

Attainment's

# WriteYourStory

Elementary



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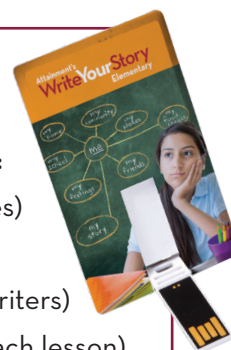


## Write Your Story - Elementary Flash Drive

The flash drive contains printable PDF files of:

- Student Book Pages (with symbol-supported quiz pages)
- Quiz Pages (without symbol-supported images)
- Sentence Strips (print and cut out for nontraditional writers)
- Challenge Activities (additional writing exercises for each lesson)
- Structured Writing Worksheet (for Appendix A guided writing)

PDF reader software is required to view the PDFs.



## Write Your Story - Elementary Teacher's Guide

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# INTRODUCTION

The **Write Your Story Curriculum** helps students develop their writing skills with a focus on expressing their own thoughts and opinions about the world around them. The photo-illustrated lessons provide discussion topics and writing prompts for the places, people, and activities in a student's daily life. The curriculum components include a **Student Book**, a consumable **Student Workbook**, this **Teacher's Guide**, supplemental PDF lesson materials (provided on **USB flash drive**), and GoWorksheet lesson extensions for the iPad.

- The 35 Student Book lessons are grouped into seven thematic units: **My Community, My Places, My School, My Home, My Food Choices, My Friends, and My Feelings**. Each lesson follows the same template: Vocabulary, Big Ideas, Give and Support Your Opinion, Fill-in-the-Blank, What's Happening in this Picture?, and a symbol-supported writing prompt. Each lesson provides two additional "challenge" exercises as printable PDF pages.
- **Unit 8 (My Story)** provides writing activities that revisit the unit themes and practice opportunities for self-expression writing:
  - Students express their opinions by completing a sentence. Students can choose their response from an array of photos or generate their own responses independently.
  - A guided writing activity (using color-coding) helps students identify and write the key parts of a paragraph: introduction, opinion, supporting reason(s), and a conclusion.
- The consumable Student Workbook corresponds to the Student Book and reduces teacher prep time. The workbook condenses selected writing activities into a consumable option, giving students the opportunity to keep—and share—their accomplishments with peers, parents, and instructional staff.
- This Teacher's Guide provides detailed lesson plans for the Student Book. Teaching procedures for each lesson include student book content plus discussion questions and challenge activities.
- The  icon at the bottom of a student page means that the activity is available as a GoWorksheet interactive activity for the iPad—blending traditional and technological formats. Use the provided access code to load the GoWorksheet Maker App to your iPad. See page 162 for more detailed information about getting and using the app.

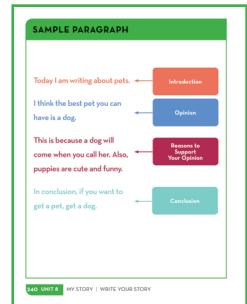
## USING THE LESSONS

Write Your Story presents a variety of real-life situations for students to consider, discuss, and write about. The curriculum includes sentence-completion exercises, fill-in-the-blank activities, vocabulary quizzes, and guided writing activities. To support effective opinion writing, four writing terms are emphasized: introduction, opinion, reason(s), and conclusion.

The 35 lessons in Units 1–7 can be used in any order. All lessons use the same content template and follow the same teaching procedure.

### 1 A strategy for opinion writing—four important parts of a paragraph: **introduction, opinion, reason(s), and conclusion.**

- Explain and discuss what it means to “have an opinion.”
- Use the color-coded writing terminology chart to help students visualize the key parts of a paragraph: introduction, opinion, reason(s), and conclusion.



### 2 Vocabulary

- Discuss the five vocabulary words and definitions. Use each word in a sentence. This guide provides example sentences.
- Have students complete the Find the Word activity. Choose the best match, and use the letter spaces to write the word.



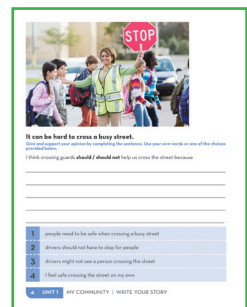
### 3 Big Ideas discussion

- Use the real-life photographs and captions from the Big Ideas page to generate a group discussion about the topic.



