

\* Please note that the authors of this book are John and Patty Carratello.

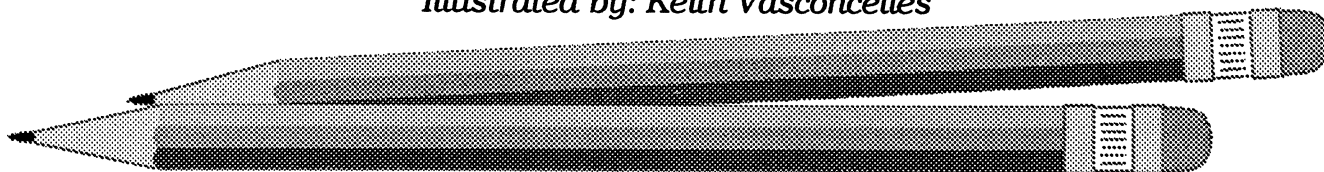
# Write All About It

## Activities for the Writing Process Years 1-3

**Written by: John and Patty Carratello**

*The authors wish to thank Syndi Hillis for her valuable help.*

*Illustrated by: Keith Vasconcelles*



Children greet life daily with zest. They observe, play, create, wonder, feel, and dream, and we can guide them in writing about their experiences in a creative and exciting way. This book shows you how to help your students enjoy and understand the writing process — the activities teach, reinforce, and strengthen writing skills. Includes: Pre-writing techniques, audience-awareness activities, revision strategies, post-writing suggestions, and cross-curricular connections. These are just a few of the ideas included to support the teaching of writing.

We know that with the ideas presented in this book both you and your students will look forward to writing each day.

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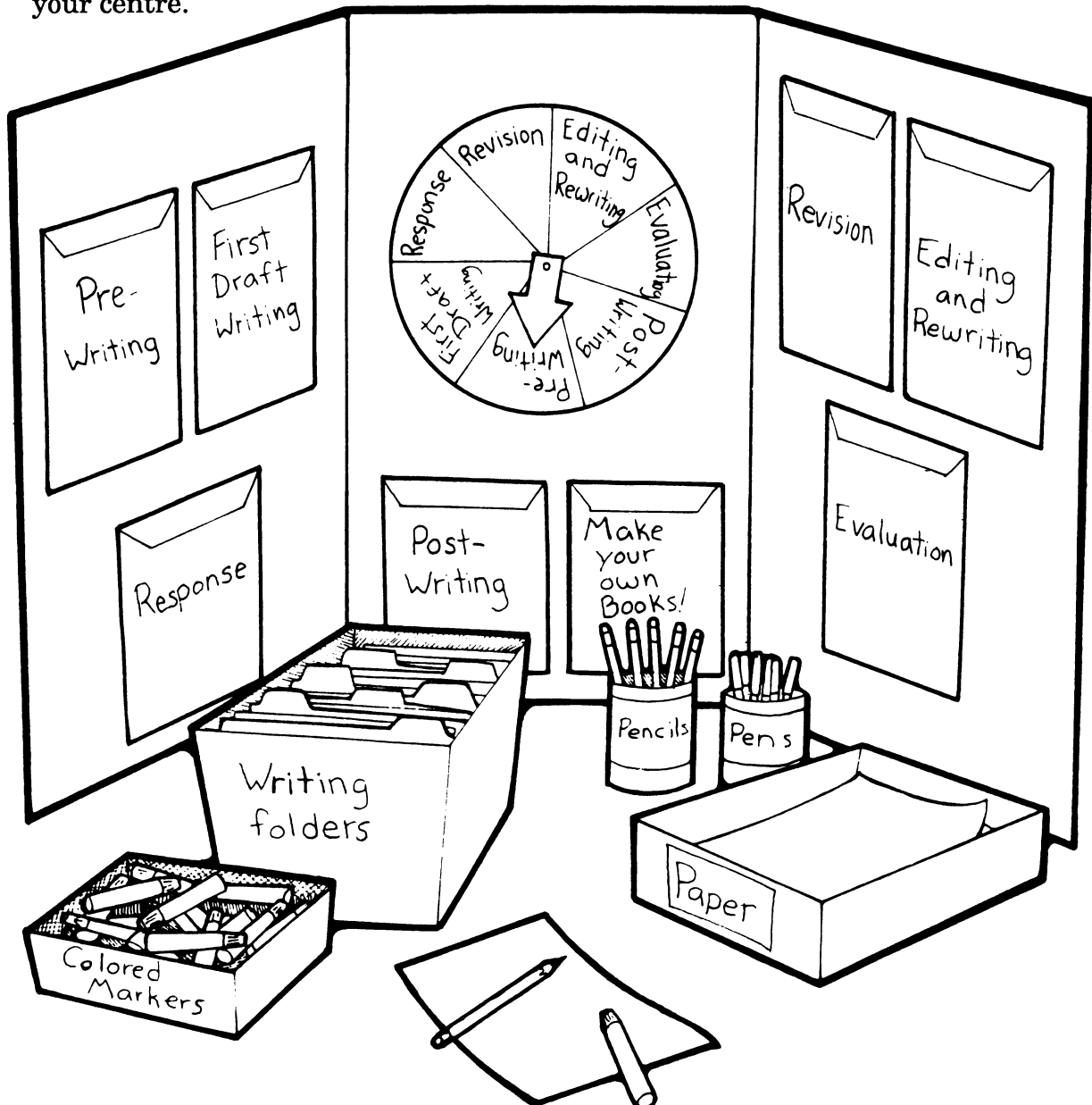


