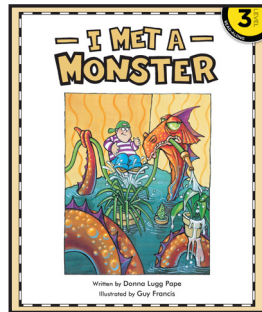


Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

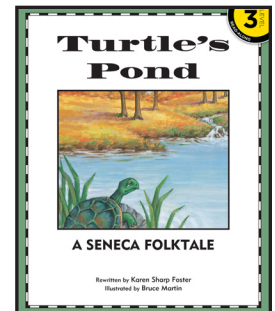
I Met a Monster

Have students write about an imaginary monster and describe what they would do with their monster each day.



Turtle's Pond

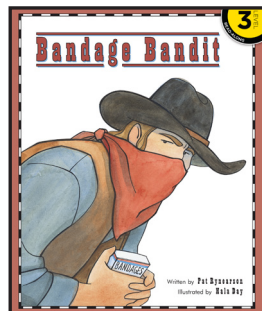
Have students write about their homes. You may have students compare their homes with some of the animal homes they know. For example, a student who lives in a high-rise apartment could compare his or her home to that of birds in trees.



Bandage Bandit

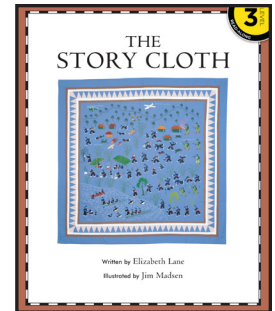
Have students write about a time when they got hurt. Encourage them to answer the following questions:

- *How did you get hurt?*
- *What did you do?*
- *Where did it happen?*
- *Who helped you?*



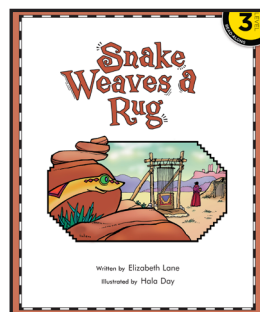
The Story Cloth

Discuss different types of families with your students. Then have them write about their own families.



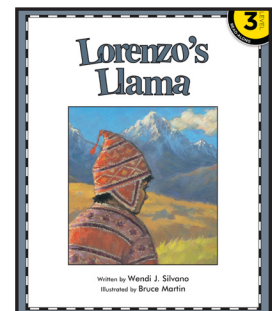
Snake Weaves a Rug

Have students write about a problem they once faced and how they solved that problem. You may want to discuss problem-solving techniques with the class before they begin writing.



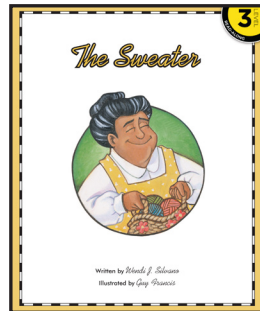
Lorenzo's Llama

Have students write about pets they have or would like to have. Ask them to illustrate their writing and tell about how they care for the pets, including shelter, food, and health needs. You might want to set aside a day when they can share their writing and pictures with others.



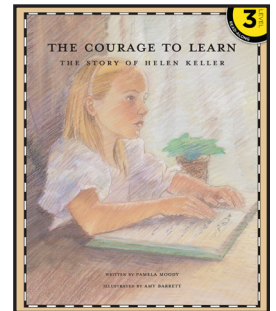
The Sweater

Let students write about what their day would be like if they had a different body covering besides skin (like fur, scales, feathers, and so on). They may want to describe how that would affect what they did during the day or what would happen if they wore regular clothes.



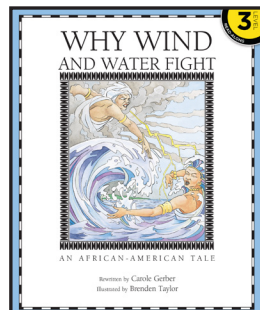
The Courage to Learn

Let students write about something new that they once learned to do. You may want to help them brainstorm several ideas. Some examples are learning to in-line skate, ski, ride a bike, or play an instrument. Encourage them to include what they learned, who helped them learn it, and how they felt after they had learned how to do it.



Why Wind and Water Fight

Have students brainstorm about some of the disagreements they have had with their friends. You may want to ask questions such as, "What was the problem you had with your friend? How was the problem solved? How did you feel?" Then have students write about a disagreement they had with a friend and how they solved the problem.



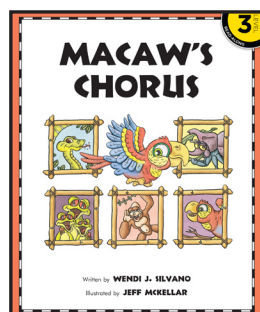
The Bee's Secret

Introduce this assignment by discussing that bees are known for their hard work and for working together. Then have students write about what they do to help around the house or describe what their chores are. They might also write about what others do for them. Have them illustrate their writing.



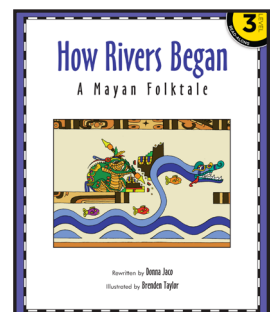
Macaw's Chorus

Ask students to imagine what it would be like if animals could talk. Then have them write about what their pet, the animals at the zoo, or the birds would say.



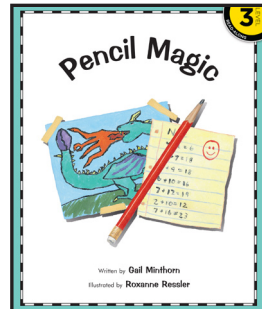
How Rivers Began

Discuss folktales with the class. Let students write their own folktales about something in their area or about something in nature. Help the class brainstorm several topic possibilities, such as how rain began, why tornadoes blow, or why frogs croak.



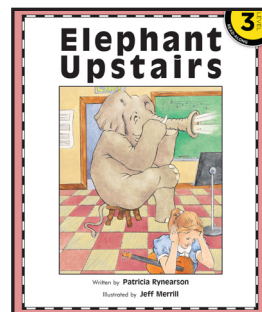
Pencil Magic

Let students write about what it would be like to have something magic. They may want to start with I wish I had a magic ____ so I could . . . or My magic ____ can . . .



Elephant Upstairs

Have students write about a time when they made a new friend. Have them illustrate the story with a drawing of themselves and their friend.



Reaching Above

Have students make My Someday Book. They can write and illustrate a book about what they want to do when they grow up.

