

Fill-in-the-Blank

Overview:

Do your students have a favorite book or story that you read over and over? Why not give the story a makeover? This is an easy activity for all levels that allows for creativity within parameters that you control.

Procedure:

1. Choose a story or passage
 - a. From a recent text read in class (Guided Reading Book)
 - b. Have the class vote on which story to use (**HS-C1f (SOL 1.10)**)
 - c. Create one yourself
2. Delete key elements of the story or passage
 - a. Nouns and verbs for simple activity (**3E-RW 3f**)
 - b. Adjectives and adverbs to make it a little harder
 - c. Or some subjects and some predicates
3. Display the new story or passage with blank spaces over what was deleted
 - a. On the board or printed out for each student
4. Fill in the blanks
 - a. Together as a group
 - b. Individually to be read aloud when completed
 - c. Students can make up their own entries (**5E-WE 1b,d; 8E-WP 5c; HSE-WP 1d**) or choose from a word bank provided by the teacher (**3E-RW 2a,b**)
 - d. The sillier the entries, the better.

3E--RW 6b: The student will use context to determine missing words in familiar texts.

4E--RW 1c: The student will use newly acquired vocabulary drawn from reading and other content areas.

5E--WP 3b: The student will select a topic and write about it including one fact or detail.

6E--CN 1c: The student will use content words and phrases from nonfiction text.

7E--CN 1e: The student will use content words and phrases from a nonfiction text.

8E--RW 1e: The student will acquire and use content words and phrases.

8E--WP 1a: The student will write to convey ideas and information including facts, details, and other information.

HSE--RW 2c: The student will acquire and use content words and phrases.

HSE--WP 2b: The student will use knowledge of language to achieve desired meaning when writing.

Extension Idea: Provide the students with topic choices based on previously covered material such as a science or history lesson. Use terms, people and/or events from the lesson in a word bank to create a review activity.

5E--WP 6a: The student will use technology to produce and share writing.

5E--WP 7e: The student will use technology, including the Internet, to produce writing.

8E--WP 4a: The student will use technology, including the Internet, to produce written work or research report.

HSE--WP 6a: The student will use technology, including the Internet, to produce, publish and update an individual writing project.

Extension Idea: Students can print their own versions of the story or passage using Word or PowerPoint. Encourage students to share their work with peers.

Materials Needed:

- writing surface such as paper, chart paper, whiteboard, interactive whiteboard, etc.
- story or passage
- word bank (optional)
- computer with Microsoft Word or PowerPoint (optional)

Instructional Setting:

classroom

Community Connections and/or Peer Interaction:

The passages to be filled in and the words in the word bank can be related to the community and individuals in the community such as community helpers.

Functional Activity/Routine:

The functionality will vary depending on how the activity is implemented. It involves using words in context. Working in groups provides opportunities for students to practice communication skills and interpersonal skills.

Strategies to Collect Evidence:

- individual student product
- anecdotal evidence can be used to document individual student performance during the group activity.

Specific Options for Differentiating this Activity:

- Allow students to use their preferred “pencil” to complete this activity. This may include a writing utensil, keyboard, alternative pencil, or dictating to a scribe.
- A student in any of the developmental stages of writing can complete this activity.
- Word banks or words presented in a field of choices may be required for some.
- This activity works well with small groups.