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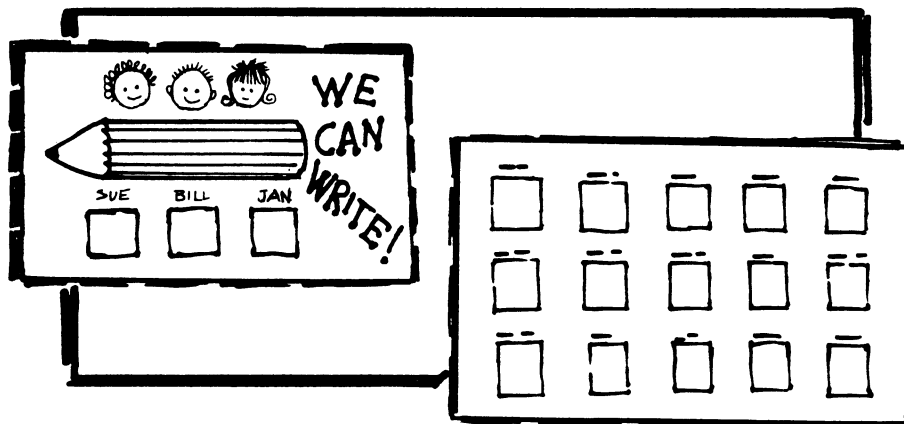
# Tips for the Writing Program

- ◆ Create an atmosphere for writing. Fill the room with the written word in books, magazines, comic strips, cereal boxes, T-shirts, student writing, teacher writing, newspaper articles, CD notes, and any other appropriate stimulating writing.
- ◆ Include a daily writing period in your timetable.
- ◆ Keep all work in a writing folder. Students can keep their personal lists of words, topics, and ideas in their individual folders.
- ◆ Design a writing centre, complete with a review of the writing process, sample activities for each stage in the process, a container for writing folders, and writing materials. Use the patterns and labels on pages 4 and 5 to help decorate your centre.



# Tips for the Writing Program *(cont.)*

- ◆ Designate a spot for meeting, and meet with a small group of students during writing time. Focus on one student's work at a time, allowing the student to "run" the meeting by talking through his or her own work. Help guide each author with comments and questions, and encourage others in the writing group to offer suggestions and comments as well.
- ◆ Encourage students to write in small groups and discuss their writing in these groups. These "writing circles" often give students a safe, friendly place to create and revise. Writing time does not have to be silent time!
- ◆ Ask students to keep personal lists of words, quotes, and ideas that can be used to generate writing in the future. Any items that spark curiosity and enthusiasm should be included.
- ◆ Write in journals regularly. You may choose to begin the day with a teacher- or student-generated journal topic, and allow time for freewriting.
- ◆ Model and participate in all writing activities yourself. Let your students know that you value writing, and can use the writing process successfully, too!
- ◆ Encourage illustration. Many students "turn on" to writing when they illustrate their own words.
- ◆ Share the writing generated in your class or by your students when they are outside your class. Students need to write for an audience other than the teacher. They also enjoy hearing what others have to say!



- ◆ Make a "Writers' Showcase" notice board. Give it a prominent place in the classroom. "Publish" the best work of your students there.
- ◆ Extend your students' writing to audiences beyond your class. Swap work with classes at the same or different schools. Share finished work with parents. Invite the principal to select writing samples for display. Submit student writing to local publications. Publish a school magazine. Enter local, state, or national contests. Expand the audience for your students!

# The Writing Process

The Writing Process presents the steps of writing in a methodical, sequential way, that is easily learned and assimilated by writers of all ages.

*Pre-writing*  
*First Draft Writing*  
*Response*  
*Revision*  
*Editing and Rewriting*  
*Evaluating*  
*Post-writing*

Although the steps of this process appear in linear arrangement above, they do not need to remain so as writers create. All stages, such as the pre-writing or response stages, can be revisited at any time in the process.

A “Writing Process Wheel” communicates the idea that the writing process is not linear, but open-ended. Directions and materials for the construction of this wheel are given below and on page 7.

Directions:

1. Cut out the “Writing Process Wheel” and arrow from page 7.
2. Color each section of the wheel a different color.
3. Laminate the wheel and arrow for longer use.
4. Attach the arrow to the centre point of the wheel with a brad.
5. Display the finished wheel in your writing centre, adjusting the arrow to the area of the writing process you have as a focus.
6. Encourage students to make their own wheels. With “personalized” wheels, it may be easier for them to remember and use the steps of the writing process!



# Writing Process Wheel

