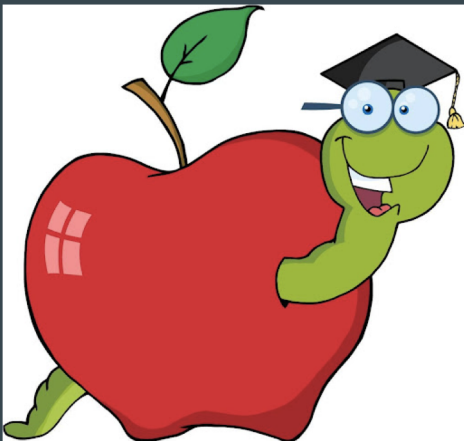


EDLL 3200-01

Writing Teacher Portfolio

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Sahara Lafferty



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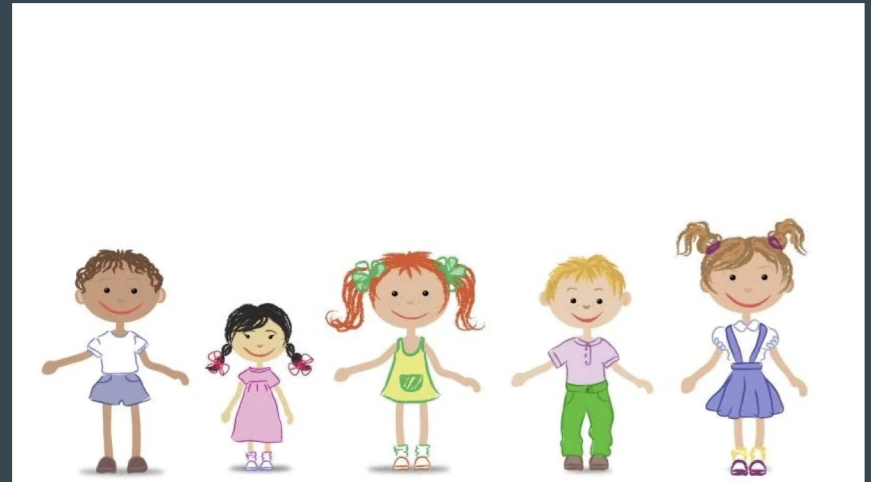
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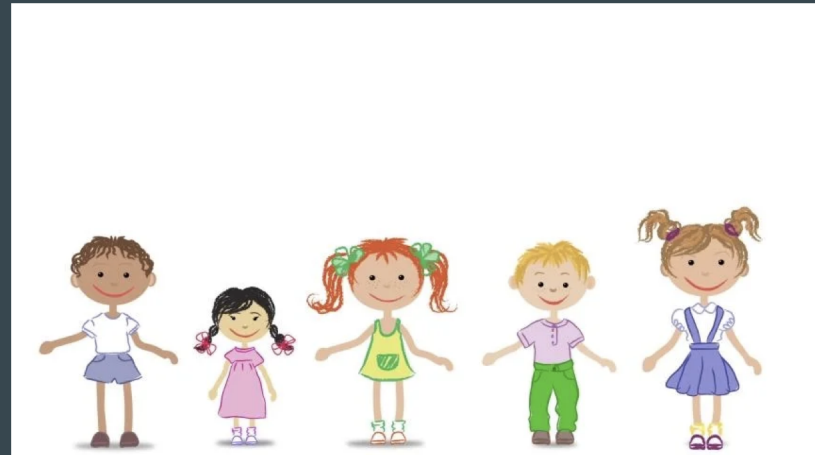
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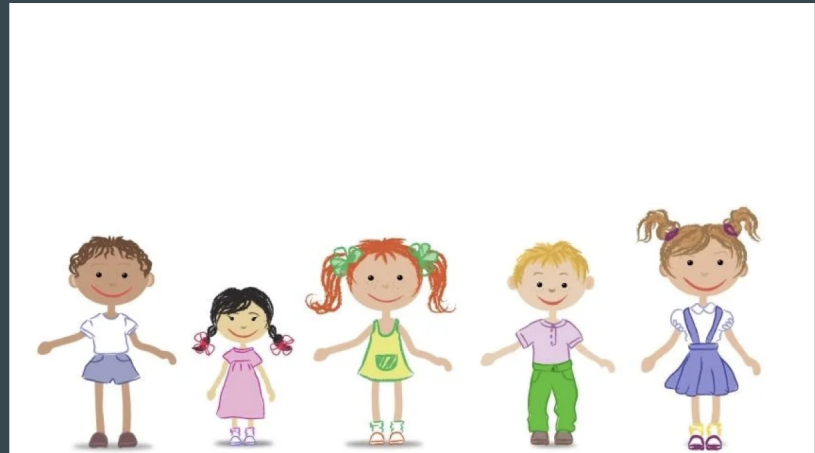
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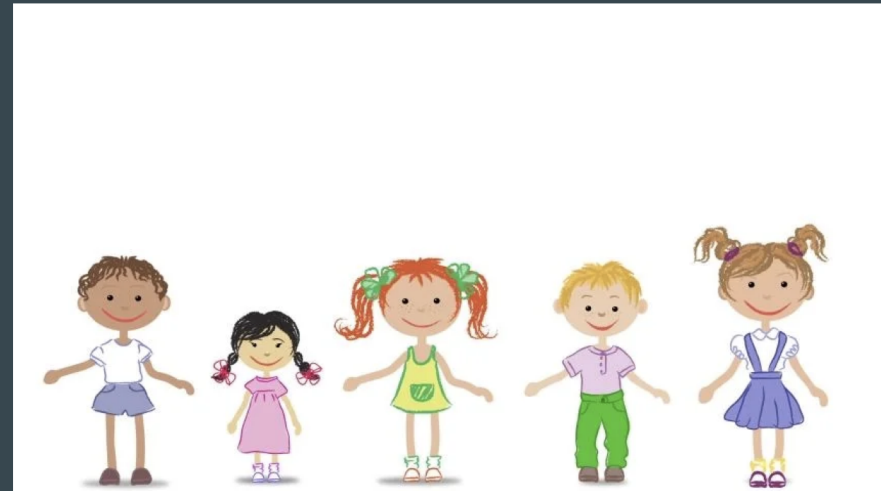
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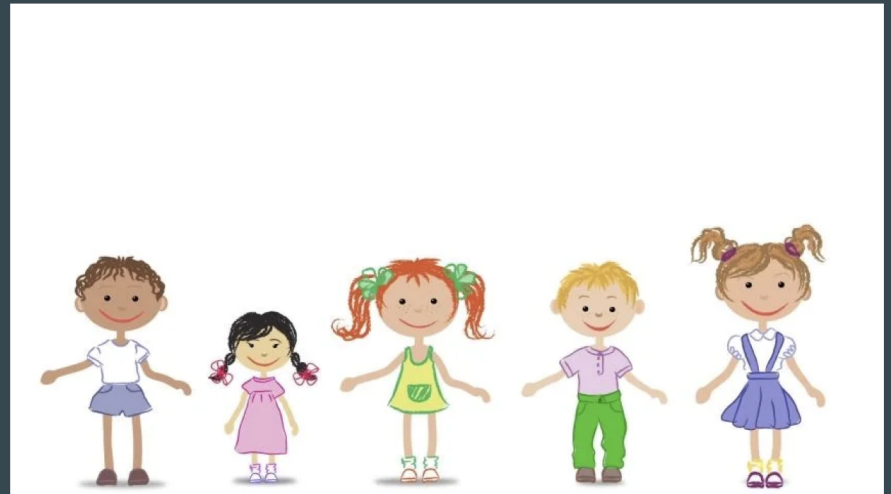


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38. Fix up the Sentence

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40. Character Journal



DISCLAIMER

- All of the slides/ideas contain screenshots of the activities. I do have the physical copies in a binder at home but I thought it would be easier for this assignment to do it digitally.

Indigenously Inspired

1) 7 Grandfather Teachings

The 7 grandfather teachings is the Anishinaabe framework that has been passed down from generation to generation in the collaboration to restoration of the Indigenous cultural values, belief and practices. SD73 along with other school districts use the 7 grandfather teachings as their foundational framework.

How:

The seven grandfather teachings can be used in classes of all ages and adapted as needed. This example is one of the many ways you can connect to the 7 teachings within your classroom. Students can colour the picture of the animal and values they are currently learning about. They can then write about how they see themselves as that animal and in what way.

