Setting

What does your animal look like? Where is your animal?

2 Action

What did your animal do? What is your animal's problem?

3 Conclusion

What happened last? How does it end?



Name: _____

title

A large rectangular area with a dotted border, containing 18 horizontal lines for writing.

A Bike Ride



Getting Ready

Read stories involving children riding their bikes to your class. Share pictures of kids on bicycles. Discuss the kinds of things that happen while bike riding.

Prewriting

- Brainstorm and list words and phrases about bikes.

what they look like
how they sound
what they do

- As a class, make a simple 1, 2, 3 "outline" on the board.

Level 1

- Beginning
- Middle
- End

or

Level 2

- Characters
- Action
- Conclusion

Describe the bike owner and the setting.

What happened when the owner rode his or her bike?

What finally happened?

Writing

With student help, create one or more sentences for each part of the 1, 2, 3 outline. Write this story on the board or a large sheet of chart paper.

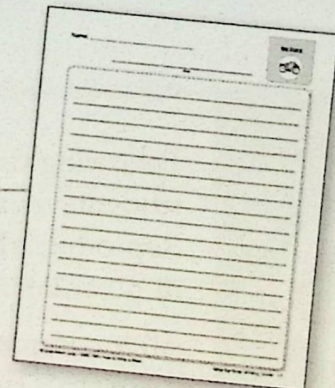
Sam rode his blue racing bike on a sunny day. Suddenly, he hit a rock in the road. His tire was flat. He had to push his bike home.

Responding

Read the finished story together. What do students like about the story? Is there any way they would change the story?

Publishing

Students copy the story onto the writing form on page 17.



A Bike Ride



Getting Ready

Read stories involving children riding their bikes to your class. Share pictures of kids on bicycles. Discuss the kinds of things that happen while bike riding.

Prewriting

- Brainstorm and list words and phrases about bikes.

what they look like
how they sound
what they do

- Using the form on the facing page, work with students to complete their 1, 2, 3 outline.
- Brainstorm and write on the board several possibilities for beginning sentences.

A Bike Ride

Character and Setting
What does the bike look like? Whose bike is it?
Where is the bike's owner?

Action
What happened on the bike ride? What was the owner's problem?

Conclusion
What happened last? How does it end?

Writing

Students select a beginning sentence and write it on the form provided on page 17. They use the ideas from their 1, 2, 3 outline to develop the rest of their story.

Responding

Students share their finished stories. What do students like about each story? Is there any way they would change a story?

Publishing

Students illustrate their stories on drawing paper. Add individual covers, or bind all stories into a class book.

Independent Story

A _____ Ride



Following the process practiced in writing group and guided stories, students write an independent story about a ride of their choice. Reproduce the 1, 2, 3 outline form on page 16 for students to use in planning their stories.

After completing the 1, 2, 3 outline, students use those ideas to write their stories on copies of the form provided on page 17.



Name: _____

A Bike Ride

1 Character and Setting

What does the bike look like? Whose bike is it?
Where is the bike's owner?

2 Action

What happened on the bike ride? What was the owner's problem?

3 Conclusion

What happened last? How does it end?

How to Write a Story

GRADES 1-3

Give your students the structured practice they need to craft interesting short stories, along with the creative inspiration that makes writing fun! *How to Write a Story, Grades 1–3* helps you tailor lessons to students' individual needs by presenting three options on how to address each writing topic: group writing, guided writing, or independent writing. Students learn the parts of a story and how to organize their ideas with story-planning forms. Instructions and forms for writing fairy tales, pattern stories, circle stories, and sequence stories are also included. And with new additions such as a trait-based writing guide, there are even more resources to help you provide students with the motivating writing practice they need for success!

Correlated to current standards

You said it!

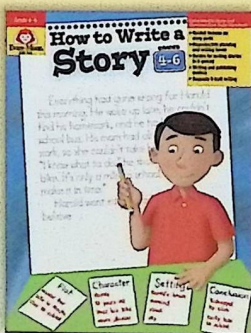
"What I like most about Evan-Moor resources is that they are always clear and easy to understand. Whatever my need is, Evan-Moor always has something to satisfy it."

Deborah P.,
6th-Grade Teacher

How to Write a Story, 1–3

- Correlated to current standards
- Supports 6-trait writing
- Each lesson comes in three difficulty levels to help you differentiate instruction
- Motivating topics and delightful illustrations inspire students to write
- Step-by-step instructions guide students through the creative process
- Fun writing-center activities help reinforce skills

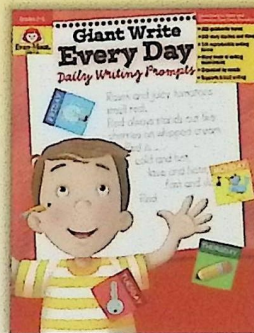
More best-selling writing titles . . .



How to Write a Story, Grades 4–6

Give your students the organizational tools they need to craft interesting short stories, along with the creative inspiration that makes writing fun! Students complete focused activities on characters, setting, action, and conclusion, and then write their own short stories. Writing templates and a trait-based writing guide help you lead students through the process of writing.

Correlated to current standards
Grades 4–6 EMC 794



Giant Write Every Day—Daily Writing Prompts

Everything your students need to develop critical-thinking skills, vocabulary, writing fluency, creativity, and a love for writing itself is right inside one book! 300 “quickwrites,” 202 story starters, 141 writing forms, and a trait-based writing guide are just some of the resources that help you provide students with motivating writing practice.

Correlated to current standards
Grades 2–6 EMC 775



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