### 4 Giving and supporting opinions

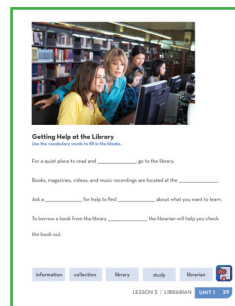
- Read the introductory statement and ask students to share their ideas on what's happening in the photograph. Since opinions are not right or wrong, encourage all students to participate in this lesson step.
- Have students complete the opinion statements using their own words or the provided response prompts. Students may write the number of their choice if writing is difficult. For nontraditional writers, sentence strips are provided at the bottom of this page for making activity choices through eye gaze or touch response options.



## 5 Vocabulary review/fill-in-the blank activity

- Review the five vocabulary words and talk about how the words pertain to the activity picture.
- Have students write or point to word choices to complete the activity.

**Extension:** This student page is available as a GoWorksheet interactive activity for the iPad.



## 6 Discuss and write

- What's happening in this picture? Have students look at the photograph and select the sentence that best describes the picture.
- Write, draw, or talk about it. Read the question and encourage students to write or draw in the provided space. Three symbol-supported choices are provided to guide students toward a response.



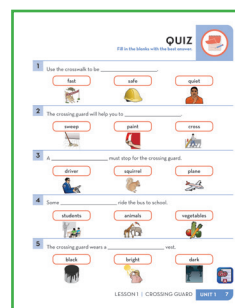
**Challenge activities:** Print the supplemental PDF pages for writing practice.

- Activity #1:** What's happening in this picture? (opinion and reasons); in this version of the exercise, no symbol-supported choices are provided for the student.
- Activity #2:** Independent paragraph writing (introduction, opinion, reason(s), conclusion); students will construct a paragraph about the picture using all four key paragraph components.

## 7 Vocabulary quiz


- Students will write, circle, or point to quiz answers.
- To challenge students, quizzes are also provided without symbol supports as a PDF on the flash drive.

**Extension:** This student page is available as a GoWorksheet interactive activity for the iPad. To make activities more accessible, the GoWorksheets use text fields, word banks, a drag-and-drop option, and a voice record feature.



## WRITING ADAPTATION:

For students who are nontraditional writers or for students who just need more support, print the supplemental PDF pages with the sentence and word strips. To accommodate for alternative response modes, cut out the sentence strips (and/or word strips) so students can paste, tape, or Velcro their choice into the space provided. For students who use eye gaze response, provide the sentence and/or word strip choices on an eye gaze board so students can gaze toward their response.



**It can be hard to cross a busy street.**  
Circle and segment your sentence by considering the sentence. Use your own words or one of the choices provided below.

I think crossing guards should / should not help us cross the street because \_\_\_\_\_

4 I feel safe crossing the street on my own \_\_\_\_\_

1 people need to be safe when crossing a busy street  
2 drivers should not have to stop for people  
3 drivers might not see a person crossing the street



**Crossing the Street Safely**  
Use the vocabulary words to fill in the blanks.

To \_\_\_\_\_ a busy street, a crossing guard will help you to be \_\_\_\_\_ safe \_\_\_\_\_ when walking to the other side.

A crossing guard wears a \_\_\_\_\_ vest to be seen easily by \_\_\_\_\_

Cars and trucks must stop when the crossing guard steps into the street. Crossing guards help \_\_\_\_\_ get to school safely.

drivers students bright

- 1 people need to be safe when crossing a busy street
- 2 drivers should not have to stop for people
- 3 drivers might not see a person crossing the street

bright

students

drivers

## Unit 8: My Story

The final unit provides practice opportunities for self-expression and writing activities to create paragraphs that have an introduction, opinion, reason(s), and a conclusion. Students review previous unit topics and share their opinions on the things that matter most to them. Two writing practice pages are included for each of the seven units: a fill-in-the-blank activity (also available as a GoWorksheet) and a guided writing activity for constructing a paragraph.