Bear - Courage

Eagle - Love

Beaver - Wisdom

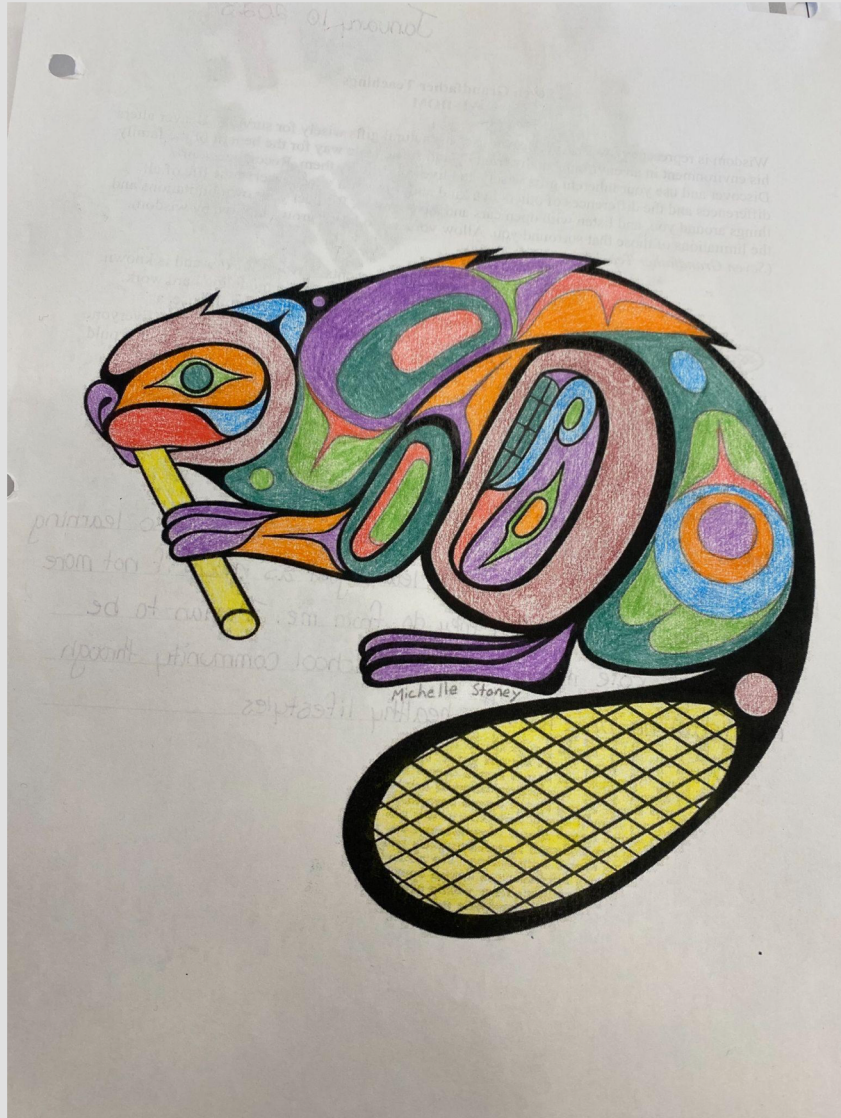
Salmon - Respect

Turtle - Truth

Swan - Honesty

Coyote - Humility

7 Grandfather Teachings Examples



January 10 2025

**Seven Grandfather Teachings
WISDOM**

Wisdom is represented by Beaver. Beaver uses his natural gifts wisely for survival. Beaver alters his environment in an environmentally friendly and sustainable way for the benefit of the family. Discover and use your inherent gifts wisely and live your life by them. Recognize your differences and the differences of others in a kind and respectful way. Observe the life of all things around you, and listen with open ears and a clear mind. Respect your own limitations and the limitations of those that surround you. Allow yourself to learn, grow, and live by wisdom. (Seven Grandfather Teachings, Gloria Hope)

Beaver *squ7uwi* represents **Wisdom** *slexléx* and is known to guide communities through role modeling hard work. The pictograph in beaver represents the pithouse, a traditional winter home of the Secwépemc people. Everyone needed to work together to create this home. Women would decide where the home would go, men would gather supplies, and together they would build a home to survive the winter months. (<https://www.sd73.bc.ca/en/our-district-board/seven-grandfather-teachings.aspx>)

In my teaching practice, I am Beaver when I

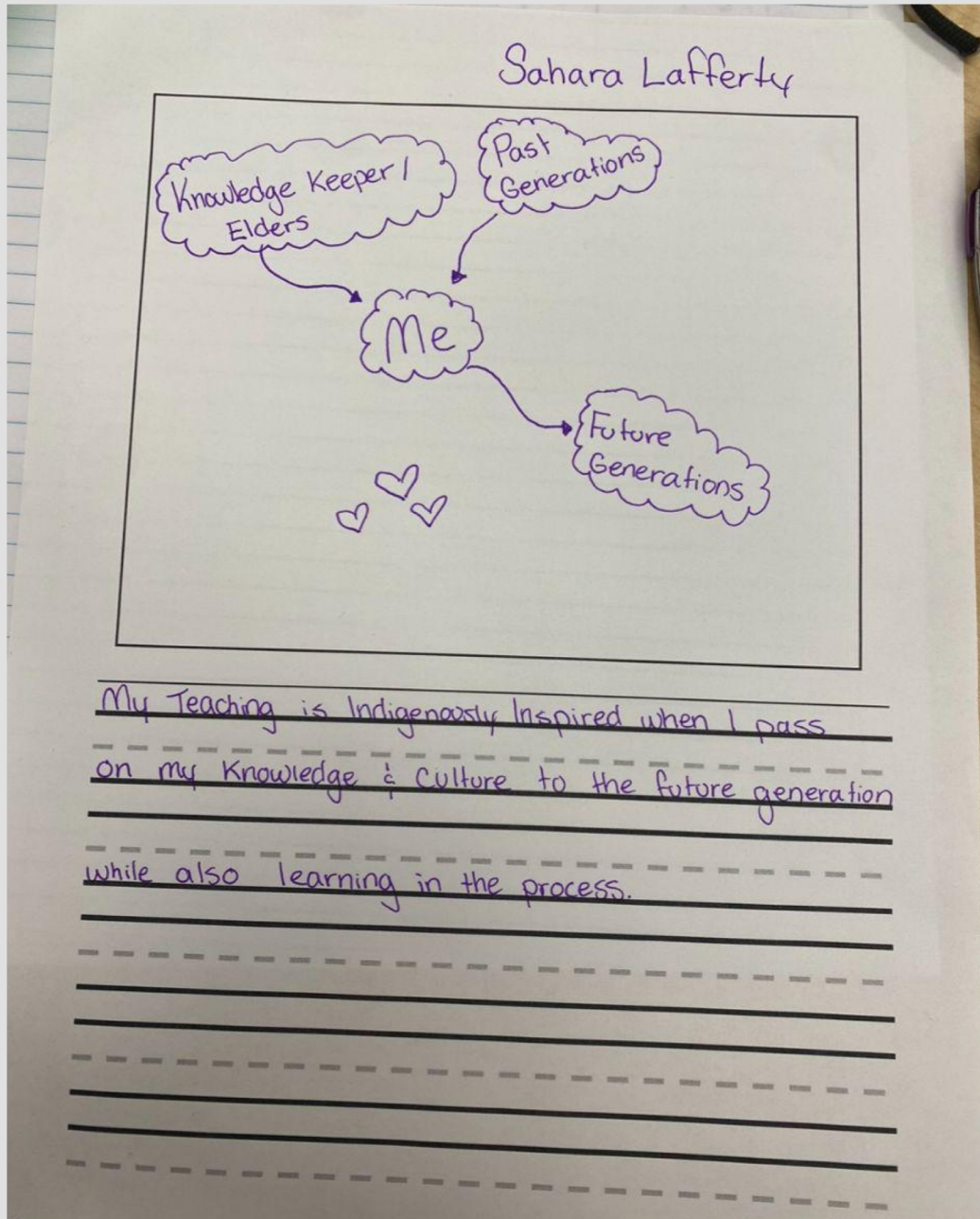
pass on my knowledge to my students while also learning in the process. I want to learn just as much if not more from my students than they do from me. I plan to be a positive role model within the school community through my teaching and love for healthy lifestyles.

2) “How is my Teaching Indigenously Inspired?”

The “How is my Teaching Indigenously inspired?” was a brainstorm and writing activity about how I thought my teaching was Indigenously inspired. This question could be adapted to any class material such as “How is this book Indigenously Inspired?” It is a great way for students to reflect on how so many things in this world are Indigenously inspired or can be. This gives the students the chance to reflect and broaden their understanding. It can also be adapted for any grade level by providing different writing style pages. (Some can draw, write small paragraphs, or even essays.)

****This can also be used for teachers to think about how their teaching practice is Indigenously inspired and to think about what ways they can Indigenously inspire it.****

"How is my Teaching Indigenously Inspired?" Example



Assessment

3) Self Assessment

Self assessments are a great tool for students to reflect on their learning. They can be adapted to fit the need of any learner as you can see in the next slide. The pictures of the self assessment are meant for Kindergartens and allow the students to draw or use symbols but they can also have spaces for older students to write their personal reflections on their work. I will use self assessments to provide the students with the opportunity to self evaluate and make judgements about their learning process while also practicing their writing.

Self Assessment Example

Name: _____

K-1 Writing Checklist

I can stretch out my words.	<u>cat</u>	<input type="checkbox"/>
I can use a capital letter to begin.	<u>Billy</u>	<input type="checkbox"/>
I can use finger spaces.	<u>The ball is red.</u>	<input type="checkbox"/>
I can use punctuation or ending marks.	<u>The cat ran.</u>	<input type="checkbox"/>
I can write neatly.	<u>boy</u>	<input type="checkbox"/>
I can make my sentence fun!	<u>The brown cat meows.</u>	<input type="checkbox"/>

When we color, we...

Stay in the lines.	Make the white go away.	Use sen.

Name: _____

K-1 Writing Rubric

(Use with the checklist on the previous page.)

I can...	0	1
I can stretch out my words.	My words are stuck together.	My words have letters with spaces between them.
I can use a capital letter to begin.	My sentence starts with a lower case letter.	My sentence starts with a capital letter.
I can use finger spaces.	There are no spaces between my words. They are smoothed together.	I have eraser sized spaces between my words.
I can use punctuation or ending marks.	My sentence does not have a mark at the end.	My sentence has a mark at the end, like a period.
I can write neatly.	My handwriting is very hard to read.	My writing is neat and stays on the lines.
I can make my sentence fun!	My sentence is very short.	My sentence describes things.
My goal is 6 points!		TOTAL :

Name: _____ Date: _____

Writing Self-Assessment

My sentences begin with capital letters.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
My sentences end with a punctuation mark.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I have a pet cat.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I use finger spaces between words.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The dog is brown.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
My handwriting is neat. It is on the lines.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I spell most words right.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
My picture matches my writing. I colored my picture neatly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Name: _____ Date: _____





































Writing Self-Assessment

My sentences begin with capital letters.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
John has a pet fish.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
My sentences end with a punctuation mark.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I have a pet cat.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I use finger spaces between words.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The dog is brown.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
My handwriting is neat. It is on the lines.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I spell most words right.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
My picture matches my writing. I colored my picture neatly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4) Writing Checklist

Writing checklist are a great tool to remind students what they need to focus on within their writing. It is used as a checklist for the students to check off the tasks they finished to keep their writing organized. I will have writing checklist posted on the wall as a poster as well as available to each individual student to use personally. The students and I would go through every task on the checklist to ensure understanding of the writing process before we use the checklists. The checklist can be adapted for any grade level as well as individually for each student to meet their needs.

