

Build--A--Story

Overview:

Do you like to build things or use your hands in learning? This activity uses the kinesthetic/tactile learning style and engages students in learning writing that is sure to captivate all students.

Procedure:

- 1) Allow students to choose topic to write about or give students a writing prompt/topic.
- 2) Provide words on index cards/magnets. These words can be familiar words, or words related to a topic they are learning about (content words). The words can include actions, etc.
- 3) Divide words into groups such as nouns, verbs and conjunctions.
- 4) Ask students to create sentences with the index cards/magnets.
- 5) Have students or someone else record the story a sentence at a time, as the student creates it.
- 6) Edit the story while writing using punctuation on some cards and capital letter cards, or it can be edited on paper after the story is written.

ASOL Covered in this Activity:

5E--WP 1a: The student will select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.

Extension Idea: Whatever topic students are building a story or sentence about could relate to facts. They could write facts about a trip, about an animal, etc.

5E--WP 1b: The student will select an event or personal experience and use drawing, writing, or dictating to compose a message about it.

Extension Idea: Students could write about a personal experience, such as a trip, what they did last weekend or etc. to build their story about.

5E--WP 1c: The student will add more information to own drawing, dictating, or writing to strengthen the message.

Extension Idea: During the process of editing and revising their work on paper or while building, students could be asked questions to extend their sentence or to explain an event in more detail.

5E--WP 2a: The student will use technology (including assistive technologies) to produce and publish writing.

Extension Idea: When students are rewriting the story they build with cards and magnets, they could type it on the computer in Microsoft Word or another word processor. They could also use PowerPoint and add pictures/videos to make into a slide show.

5E--WP 2b: The student will write information related to personal experiences and answer simple questions about those experiences.

Extension Idea: After students create a story they could be asked questions by peers or the teacher to tell more about an event, or to talk about how they found their information.

5E--WP 3a: The student will select a text and write an opinion about it and one reason to support the opinion.

Extension Idea: Students topics could be to tell what they thought about a character or about a story. This would involve writing their opinion. Choices could be given to those that find it difficult to come up with it on their own.

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

Extension Idea: The student could brainstorm topics to tell about or be given choices on topics to pick from, and then provide 1 or more details about that topic. For example, “tell me about your favorite animal”, what does it look like?, where does it live? Etc.

5E--WP 3c: The student will select an event or personal experience and write one thing about it.

Extension Idea: This ASOL is covered when a student is given a topic or chooses a topic about a personal experience or event. They are building their one comment on it with cards/magnets.

5E--WP 4a: The student will select a book and write, draw, or dictate to state an opinion about it and one reason to support the opinion.

Extension Idea: Students could build sentences with the cards/magnets to express an opinion about a story read in class. Students could be asked questions about whether they liked a part in the story or a character and be asked to write a sentence to tell why or to say yes I liked/didn't like this.

5E--WP 4b: The student will use spelling rules when writing by capitalizing the first letter of familiar names.

Extension Idea: Students could be asked to write about family members or teachers when building sentences. They could use capital letter cards or magnetic capital letters to edit their sentences.

5E--WP 5b: The student will recall information from literary and informational text to support writing (e.g., “Use details from text to describe a character in a story.” “Use details from the text to retell what the text says.”).

Extension Idea: Students could retell parts of a story read with the magnets or cards using words from the story.

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

Extension Idea: Teachers could create movable words on a Smart Board to be used in building sentences. Students could also rewrite their built sentences by typing the sentences into a computer. The computer could also be used to create a PowerPoint to tell about a story or event with added pictures/videos.

5E--WP 6b: The student will sort information into two provided categories and write information learned about them.

Extension Idea: Students could be provided two categories to place words into or pictures, such as clothing and food, or fruit and vegetables, etc. Then the students could build sentences to tell about how the two groups are the same or different.

5E--WP 7b: The student will write to convey ideas and information by selecting a topic and listing words, facts, or details related to the topic.

Extension Idea: As stated in the last ASOL, students could write how two categories are alike and different; this would include the listing of words, writing facts and details.

5E--WP 7d: The student will plan by brainstorming and revise own writing by adding more information.

Extension Idea: Students could be provided a few words and asked to brainstorm what to write about based on those words. Then as they build with the cards/magnets they could be asked questions to add to their sentences.

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

Extension Idea: Students could use the Smart Board to move premade words on the screen into sentences, or they could retype their stories into Microsoft Word or PowerPoint.

5E--WP 9c: The student will write about an event or personal experience by introducing the event or experience, and following with three or more events in sequence.

Extension Idea: Students could be asked to tell about a personal experience and told that they have to write three things about what they did in order. The order could be reordered during the editing phase.

5E--WE 1a: The student will use simple question words (interrogatives) (e.g., *who*, *what*).

Extension Idea: Students could be instructed to work together to create questions to one another and answers using the cards/magnets of words.

5E--WE 1c: The student will capitalize the first letter of a familiar place.

Extension Idea: Students could be instructed to write about a place and given capital letter cards/magnets to edit their sentences.

5E--WE 3b: The student will use end punctuation, and correct spelling when writing.

Extension Idea: Students could create their own words on the cards to demonstrate spelling and also the students could be provided punctuation cards to place at the end of their sentences.

5E--WE 4b: The student will write routinely for a variety of tasks, purposes, and audiences.

Extension Idea: Students could use the magnetic/card words to express opinions, make choices, talk to one another, etc. routinely.

Materials Needed:

- Words (sight words, familiar words, content words) and punctuation marks on small index cards or magnets as well as capital letter cards.
- A table to place the index cards on or a metal sheet pan for magnets
- A sheet of paper to rewrite the story on or computer
- A pencil or other writing utensil

Instructional Setting:

Classroom

Community Connections and/or Peer Interaction:

- Provide students the opportunity to share their writing with others (Author's Chair). Peers can provide positive feedback or questions to students sharing.
- Small groups of students can create a story together, one line at a time, using the cards/magnets.
- Students could write about an experience in the community in their story.

Functional Activity/Routine:

- Students can use the cards/magnets to practice listing the classroom rules or their schedules.
- Students could also use the magnets during closing circle time to discuss events of the day.
- Magnets could be used for choice making throughout the day.

Strategies to Collect Evidence:

Pictures of students' stories (built with cards/magnets) or a copy of the story rewritten on paper could be included with a detailed anecdotal record of prompts given. The draft story on paper, along with the final copy after editing could be included also, with a detailed description of the prompts provided.

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.
- Pictures could be added to the words for students that are at a lower developmental level, in which they cannot read certain words.
- Colored pencils/utensils could be used for corrections on paper or capital letters could be placed on top of the cards or magnets for editing of capitalization.
- A student in any of the developmental stages of writing can complete this activity.
 - *If your student is a scribbler, be sure to reinforce his/her product as authentic writing, and if necessary, help assign meaning.
- Provide students with a frame to place words into to form simple sentences.
- Use real people and events to create stories about.