

Use a combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

The Germs

Asking Questions

Use the Waterford Read-along book *The Germs* as a springboard for writing a narrative. Show your students how the writing process takes place. Explain that as you develop an idea, you need to answer questions about the item or event.

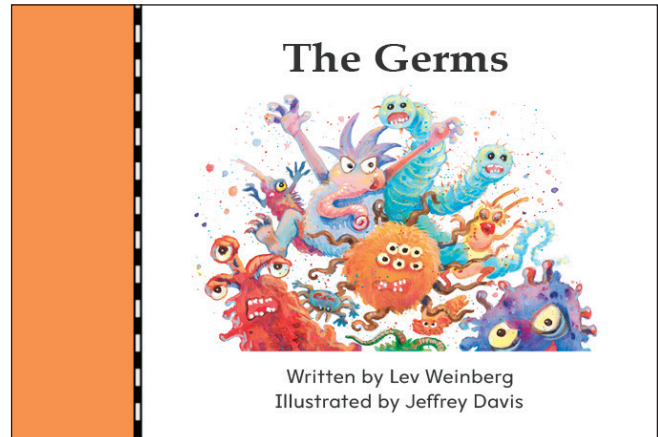
For example, you could ask:

- “Have you ever had a cold?”
- “Do you know how you caught it?”
- “Did anyone else you know get sick after you?”
- “How do you keep from getting someone else’s cold?”

Begin Writing

After taking notes, show students how to start putting ideas together and begin writing.

Continue the writing activity by having students use a combination of drawing, dictating, and writing to narrate a time they had to eat something they didn’t like. Students should write about the events in the order they occurred and provide a reaction to what happened.



Note: All Waterford student books referenced in this document are available from your Waterford Manager login. Select **Curriculum** and search by book title. Books are available in an online version in the **Activities** tab and a PDF version in the **Teacher Materials** tab.



Yasmin went home,
and the germs got her mom.
They got her brothers,
Spike and Tom.

5



Tom paid a dollar
for a rubber snake.
The germs on the dollar
got a man named Jake.

6



Jake bought some flowers
for his girlfriend, Mazie.
The germs went along
on a nice pink daisy.

7



Mazie gave some pizza
to her poodle, Toni.
The germs hitched a ride
on a piece of pepperoni.

8



Toni made friends
with a kid named Lou.
Lou knew about germs
and knew what to do.

9



A little soap and water—
hey, it was no pain
to scrub those germs
right down the drain!

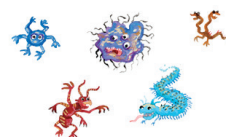
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Now, if you don't know
what to do,
you better watch out,
or the germs will get YOU.

11

The End



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Lumpy Mush

Asking Questions

Use the Waterford Read-along book *Lumpy Mush* as a springboard for writing a narrative. Show students how the writing process takes place. Explain that as they develop an idea, they need to answer questions about the item or event.

For example, you could ask:

- “Have you ever had to eat something you didn’t like?”
- “How did you react?”
- “What did the adults around you say?”
- “How did you solve the problem?”

Begin Writing

After taking notes, show students how to start putting ideas together and begin writing.

Continue the writing activity by having students use a combination of drawing, dictating, and writing to narrate a time they had to eat something they didn’t like. Students should write about the events in the order they occurred and provide a reaction to what happened.

Lumpy Mush



Written by Lev Weinberg
Illustrated by Pat Campbell



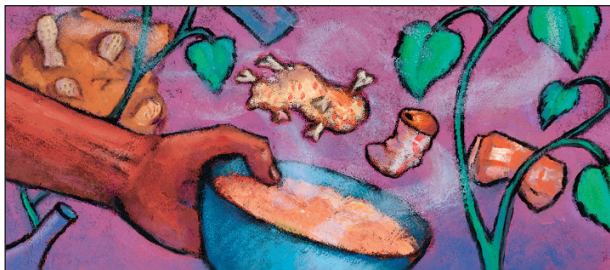
Lumpy mush! Lumpy mush!
I can't eat this lumpy mush!
Feed me goldfish. Feed me rugs.
Feed me frog legs. Feed me bugs.

1



Feed me slippery, slimy slugs.
But I can't eat this lumpy mush!

2



Lumpy mush! Lumpy mush!
I can't eat this lumpy mush!
Feed me catnip. Feed me trash.
Feed me moldy chicken mash.

3



Feed me peanut butter hash.
But I can't eat this lumpy mush!

4



Lumpy mush! Lumpy mush!
I can't eat this lumpy mush!
Feed me rubber. Feed me rocks.
Feed me dust balls. Feed me clocks.

5



Feed me all your dirty socks.
But I can't eat this lumpy mush!

6

The End



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