Writing Checklist Example

Writing Checklist ✓  I can write neatly.  I can use capital and lowercase letters  I can add punctuation to my sentences  I can use finger spaces  I can search for spelling clues  I can go back and re-read my writing	Writing Checklist ✓  I can write neatly.  I can use capital and lowercase letters  I can add punctuation to my sentences  I can use finger spaces  I can search for spelling clues  I can go back and re-read my writing	Writing Checklist ✓  I can write neatly.  I can use capital and lowercase letters  I can add punctuation to my sentences  I can use finger spaces  I can search for spelling clues  I can go back and re-read my writing
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5) Writing Rubric

Writing rubrics are a tool for teachers to help the students achieve a clear and defined target. They help students understand the expectation as well as encourage self assessment and self directed learning. This allows for students to be more aware of their learning process and for the teacher to provide clear and detailed feedback. Rubrics can be adapted for any grade level and learner. I will use writing rubrics to provide feedback as well as clear expectations for my students.

Name _____



Writing Rubric

	Needs Guidance	Developing Skills	Meets Standards	Exceeds standards
Conventions Student uses accurate punctuation. Student uses a capital letter when appropriate. Student writes most high-frequency words correctly and uses knowledge of spelling patterns to sound out words.	1	2	3	4
Organization Student has a beginning, middle, and end. Transitional words are used appropriately. There is an opening and a sense of closure.	1	2	3	4
Content/ Ideas Student stays on topic and has interesting details. Student "shows" reader using descriptive detail.	1	2	3	4
Sentence fluency Student has a variety of sentence lengths. Few choppy or run-on sentences. Sentences are complete and make sense.	1	2	3	4
Word Choice Student uses interesting words (action verbs/ descriptive adjectives). Few repetitive words.	1	2	3	4
Voice Student shows personality. The writing is engaging.	1	2	3	4
Writing Process Student applied the writing process with appropriate guidance to create a finished product.	1	2	3	4
Comments/Goals		Total:		

Writing Rubric Example

Classroom Resources

6) Leveled Writing

Leveled writing resources are a great way to help give the students within your classroom choice as well as meet every student where they are at in their writing journey. I am going to provide leveled writing for most writing activities I do within my classroom. They give the students a choice in how they want to express their learning/writing. This is also a great way to adapt your lessons for UDL and DI.

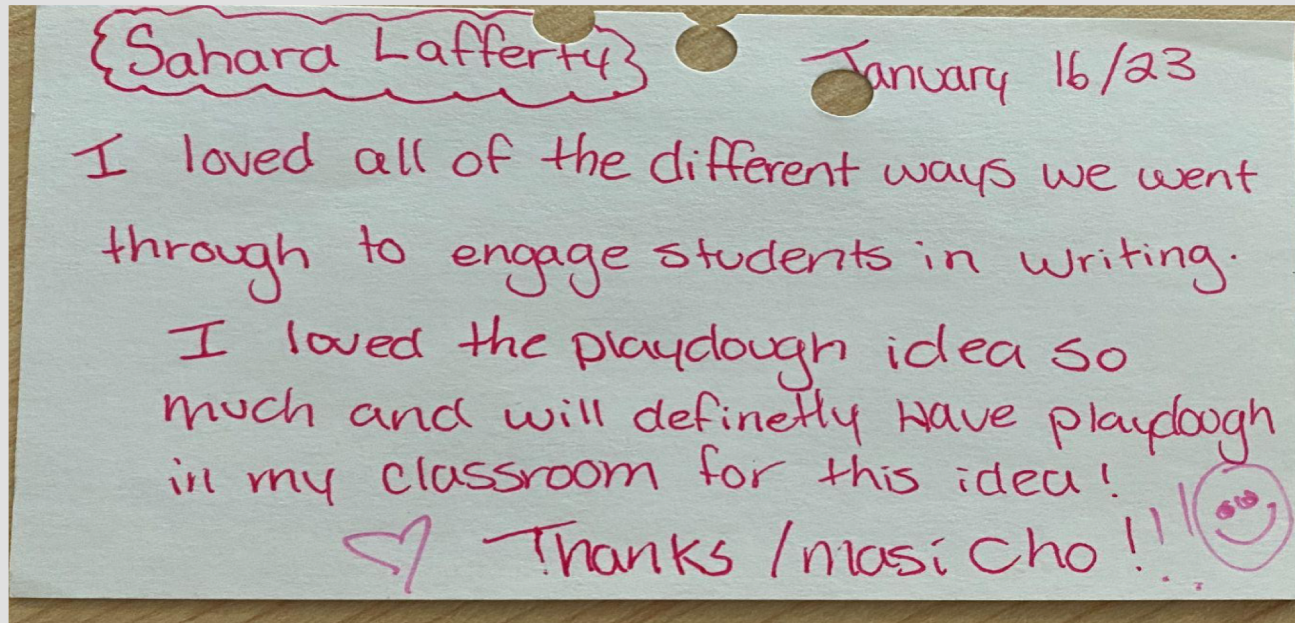
Leveled Writing Example

The image displays five overlapping writing templates, each with a thick black border and rounded corners. Each template features a 'Name' label at the top left, followed by a large rounded rectangle for a drawing. Below the drawing area are several horizontal lines for writing, with some lines being solid and others dashed. The templates are arranged in two rows: three in the back and two in the front. The front-most template on the right has a pink corner. The templates contain horizontal lines for writing, with some lines being solid and others dashed.

7) Exit Tickets

Exit tickets are a great way for you as a teacher to collect quick feedback and understanding at the end of a class/lesson. They provide the opportunity for students to reflect on their learning and understanding of the material. They are questions around what was learned asked at the end of a lesson that is collected before you move on. I will use this weekly within my classroom to help me build and adapt my lessons based on the students understanding.

Exit Tickets Examples



8) The Writing Process Poster

The writing process poster is a great tool to be posted within the classroom for students to reference when needed. The poster can help students stay on track and allow for less confusion around the topic. In the example you can see the clothes pins with individuals names to keep track of where everyone is within the process. I could see myself using this idea in the future. I will definitely have the poster posted within my classroom and reference it where possible.

The Writing Process Poster Example

Where We're at in the
WRITING PROCESS

PREWRITING

- Choose a topic.
- Set a purpose.
- Collect facts.
- Brainstorm and organize ideas.

DRAFTING

- Create a rough draft that will later be improved on.
- Organize your ideas into sentences and paragraphs.

REVISING

- Review and improve your draft.
- Make any changes or additions in word choice, organization, and descriptive details.

EDITING

- Make any corrections needed in spelling and grammar.
- Reread each sentence to make sure they all make sense.

PUBLISHING

- Write a final copy of your corrected writing.
- Get ready to share your writing with your readers.

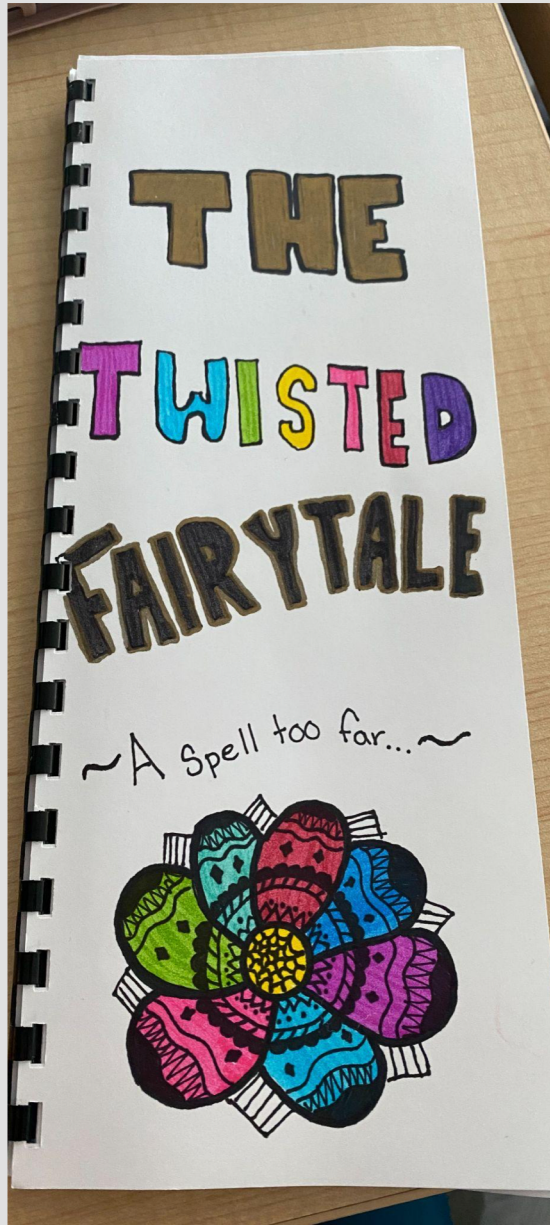
Names on clothespins: Jack, Charlie, Sam, Nalan, Sam, Lyla, Beatriz, Bienda, Sara, Charlotte, Olivia, Nicholas.

Write the Best Reading

9) Coil Binder for Publishing

Coil binders for publishing is a great tool to help with motivation and pride in student writing. When the students know that their writing is going to be “published” they gain a sense of pride and motivation. I will use this idea in my classroom to make published books that can be added to my classroom library for students to read as well.

Coil Binder for Publishing Example



Brainstorming

10) Small Moment Brainstorm

This brainstorming idea is a great tool that can help students connect to their writing as well as connect ideas within their head onto paper. The worksheet example on the next slide can be adapted to fit the needs/interest of any student. Writing down ideas and different moments can help a student come up with more ideas a like and help put their thoughts into writing.

Small Moment Brainstorm Example

Small Moment Story Ideas


Name _____ # _____

<p>A time I felt joyful....</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>A time I felt sad....</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>A time I felt frightened....</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>A time I felt excited....</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>A time I felt mad....</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>A time I felt embarrassed....</p> <hr/> <hr/> <hr/> <hr/> <hr/>


11) Padlet: Collaborative Brainstorm Website

The padlet website is a cool way to collaboratively brainstorm about an idea or topic online. It can be monitored or done anonymously depending on the needs/wants of the classroom. This is a great tool to connect to the students as well as give the students that may not always speak up a voice/platform to do so. I can see myself using this tool in the future to brainstorm or to get ideas from my students. I could also see myself using it as a question platform to allow students to ask me questions they may not be comfortable doing in person anonymously.


Padlet: Collaborative Brainstorm Website Example

 **Types of Written Text (Section 1)**
Let's brainstorm ALL of the types of written text we know! To add a type, click the + in the bottom right corner. Be sure to include your name!


