

The Snowy Day

by a grade one student

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The Snowy Day is a journey circle story pattern with a subplot of physical transformation. This example has been taken from the lessons in the book Sequence Stories by JoAnne Moore.

The object of sequence story writing is to develop fluency, improve sentence sophistication and broaden vocabulary while teaching story structure. This type of guided instruction enables weak writers to achieve success while stimulating strong writers to go beyond the pictures and add in their own ideas. As early writers, children are usually so thrilled to write a story which makes sense and has an engaging vocabulary that they don't seem to notice or care if others sound similar. It has been my experience that after three or four guided stories, students begin to branch off and change parts of the beginning, middle, or end. Sometimes the structure remains intact, but students simply add in their own ideas as extra parts. Gifted students, even at very young ages, can be challenged to change any or all parts of the story or to springboard off the given vocabulary and create their own. Wondering if there is any value in writing stories from pictures? Keep in mind, that students who write achievement story writing tests usually face picture prompts. It only makes sense to give them lots of experience working from pictures prior to exams.



Yelled Hanna. It's going
to be fun said
seth as they zipped
up their jackets. Hopping
into their boots, they
dashed out the door.

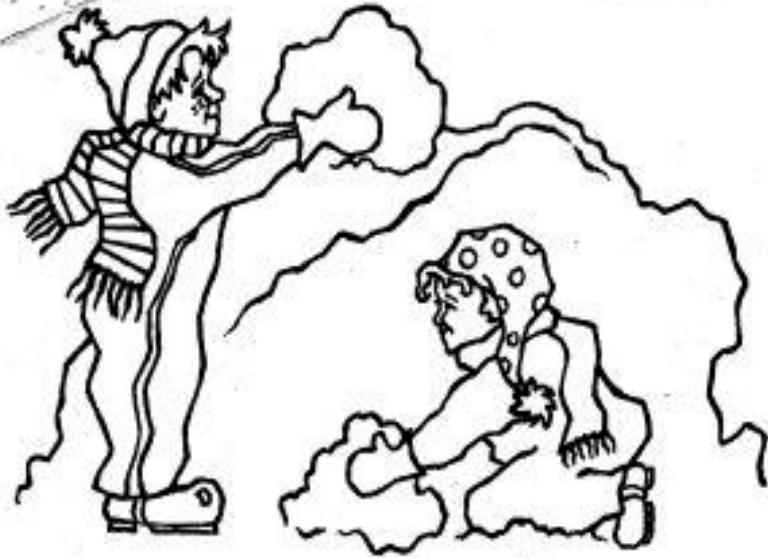
Hanna grabbed one
end of the sled and
Beth grabbed the
other end of the sled.
Trudging up the hill
they leaped onto
the sled. Wheel they
whizzed down the
hill. Suddenly they
smacked a tree stump!
Aaaa! Thump!
they flew off!

Webbing Page 2 for a Snowy Day

1. Begin lesson by having some children share what they wrote the day before with the class.
2. Brainstorm webbing on chalkboard with class for page two.
3. Have children re-read everything they wrote the previous day and then write the second page.

- | | |
|-------------|---|
| 1. Children | climbed/trudged/plodded

leaped
raced |
| 2. sled | zoomed
zipped
flew
whizzed |
| 3. felt | wind blowing on their faces
wet snow |
| 4. voices | screamed
shouted
whooped |
| 5. actions | skidded to a stop/tumbled off/
smacked into a _____/
knocked off/sailed through the air |



Hey said Hanna Do you
 know where we are?
 No said Seth I'm scared
 and hungry. I have an
 idea! shouted Hanna.
 Let's build a snow

Webbing Page 3 for a Snowy Day

1. Begin lesson by having some children share what they wrote the previous two days with the class.
2. Brainstorm webbing on chalkboard with class for page 3.
3. Have children re-read everything they wrote the previous two days and then write the last page.

- | | | | |
|-------------|-------------------------|----------------|----------|
| 1. Children | rolled | | |
| | packed | snowballs | snowfort |
| | stacked | | |
| | piled | | |
| 2. felt | wet mitts | | |
| | cold hands | | |
| | shivered/quivered/shook | | |
| 3. face | nose turned red | | |
| 4. heard | Whizz! | | |
| | Plop! | snowballs flew | |
| | Smack! | | |
| 5. Children | plodded home | | |
| | ran home | | |
| | trudged home | | |
| and | slurped | hot chocolate | |
| | sipped | | |
| | gulped | | |

fort. Packing snow
blocks they built a
fort. They rested in-
side and crunched
some snow. Sudden-
ly Hanna heard voices
calling. MOM! DAD! We're
here! shouted the child-
ren. Dashing out of the
fort they hugged their
parents and raced
all the way home. The
End