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

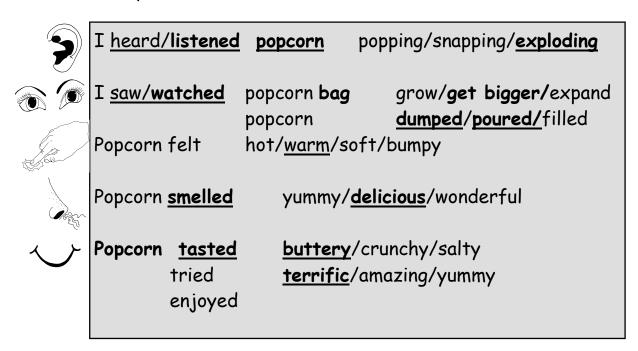


IMPORTANT NOTE:

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.

3	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:



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

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.

^{*}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)

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

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WORD WEB

MODEL

WRITE

SHARE

EDIT

Season: Spring

What is seen, heard, felt.







	List nouns What?	List verbs. What is it doing?	
Carrie of the Ca	butterfly	flitted/danced/darted	
	clouds	floated/drifted/sailed	
a Tillis	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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ond 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

<u>a co</u>	yote 1	eapin	ig that	the-	-Tall-	gras	SS.
Lots	of pe	ople.	stro	Hed-	- by:	hese	<u> </u>
were	the	signs	of s	Dring -	Isam	and	heard
in Fish	Creek	zPa	rk				

Sensory Imagery in Creative Writing

Sensory imagery is also used in creative writing for meetings between 1. 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 SHARE WRITE **FDIT**

List n	ouns		List verb	os.		
Introduce 1st character.			What is he doing?		Where?	
boy no	amed	•	skateboardi	ng	park	
			zipping skidding whizzing		path sidewalk	
boy	smelled	\ †	errible	sten	ch	
(3,3)	sniffed inhaled		orrible isgusting	odou smel		
boy so	aw two	beady	eyes	glir	nted	
(100)	pair	glowin bright	ig eyes	gia	glared gleamed	
It was	3	big/hu	ıge/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 staredat
him.

It was a great big
skynk, Tomseyes bugged
out!

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