Anonymous 1m
Monologue
♥ 1 ○ 0
Add comment

Anonymous 1m
A resume

♥ 1 ○ 0
Add comment


Anonymous 1m
To do list
♥ 0 ○ 0
Add comment

Anonymous 1m
Manifesto (Rebekah)

♥ 0 ○ 0
Add comment


Anonymous 1m
Stream of consciousness
♥ 0 ○ 0
Add comment

Anonymous 1m
A letter

♥ 0 ○ 0
Add comment


Anonymous 1m
Screenplay
♥ 0 ○ 0
Add comment

Anonymous 1m
Reddit Rant

♥ 0 ○ 0
Add comment

Maxine Dufoe 1m
Play
♥ 0 ○ 0
Add comment

Anonymous 1m
Monologue

♥ 0 ○ 0
Add comment

Anonymous 1m
Tweet
♥ 0 ○ 0
Add comment

Anonymous 1m
Status Update (astraea)

♥ 0 ○ 0
Add comment

Anonymous 1m
Shopping List
♥ 0 ○ 0
Add comment

Anonymous 1m
Text message
♥ 0 ○ 0
Add comment

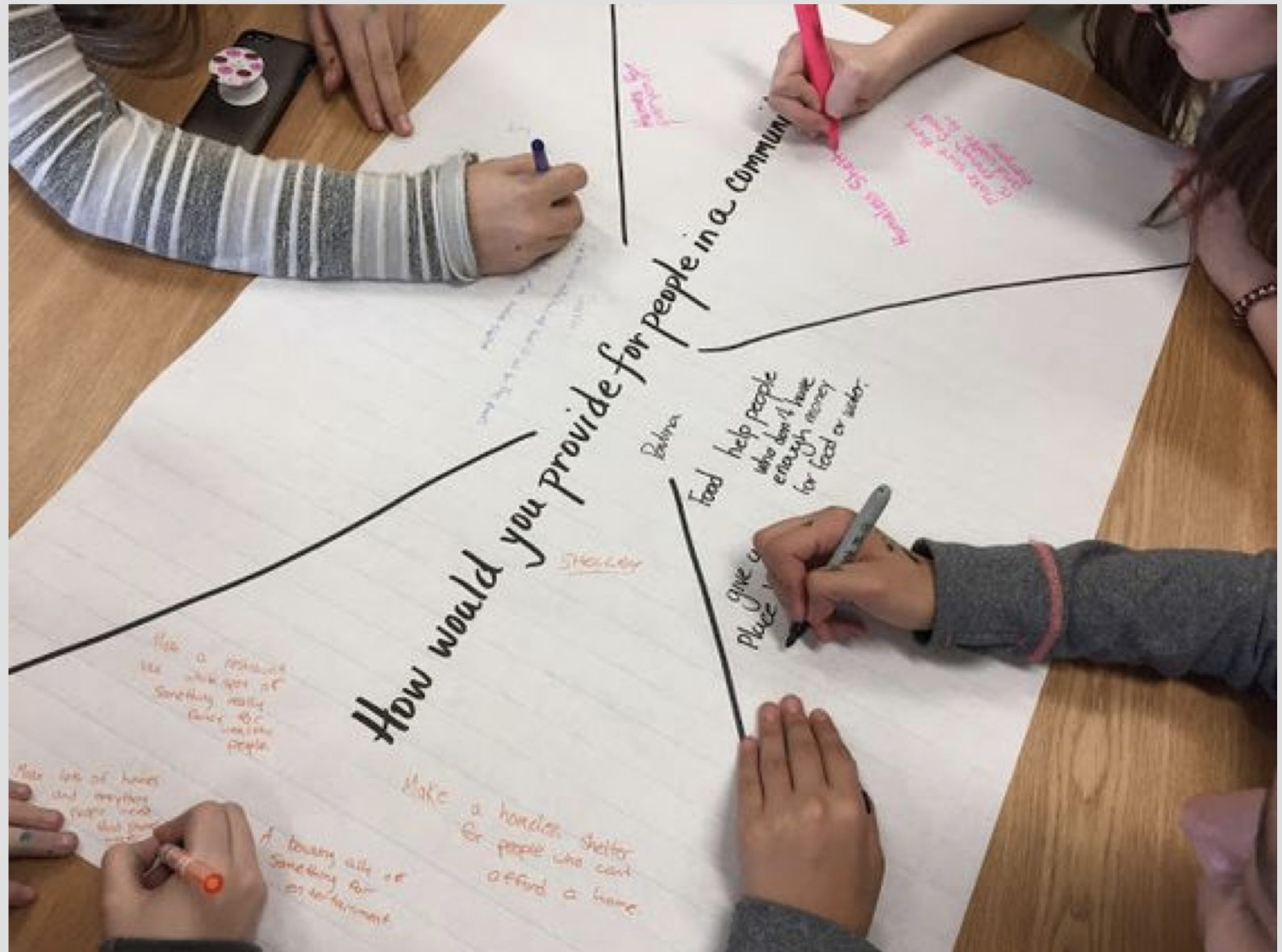
Anonymous 1m
Haiku
♥ 0 ○ 0
Add comment

Maxine Dufoe 1m
Descriptive
Draft 1

12) Class Prewriting Strategies Brainstorm

This brainstorm idea can be done in a variety of ways whether on the whiteboard as a class, in small groups or with a partner. It is a class prewriting strategy brainstorm to talk about all of the different strategies to prewriting. When we did this in class, I was amazed by all of the different strategies that I didn't even think about that I could see myself using eventually. This could be helpful for any student and give them a variety of ideas and strategies for their prewriting.

Class Prewriting Strategies Brainstorm Example



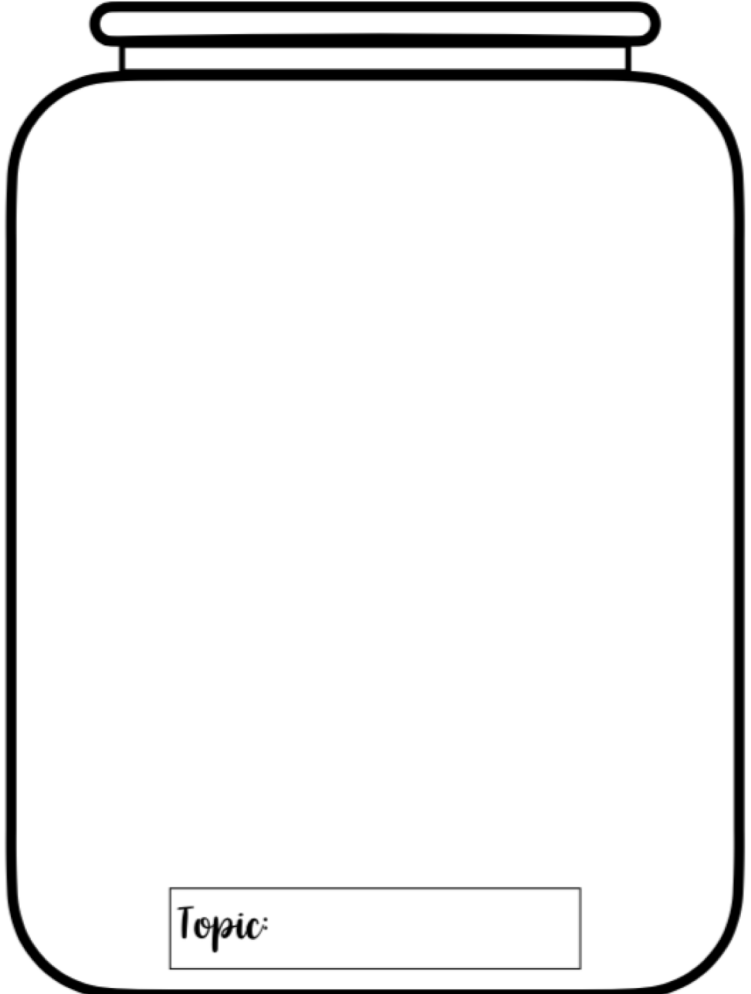
13) My Idea Jar Brainstorm

My idea jar brainstorm is this empty jar that students throw all their random ideas within. The students can represent their thoughts however they want as it is just a brainstorm before they write. This activity allows students to write down all of their thoughts and ideas freely without any expectation. This activity encourage creative thinking and it is a great way for students to get all of their thoughts on paper and to provide more options and ideas.

My Idea Jar Brainstorm Example

Name: _____

My Idea Jar



Topic:

missallennapple

EXAMPLE

My Idea Jar



First Child Astronaut

Astronaut  Discover Stars

Australian Space Shuttle

Space Monsters

Aliens Travel to Moon 

Animals in Space

Stop a Meteor 

Save the World

Broken Spaceship

New Planet 

Moving to A Planet

Topic: Space Story

missallennapple

Prompts

14) Would You Rather?

The would rather prompts can encourage students creative thinking as well as encourage the students interest in a topic. These prompts give the students a choice in what they are going to write about and can be fun and adapted to their interest. I will use this in my future classroom as a writing prompt.

Would You Rather Example

WOULD YOU RATHER

take a one-week trip to the foreign country of your choice



take a four-week trip around your own country?

WOULD YOU RATHER

play on a baseball team that always wins, but always has to play in the rain



play on a baseball team that always plays in sunny weather, but also always loses?

WOULD YOU R

be given \$1,000 right now



be given \$50 a month for the rest of your life

WOULD YOU RATHER

have to wear shoes that are two sizes too small



have to wear shoes that are five sizes too big?

WOULD YOU RATHER

be banned from all computer use for a year



not be allowed to eat any desserts or sweets for a year?

WOULD YOU R

be incredibly wealthy but never fall in love or get married



have a happy marriage but be poor

WOULD YOU RATHER

be able to control the weather



be able to talk to animals?

WOULD YOU RATHER

live in Narnia



attend school at Hogwarts?

WOULD YOU R

have bright blue eyes



have bright blue hair

List Format

WOULD YOU RATHER...

