

Here are several other types of writing activities which I found valuable in developing fluency.

Paragraph Writing in Grade One Science

1. In Alberta science there is a unit on the five senses for grade one students. Sensory imagery is a wonderful tool used in creative writing for settings and encounters and descriptions of new places and experiences. Combining sensory activities with sensory writing is a great way to develop this writing tool and structure writing lessons. For example, make and eat popcorn together. Then write about it one sentence at a time using the process:

WORD WEB

MODEL

WRITE






SHARE

EDIT




IMPORTANT NOTE:

Draw rebus pictures for vocabulary help and have students use the single page sight word dictionary when writing. Record one sentence worth of vocabulary at a time. Model how to use the vocabulary. Next, ask students to write a single sentence, share the sentence with a partner, and edit it. Erase the vocabulary for the first sentence and repeat process for all the rest of the sentences until the paragraph is complete.

	I <u>heard/listened</u>	popping/snapping/exploding	
	I <u>saw/watched</u>	popcorn bag popcorn	grow/get bigger/expand dumped/poured/filled
	Popcorn <u>felt</u>	hot/warm/soft/	
	Popcorn <u>smelled</u>	yummy/delicious/wonderful	
	Popcorn <u>tasted</u>	buttery/crunchy/salty	

2. With older students the teacher can show children how to vary sentence starters through modelling and discussion.

For example:

	I <u>heard/listened</u> <u>popcorn</u> popping/snapping/ <u>exploding</u>
	I <u>saw/watched</u> popcorn <u>bag</u> grow/ <u>get bigger</u> /expand
	popcorn <u>dumped/poured/filled</u>
	Popcorn felt hot/ <u>warm</u> /soft/bumpy
	Popcorn <u>smelled</u> yummy/ <u>delicious</u> /wonderful
	Popcorn <u>tasted</u> <u>buttery</u> /crunchy/salty
	tried <u>terrific</u> /amazing/yummy
	enjoyed

Our teacher set a bag of popcorn inside the microwave. I listened to the popcorn exploding and watched as the bag got bigger and bigger. Dumping the popcorn into a bowl, the teacher let it cool, and poured some into my hands. It smelled delicious and still felt warm. Buttery popcorn tastes terrific!

***pronouns** can be used to start a sentence (our, I, it)

***ing verbs** can be used to start a sentence (dumping)

***adverbs** can be used to start a sentence (buttery)

Short pieces of writing can be used to develop verb vocabulary, to vary sentence starters and to apply sensory imagery. Multiple, short writing experiences provide students with the practice needed to internalize a strong writing tool set. Teacher modelling helps students learn how to apply the vocabulary.

2. Another grade one science unit in Alberta has to do with the four seasons. Explore the four seasons through writing. For example, go outside and explore the seasons. Then write about them using sensory imagery one sentence at a time using the process:

WORD WEB

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WRITE







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Season: Spring

What is seen, heard, felt.



	List nouns What?	List verbs. What is it doing?
	butterfly	flitted/danced/darted
	clouds	floated/drifted/sailed
	wind	whispered/danced/whistled
	golfers	smacked/hit/clouted
	ducks	paddled/glided/floated
	coyote	leaped/loped/bounded
	people	strolled/wandered/walked chatted/visited/enjoyed

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The first signs of spring I saw
and heard were in Fish Creek Park.
A butterfly flitted in front of us.
White, puffy, clouds floated in the
sky making neat designs. The greens
were open and the golfers were smacking
the balls. The ducks were paddling and
quacking in the rushing water. We saw

a coyote leaping in the tall grass.
Lots of people strolled by. These
were the signs of spring I saw and heard
in Fish Creek Park.

Sensory Imagery in Creative Writing

1. Sensory imagery is also used in creative writing for meetings between characters. Writing an interesting encounter between characters is hard to do for young writers, and so it is worthwhile to learn how by writing some together. Teach students that an introduction between characters can be created when one character sees (face or body part), hears, feels or smells something. Next, reveal who the second character is and follow it up with the first character's reaction.









WORD WEB

MODEL

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List nouns	List verbs.	
Introduce 1st character. boy named_____ 	What is he doing? skateboarding zipping skidding whizzing	Where? park path sidewalk
boy 	smelled sniffed inhaled 	terrible horrible disgusting stench odour smell
boy saw two  pair	beady eyes glowing eyes bright eyes 	glinted glared gleamed
It was	big/huge/large	skunk 
 boy's eyes 	bugged out/popped/widened	

Tom skids across
the path. At that very
moment Tom sniffed a
horrible scent! Two
beady eyes stared at
him.
It was a great big
skunk, Tom's eyes bugged
out!

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