## More Writing Practice

Appendix A of this guide (page 160) provides additional writing prompts for each unit theme. A writing graphic organizer is available as a PDF for printing from the USB flash drive.

## GoWorksheet for iPad

See Appendix B (page 162) for information about interactive worksheet pages and the GoWorksheet Maker iPad App.





# LESSON 1 CROSSING GUARD

## LESSON OBJECTIVES

- Identify the four writing terminology words: *introduction*, *opinion*, *reason*, and *conclusion*.
- Identify the five vocabulary words for this lesson.
- Give an opinion.
- Support an opinion with one (or more) reasons.
- Tell one thing about crossing guards.

## LESSON PROCEDURE

### 1. Review the writing terminology for constructing a paragraph.

Use the sample paragraph (**Student Book** page 240) to help identify the four writing terms.

1. An *introduction* is the first sentence in a paragraph that presents the topic to the reader.
2. An *opinion* is what a person thinks or believes.
3. A *reason* is something that supports what a person thinks or believes.
4. A *conclusion* repeats the main idea at the end of a paragraph.

### 2. Introduce new vocabulary for the lesson.

<b>cross</b>	<i>Go to the other side of something.</i>	We had to <b>cross</b> the street to get to school.
<b>safe</b>	<i>When you are not in danger.</i>	The crossing guard kept us <b>safe</b> when crossing the street.
<b>bright</b>	<i>Shining or glowing with light.</i>	The crossing guard wore a <b>bright</b> yellow vest.
<b>driver</b>	<i>Person who drives a car, bus, or truck.</i>	The school bus <b>driver</b> opened the door of the bus.
<b>students</b>	<i>People learning at school.</i>	There are many <b>students</b> at my school.

## BIG IDEAS



3. Present the big ideas as anticipatory set questions for discussion.



*What does a crossing guard do? Why do crossing guards wear bright vests?*



*How can drivers know that students may be crossing the street?*



*What must drivers do when the crossing guard steps into the street?*



*What is a crosswalk? Why is walking in the crosswalk a good idea?*



#### 4. Read the introductory statement and discuss the picture.

Have students complete the writing prompt with an opinion about crossing guards.

*Introductory statement:* It can be hard to cross a busy street.

I think crossing guards **should / should not** help us cross the street because

- 1 people need to be safe when crossing a busy street
- 2 drivers should not have to stop for people
- 3 drivers might not see a person crossing the street
- 4 I feel safer crossing the street on my own

**Give an opinion:** Have students circle or point to “should” or “should not.”

**Support opinion:** Students should select one of the four reasons and write it in the provided space (nontraditional writers may circle choices). For students who need more support, print the provided sentence strip PDF page and cut out individual sentence strips. This accommodates students who use eye gaze or touch response modes.

**CHALLENGE:** Students will write or say one or two of their own reasons that support their opinion.

**5. Read the fill-in-the-blank passage as a group and have students complete the activity.**

Students will write, point to, or place vocabulary words onto the page as answer strips.

**Crossing the Street Safely**

To **cross** a busy street, a crossing guard will help you be **safe** when walking to the other side. A crossing guard wears a **bright** vest to be easily seen by **drivers**. Cars and trucks must stop when the crossing guard steps into the street. Crossing guards help **students** get to school safely.



**EXTENSION:** Students will complete the activity with the GoWorksheet interactive app for the iPad.

**6. What's happening in this picture? (discuss and write)**

Students will select the sentence that best describes the picture.



**Writing/discussion question:** *What can you do to cross the street safely?*

Students will write, draw, or talk about their answer. Use the symbol-supported answer prompts for students who need extra support.

**CHALLENGE:** For more challenging exercises, print out the PDF writing activity pages for the lesson from the flash drive.

Two activities are available:

**Activity #1:** *What's happening in this picture?*

Write about what's happening in the picture and support your answer with one or two reasons.

**Activity #2:** *Write a paragraph about crossing guards.*

Write a paragraph that includes an *introduction*, *opinion*, one or two *reasons*, and a *conclusion*.

**7. End the lesson with the vocabulary quiz.**

Students will write, circle, or point to quiz answers.



**EXTENSION:** Students will complete the quiz with the GoWorksheet interactive app for the iPad.