1	take a one week trip to the foreign country of your choice	or	take a four week trip around your own country
2	play on a baseball team that always wins but always has to play in the rain	or	play on a baseball team that always plays in sunny weather, but also always loses.
3	have to wear shoes that are two sizes too small	or	Have to wear shoes that are five sizes too big
4	be banned from all computer use for a year	or	not be allowed to eat any desserts or sweets for a year
5	be able to control the weather	or	be able to talk to animals
6	live in Narnia	or	attend school at Hogwarts
7	be given \$1,000 right now	or	be given \$50 a month for the rest of your life
8	be a famous actor	or	discover the cure for cancer
9	be incredibly wealthy, but never fall in love or get married.	or	have a happy marriage but be poor
10	have many friends, but no close friends	or	have just one or two close friends
11	have bright blue teeth	or	have bright blue hair
12	lose one arm	or	lose one leg
13	be able to fly	or	be able to turn invisible
14	get to take a shower every day, but you have to take a cold shower	or	only get to shower once a week, but you get to take a hot shower
15	Not be allowed to eat your five favorite foods for an entire year	or	Be allowed to eat only your five favorite foods for an entire year.
16	have a very strict teacher, but learn a lot	or	have a really nice teacher but not learn much
17	have a friend that was really fun to be with but not very nice	or	have a friend who is kind of boring but also very kind
18	have a job that you hate, but that pays you millions of dollars a year	or	have a job that you love that pays you just enough to get by

15) Writing With Our 5 Senses

Writing with our five senses is a writing prompt for students to think about a topic from their five senses point of view. This is a good tool for students to think creatively when writing. I could see myself using this like the picture in the example to write about a specific topic like spring or even to make a poem about a specific topic.

Writing With Our 5 Senses Example

Name: _____

What do you see, hear, smell and touch in the spring time?

I see...		I hear...
	I smell...	
		
I taste...		I touch...

Copyright www.mylearningstation.com Early Childhood Educational Resources Teaching Station

5 Senses Poem

It looks bright yellow

It sounds like splashing water


It smells like lemons

It feels wet

It tastes sour

What could it be?

Lemonade!



16) A Picture Says 1000 Words

Pictures are a great tool for students to connect to their writing. Like the title says, a picture can say 1000 words and have different meanings for everyone. I can see myself putting a picture up within the classroom as a prompt and letting the students write whatever comes to mind.

A Picture Says 1000 Words Example



17) Random Objects

I was introduced to the “random objects” idea this semester in EDSO and fell in love with it and will definitely be using it in my classroom. The teacher gets an assortment of random objects and lays them out for the students to look at. The students take turns picking an object from the table and writes whatever comes to mind when they see that object. If needed the students can pick an object and brainstorm before they write as well. As the students decide what object they want to choose they will come up with more and more stories/ideas in their head. (At Least I did)

Random Objects Example



18) Opinion Writing

This writing prompt once again provides students with choice in which topic they prefer. It also allows the students to explain their reasoning/opinion on the topic in three separate “paragraphs” and a conclusion. This prompt can be adapted to the individual student and their interest. This is another great prompt to use within the classroom.

Opinion Writing Prompts Examples

Opinion Writing

Name: _____

Prompt

Do you prefer apples or carrots?

Color One



or



I prefer

Reason 1

Reason 2

Reason 3

Conclusion

Opinion Writing

Name: _____

Prompt

Do you prefer lunch or recess?

Color One



or



I prefer

Reason 1

Reason 2

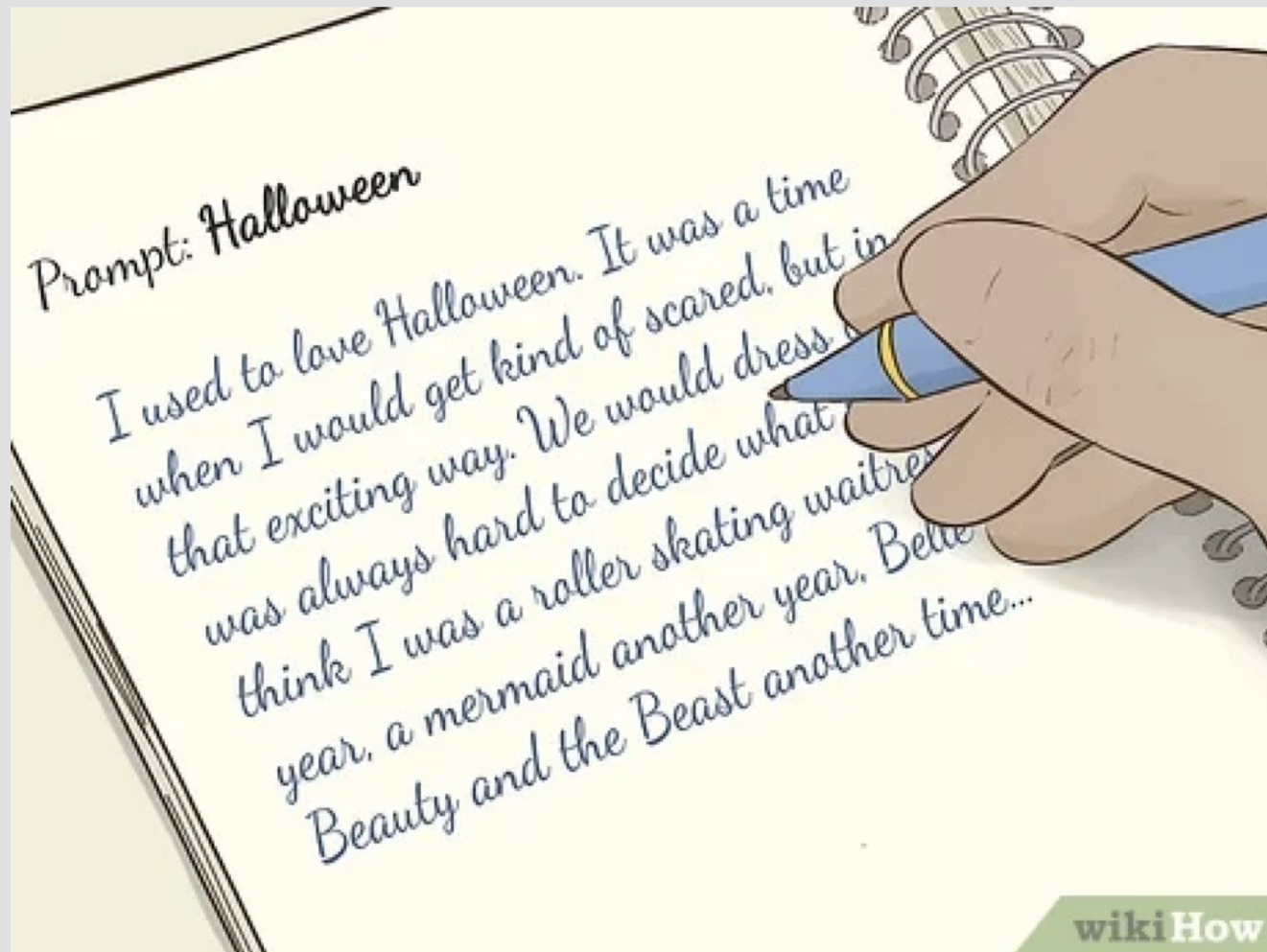
Reason 3

Conclusion

19) Reading Response Journal

The reading response journal is a way for students to write about their thoughts and feelings about the text they are reading. The journal is a place that students can write about their insights, questions and reactions they may have. It provides the students with the opportunity to share their “in head” thoughts/responses. The journals help the students reflect on their reading and further comprehension. It places the student at the center of their learning serving as record of what they are thinking. I would use the reading response journal with any grade level and allow students to represent their learning however they want in the journal (art, doodles, writing)

Reading Response Journal Example



20) Prompt and Playdough

This idea was introduced to us in the beginning of the semester and I instantly knew that I needed playdough in my classroom. Playdough can be used as a prompt to help stimulate the students thought process. The teacher can give the students an idea and as they brainstorm their idea they can use play dough to come up with how they will eventually write this idea out. For students like me that are very fidgety and need to move, this is a great activity to physically go through the process of brainstorming with a prompt.

Prompt and Playdough Example


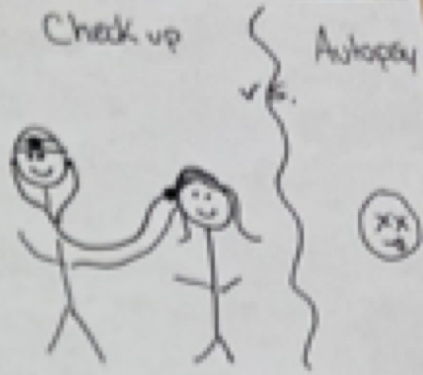


Graphic Organizers

21) CSI Chart

CSI Charts can be used as a way for students to organize their ideas, thoughts and learning on one page. **C** stands for colour, so the students will come with a colour that represents whatever idea they are thinking about and explain it below. **S** stands for symbol where students come up with a symbol to represent the topic and explain it as well. Lastly **I** stands for image and is where the students will draw an image to help explain the topic. This is a great tool to organize the students thought process in writing and drawings.

CSI Chart Example

C	S	Sahara Lafferty I
<p>GREEN</p>		<p>Check up</p>  <p>Autopsy</p>
<ul style="list-style-type: none"> • Low stake • No pressure • Document & Adjust 	<ul style="list-style-type: none"> • Doctor check up before death <ul style="list-style-type: none"> ↳ Suggestion given to avoid death and adjust lifestyle 	<p><u>Check up</u></p> <ul style="list-style-type: none"> ~ Document ~ Adjust ~ Check in <p><u>Autopsy</u></p> <ul style="list-style-type: none"> ~ How you did ~ Document for others

22) KWL Chart

The KWL chart is a tool for students to write down K(What do I already know) W(What do I want to know) L (What did I learn?) This can be done in the span of one lesson or throughout a unit. This gives the students the opportunity to think about prior knowledge, reflect on what they learned as well as think about what what they want to learn as well or any questions they might have. This activity can be used cross curricular in most grades.

KWL Chart Example

Your Name: Sahara Lafferty

Brainstorming Topic:

K (What do I know?)	W (What do I want to know?)	L What did I learn?
<ul style="list-style-type: none">~ Cross Curricular~ 9-10 lessons ish (couple weeks)~ Hook~ Compilation of related lessons~ progressive <p>Clear beginning, middle, end</p> <p>Common theme</p> <p>Related</p>	<ul style="list-style-type: none">~ Best place to start?~ How descriptive does it need to be?~ How to make a Cross - Curricular Connections?~ Best way to end a unit plan?~	

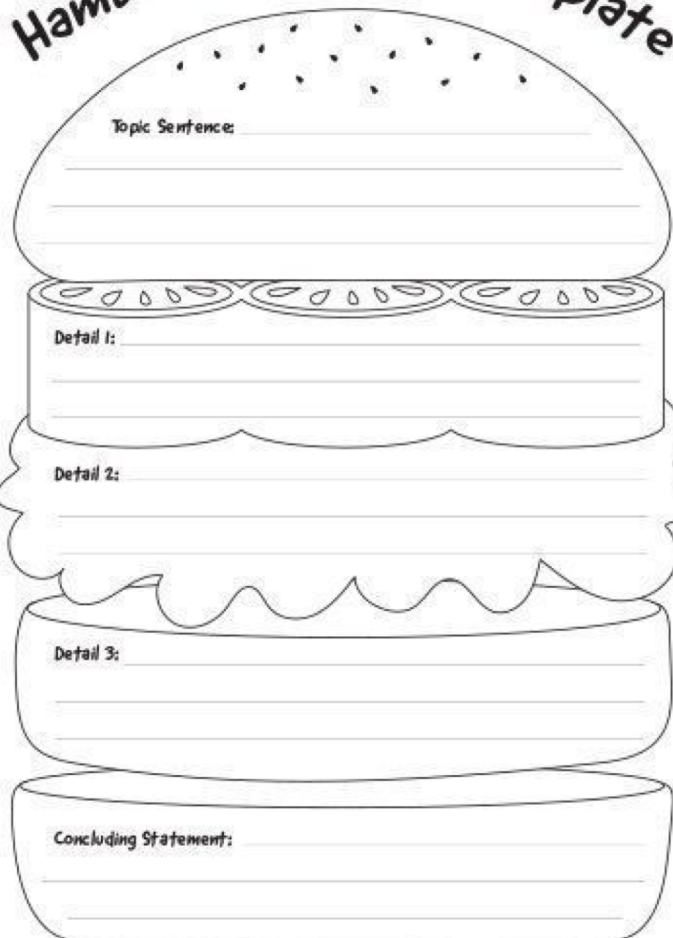
23) Graphic Organizer

There are so many different styles of graphic organizers available but I put two that I really like in the next slide. Graphic organizers help the students visualize and construct ideas, organize their thoughts and to plan what they are writing. Graphic organizers help students understand the organization of their writing. I will use these as a prewriting skill/idea within my classroom.

Graphic Organizer Example

Name: _____ Date: _____

Hamburger Writing Template



The template is shaped like a hamburger with five layers. The top bun is labeled 'Topic Sentence:' and has three lines of writing space. The first patty is labeled 'Detail 1:' and has two lines of writing space. The second patty is labeled 'Detail 2:' and has two lines of writing space. The third patty is labeled 'Detail 3:' and has two lines of writing space. The bottom bun is labeled 'Concluding Statement:' and has two lines of writing space.

Topic Sentence:

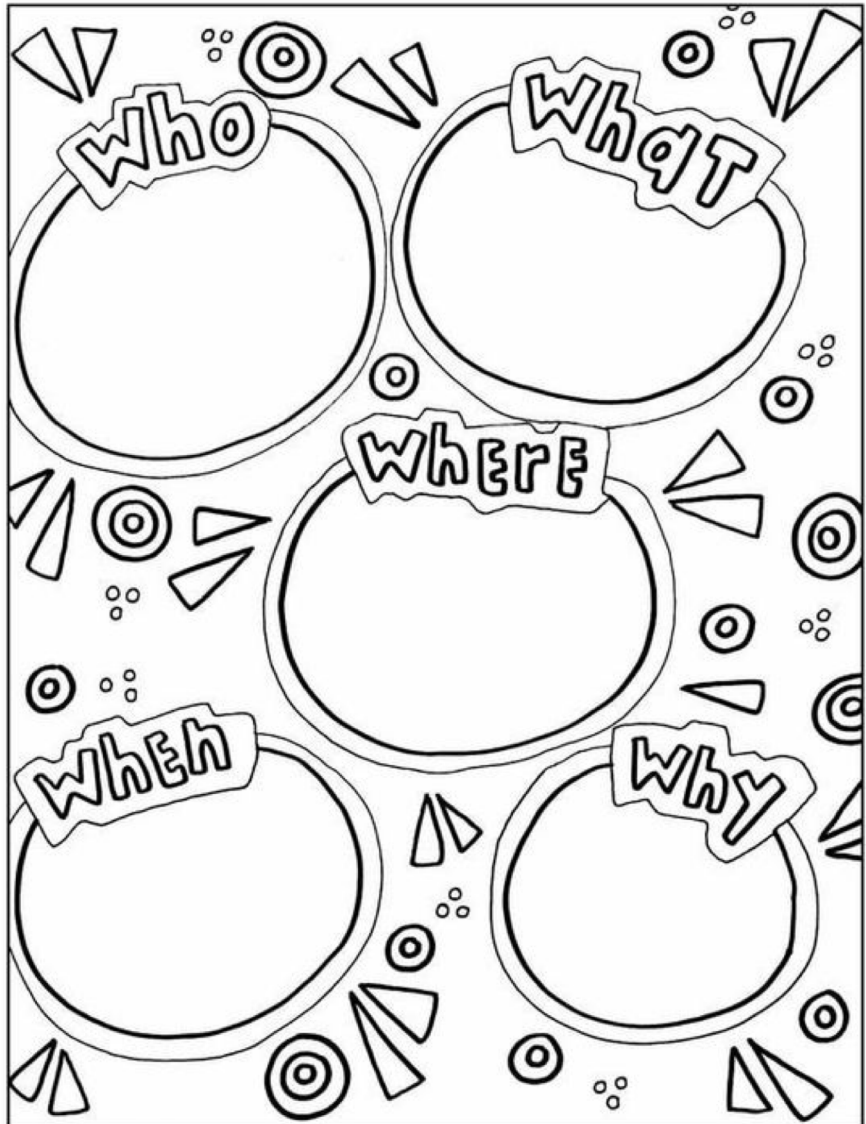
Detail 1:

Detail 2:

Detail 3:

Concluding Statement:

Teacher Resources



The graphic organizer is a square divided into four circles, each representing a question word. The top-left circle is labeled 'Who', the top-right is 'What', the bottom-left is 'When', and the bottom-right is 'Why'. The center circle is labeled 'Where'. Each circle has a large space for writing. The background is decorated with various geometric shapes like triangles, circles, and dots.

Who

What

Where

When

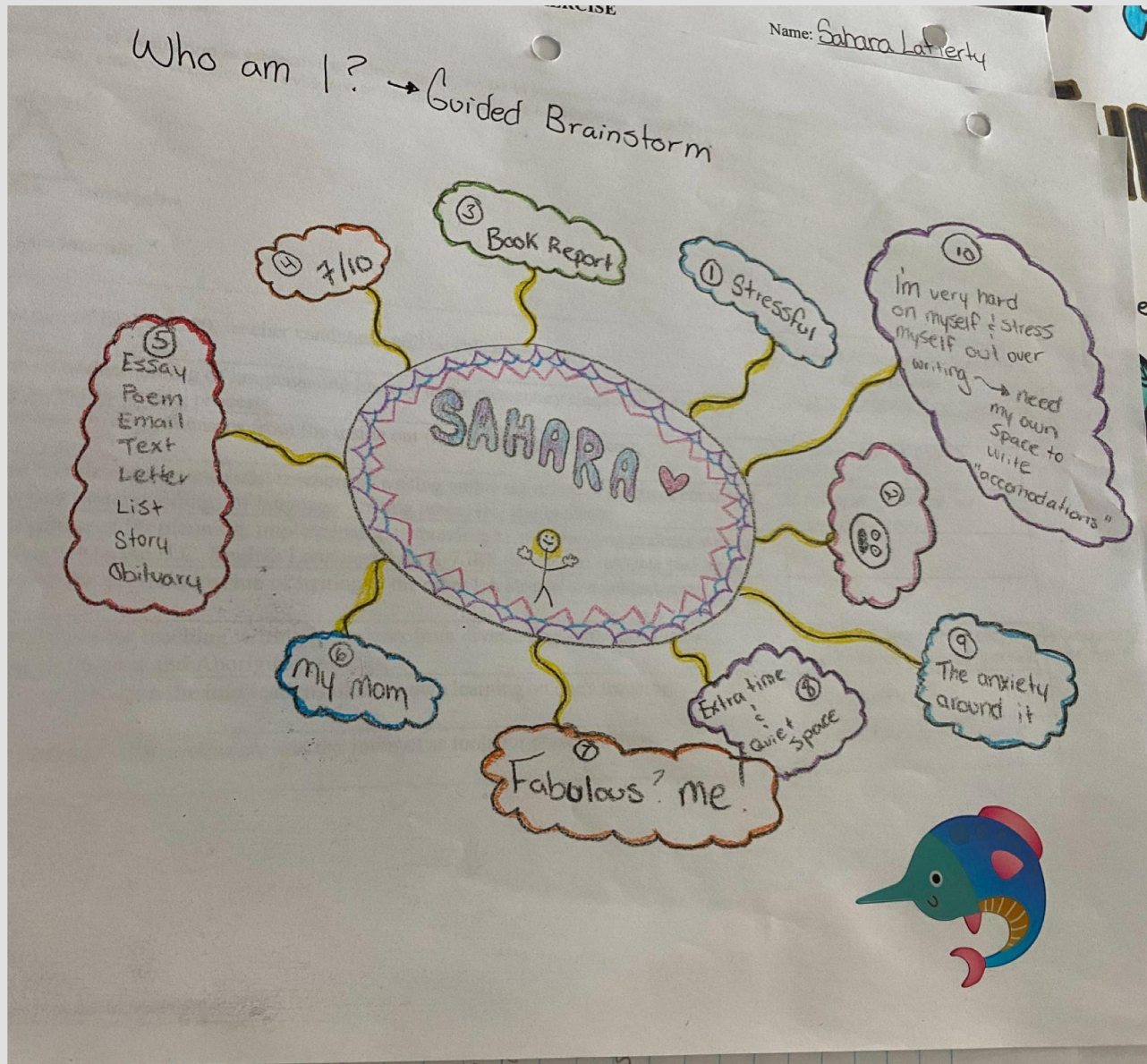
Why

Doodle Art Alley ©

24) Writer Who am I?

This activity can be used as both a guided brainstorm in which the teacher has certain questions they ask the class as a whole and each student answers the questions in the web. Or it can be used as a tool for the students to organize themselves and their idea of themselves into a graphic organizer/web. Both of these ideas allow for the teacher to get a better understanding of the students thoughts and gives the student the opportunity to reflect and share their thoughts. This can be done at the beginning of the year as a “get to know your students” or just as a way for students to organize their thoughts.

Writer Who Am I? Example

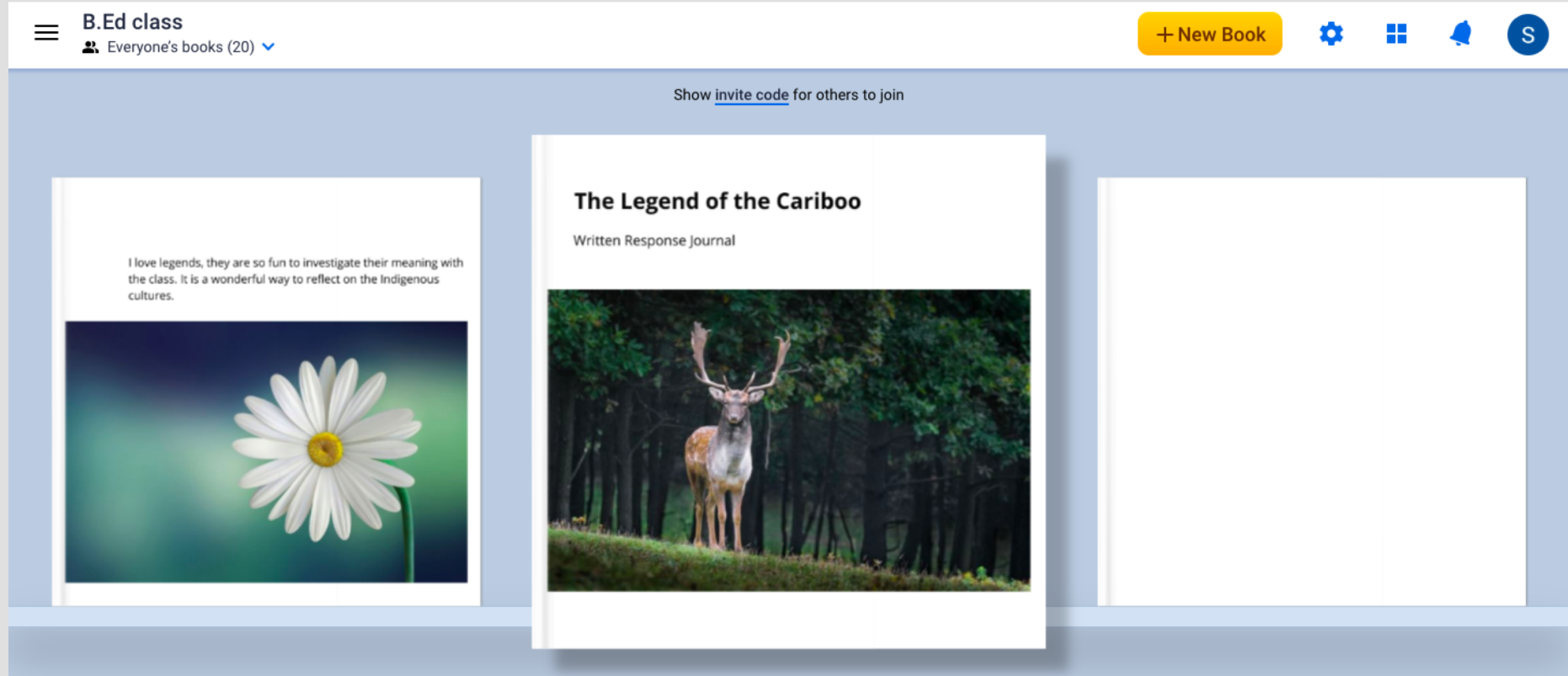


Websites

25) Book Creator App

I was introduced to the book creator app in my first practicum and instantly started coming up with all of these different ways to use it within my classroom. This app is free and wonderful s it can be adapted for all students and abilities. The app allows students to create their own “book”/journal within the teacher library that teachers can access at any point. The teacher can also allow or not allow access for other students to view. This tool could be a great way to do journals within the class that as a teacher you can track their progress and give feedback on. It allows students to type, speak and even add pictures to help represent their thoughts. This gives the students options as well as space to be creative. It can be used in all subjects and in different ways. It is a great versatile tool.

Book Creator App Example



26) Scholastic Story Starters

Scholastic story starters is another great app that can be used to help students come up with different ideas to write about. It generates this crazy topic based on the interest and grade level you choose. It is a great and fun way for students to generate their own writing prompts to write about.

Scholastic Story Starters Example

Write a to-do list for an old wild boar
who is the worst singer in the world

Sahara Lafferty

To do:

- ① ~~~~~
- ② ~~~~~
- ③ ~~~~~
- ④ ~~~~~

La-La-La
La-La

Worst → Best

To do today to improve your singing:

- ① Wake up early
- ② Go for a run
- ③ Eat breakfast
- ④ Warm up vocal chords
- ⑤ Drink warm tea
- ⑥ Sing heart out
- ⑦ Who cares what others think

girl do what makes you happy :)

Group Activities

27) Story Swap

The story swap activity is a cool interactive group activity and can be done as a class, in small groups or even in pairs. The first person picks the setting, and the characters. The students swap sheets with somebody else and writes the first bit of the story using the provided information. The teacher can decide how many times the students swap stories before returning the story to the original student. This is a fun interactive way for students to write.

Story Swap Example

Sahara Story Swap

^{"Crust"} Characters: Julia (mom)
Jaxon (dad)
Bobbi (baby)

^{"Sauce"} Setting: Space ship going to move to mars in 2080.

^{"Toppings"} Bobbi the baby didn't know what was going on, but he did know that things were changing. ~~He~~ Bobbi couldn't see Jaxon from his pod crib, he knew from his collective concious brain waves that Jaxon and Julia, his Mom, were on the ship arriving on Mars in 2080. As their pod approached Mars, all three of them eagerly looked out the window. Baby Bobbi was crying because his annoying dad was hogging the window seat. As the ship approached, it suddenly malfunctioned and started ~~the~~ hurdling towards Mars. Bobbi knew this was the end, but he was okay with it because he wouldn't have to deal with his annoying dad anymore. Bobbi was at peace as his pod crib crashed into Mars.

Hibroy

28) Poster Reflections

Poster reflections are a great tool for any subject within the classroom. The teacher will set up a number of posters around the room with one different question on each one. The students will walk around the class answering the questions or responding to the statement on a sticky note. This can be done as a brainstorm activity or an introduction to a new subject. There are so many different ways you can use this activity. The poster reflections give the students a voice and a chance to move around and to see what other people write as well.

Poster Reflections Examples



29) Writing (Word) Telephone

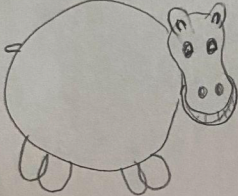
The writing word telephone is like the game telephone but with writing. Basically the paper will be folded in three sections, for the first section the student will write a sentence on whatever topic the teacher chooses. The student will then pass the folded paper to the next student that must draw what student 1 wrote. Before that student passes it to student 3 they have to make sure it is folded and they can only see the picture. Student 3 then guesses what student 1 wrote. This is a fun game that I can see myself using in the future within writing stations.

Writing (Word) Telephone Example

Writing (Word) Telephone

1. Write a Word or Phrase: _____
_____The Hippo is happy_____

2. Draw a representation of #1:



3. Write What the picture represents: _____
_____A hippo_____

4. Present the difference to class.

30) The Four Rectangle Response

The four rectangular response is meant to be used with four different students or in groups of four. The students will take turns responding. The first student responds to a particular question from the teacher or the text. The next student responds to the 1st student. Student 3 responds to student 2 and the last student record the group discussion about the responses in the last box. I could see myself using this activity as a weekly response/discussion within a small group about their reading.

The Four Rectangle Response Examples

The Four Rectangle Response

Graphic Organizer

1.

Responds to text in a few sentences

2.

Responds to what Student #1 wrote

3.

Responds What Student #2 wrote

4.

Discuss different responses in group then write new collaborated response

Four Rectangle Response

1. I think that the focus on French as our second language overlooks the contributions of Indigenous languages and Indigenous Peoples. The population of Indigenous Peoples across the country is likely greater than the French population.

2. I agree Diara, but I do think that the amount of languages that our Indigenous Peoples speak has barriers to using the languages more broadly (like on shampoo bottles). I think an acknowledgement of the languages is important and mainstreaming the language on a more local level is of the most important piece.

3. I totally agree with you Tara, the little region I am from speak 4 different languages. I think that trying to have Indigenous languages as part of the bi lingual part of Canada would be tough. I agree that focusing on specific area and that language & acknowledging it is important.

4. We believe that the Indigenous language should be acknowledged & recognized on a more local and regional level.

31) One Sentence Add on Story

This activity can be done online like we did (google docs) or it can be done on physical paper. Basically every student will add one sentence to the story first come first serve. In the the end the teacher can read out the story to the class. This is a fun and creative way for the student to interact with their peers in written format. It also provides suspense and anticipation for the teacher to read it all. This activity can be done as a class or in smaller groups.

One Sentence Add on Story Example

STORY TITLE GOES HERE

(Once our story is complete, we will come up with a title TOGETHER!)

A kid's birthday party seemed like an innocent enough place to blend in and relax for a moment. It had been a while since I stopped moving. But when the balloon popped...(Christie) my perfect plan had to change. I was now fully exposed to the 4 crazy kids that attended this bizarre birthday party. All I could think to myself was "what do I do now?" (Sahara) They stared at me with their beady eyes. I stood there stunned by the amount of sugar I've watched them consume in the span of 60 seconds. Their parents are sure to be majorly annoyed when they retrieve their sugar-crazed kids. (Anastasia) I tried to put that out of my mind right now. I needed to focus on the situation at hand. I took a deep breath and tried to compose myself. I slowly opened my eyes, only to see....(Neesha) those wide startled eyes staring back at me. None of them expected to see a goat at this birthday party. And if only my long horns hadn't popped that balloon, I could have laid low until they went inside, and lapped up that cherry-red bowl of fruit punch (Luke). However, the goat decided to rear its ugly goat head and B-line it to the kitchen where I was standing. Petrified, I stood my ground as the goat charged me. I braced myself for what was about to happen (Rachel S). As my body tensed up and prepared for impact, I closed my eyes and imagined the worst. I could feel the sweat forming on my forehead and could hear the screams and giggles of all the kids around me. However, lo eyes ... (Emily) the magician hired for the party was standing b looked up eyes round as saucers as I saw this mustached hero wanting to give my thanks, but instead there was a shriek from : goat had decided to change its direction for the big pile of toys. toward the toys, I knew I had to make a big decision in the heat

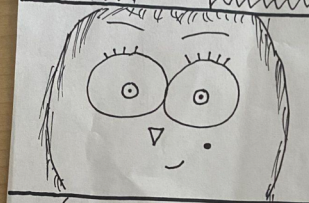
made me have to... (Spencer) run towards the kitchen counter and grab the beautifully decorated Minion themed birthday cake to try and distract the goat. "Hey over here!" I shouted at the goat, "Look at this delicious birthday cake! I bet you want some!" The goat stopped dead in its tracks right before the pile of toys, and began to slowly turn around, fixing its gaze on me and the Minion birthday cake. (Rebekah) The goat walked towards me, slow at first but then it started to speed up. My heart started to pound as I had to decide what to do next, do I risk the cake that I paid so much for? As the goat got faster and closer to me I decided to throw my son's beloved Minion cake across the lawn. (Rachel D.) Bad idea, what was I thinking? The kids started freaking out, the goat was not distracted and the scene layed out before me revealed scattered, broken toys, a smashed up cake on the lawn, and a group of kids on a sugar high crying and screaming. I turned and faced the mirror behind me, only to see a reflection of myself not as a goat, but as a...(Trina) Big Dog as I sat and looked at myself thinking what have a done to my family they took me in after they found me running down the highway last year. I don't know what came over me i smelt something on those boxes that I really wanted. Looking at the kids crying and screaming I know I did something wrong but how can I fix this.... (Matty). I decided that I needed to make a new cake for the birthday party. I started to clean up the mess and headed to the kitchen. When I entered the kitchen to look for some ingredients I relized I would need to head to the grocery store to get supplies. (Katie)

32) One Sentence Fairytale

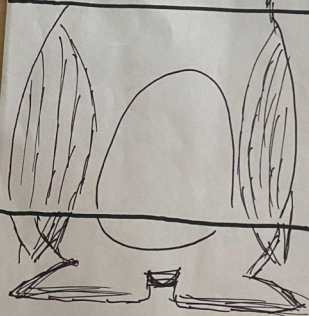
I loved doing this activity in class. Every student will come up with their own one sentence fairytale that will eventually become a mix match book. The first box is the setting, the second box describes the character, the third box is the action in past tense and the last box is the because statement. Once all of the class has come up with their own fairy tales they can be put together and cut to be able to mix match the stories. All of the stories should mix match together to create new fairytales. I can definitely see myself using this as a fun way to publish a classroom piece of writing and for students to have on their classroom bookshelf.



Once upon a time
beside a lopsided
tree house



a tiny bird with big
eyes

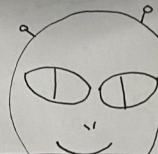


was born in a huge
nest as the sun went
down

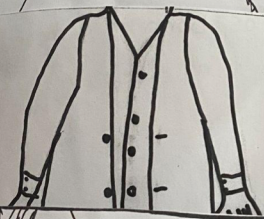
Because they have 1
important job. which
is to protect the beautiful
princess.



Once upon a time
beside a lopsided
tree house



A silly little alien
with lizard eyes
and a undermark nose



fought bravely
in a field as
the sun rose



because...
the wolf wanted to eat
Red Riding Hood, after
missing out on the three
little pigs for lunch, a
woodsman foiled the plan and
used an axe to end the
wolf's existence on the mortal
plane.

Individual Activities

33) Sight Word Practice

This activity focuses on sight words that students see often. The students will read the word, trace it, write it, build it by cutting and gluing, find it in pile of other words and use it in a sentence. This is a great way for students to see the sight word in a variety of different ways. This activity can be done individually, in pairs, in groups, or as a class.

Sight Word Practice Example

Name _____		away
Sight Word Practice		
Trace it.	Write it.	
<div style="font-family: cursive; font-size: 1.2em; opacity: 0.5;">away</div>	<div style="font-family: cursive; font-size: 1.2em; opacity: 0.5;">away</div>	
Build it.		
<div style="display: inline-block; border: 1px solid black; width: 30px; height: 30px; margin: 2px;"></div> <div style="display: inline-block; border: 1px solid black; width: 30px; height: 30px; margin: 2px;"></div> <div style="display: inline-block; border: 1px solid black; width: 30px; height: 30px; margin: 2px;"></div> <div style="display: inline-block; border: 1px solid black; width: 30px; height: 30px; margin: 2px;"></div>		
Find it.		
and	be	and
it	and	away
away	away	she
Use it.		
<div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div>		

a e n w l d a c y

Name _____		big
Sight Word Practice		
Trace it.	Write it.	
<div style="font-family: cursive; font-size: 1.2em; opacity: 0.5;">big</div>	<div style="font-family: cursive; font-size: 1.2em; opacity: 0.5;">big</div>	
Build it.		
<div style="display: inline-block; border: 1px solid black; width: 30px; height: 30px; margin: 2px;"></div> <div style="display: inline-block; border: 1px solid black; width: 30px; height: 30px; margin: 2px;"></div> <div style="display: inline-block; border: 1px solid black; width: 30px; height: 30px; margin: 2px;"></div>		
Find it.		
big	be	big
it	big	away
away	away	she
Use it.		
<div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div>		

b e g w l d i c y

34) Name Writing

This activity is for students that are learning how to write their name or just write in general. The first few lines allow for the students to trace the letters of their name or any word and the last 3 lines allows the student to practice writing the word on their own. This is a great way to introduce writing to younger students. I would use this in a kindergarten class as a sign in sheet. As the students get to school they will sign in by writing their name on the day of the week we are on. This will give the students a chance to practice writing everyday.

Name Writing Example

I CAN WRITE MY NAME!

Keaton

Keaton

Keaton

Practice writing your name.

© Mrs WondersClassroom

35) Cut and Paste Writing Activity


This activity is primarily meant for a primary classroom or with students that are just learning how to write. The students will read the word given, write the word and find the picture that goes with it to cut and paste in the empty box next to it. This activity gives the students a chance to read, write, and reflect on the meaning. It can be used individually, in a group, in pairs, or even as a class.







Cut and Paste Writing Activity Example

short

a

level 3









cab	□ □ □		
mad	□ □ □		
bag	□ □ □		
ham	□ □ □		
pan	□ □ □		
map	□ □ □		

short

a

level 4



cab	_____		
mad	_____		
bag	_____		
ham	_____		
pan	_____		
map	_____		

36) Roll a Story

Roll a story is a fun somewhat game to engage the students in their writing. The students can do this activity individually, in pairs, in centers, in groups, as a class. The students will roll a dice 3 times to come up with their character, setting and problem. This can be adapted to simplify it to just the character or whatever you'd like. The students will use whatever numbers they roll and the corresponding answer to come up with their writing prompt.

Roll a Story Example

Roll a Story



Roll a single die three times to mix and match story elements.







Roll #	Character	Setting	Problem
	A beautiful princess	In a faraway galaxy	Gets eaten by...
	An angry alien	In an old castle	Turns into a tree
	A cowboy	In a magic forest	Finds a magic ring
	A scary dinosaur	On a big ship	Falls into a lake
	A zombie	In a haunted house	Meets a big monster
	An evil witch	On the moon	Finds a strange box

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Roll a Story



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Roll #	Character	Setting	Problem
	A beautiful princess	In a faraway galaxy	Gets eaten by...
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	A cowboy	In a magic forest	Finds a magic ring
	A scary dinosaur	On a big ship	Falls into a lake
	A zombie	In a haunted house	Meets a big monster
	An evil witch	On the moon	Finds a strange box

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37) Silly Rainbow Writing

Silly rainbow writing is a fun way for students to engage in writing. The students will pick a card for each colour of the rainbow. The cards each have a specific thing on them (verbs, noun, adjective, etc.) The students will use the cards to create a sentence and write it out. This can be challenged by allowing the students to choose their cards and come up with a story and not just a sentence.

38) Silly Rainbow Writing Example

Name _____ Silly Rainbow Sentences

1. _____

2. _____

3. _____

4. _____

Name _____ Silly Rainbow Sentences

1. _____

2. _____

3. _____

4. _____

Silly Rainbow Sentences

Follow the pattern below to create your own mixed-up rainbow sentence!

					
article or pronoun	adjective	noun	verb	place or thing-noun	end punctuation

1. Read your sentence out loud.
2. Write your sentence on your paper.



Name _____ Silly Rainbow Sentences

1. _____

2. _____

3. _____

 silly	!	The
 happy	.	A
 red	.	That
 on the clouds	 sleeps	 doctor
 at the park	 skips	 monkey
 in the barn	 sings	 girl

38) Fix up the Sentence

This activity is meant more for primary age students or students that are just learning how to write. The activity includes sight words that the students know well and different writing “rules” that the students would be familiar with. The students will read the incorrect sentence, fix the errors, and draw it out. This gives the students a chance to read and write but all show their reading comprehension by drawing it out. This would be a great resource to use in a primary classroom.

Fix up the Sentence Example

Name: _____

© Danielle Mustardree

Help Fix the Sentence!



Read the Sentence:

i have a dog

Fix the Sentence:

*Use correct capitalization, spaces,
lowercase letters, spelling & punctuation.



Illustrate the Sentence:



Checked by my friend:

Name: _____

© Danielle Mustardree

Help Fix the Sentence!



Read the Sentence:

my dAd is in the pool

Fix the Sentence:

*Use correct capitalization, spaces,
lowercase letters, spelling & punctuation.



Illustrate the Sentence:



Checked by my friend:

39) Decodable Sentences

This is another primary activity. The decodable sentences gives the students the opportunity to build the sentence, read the sentence and write the sentences. What I loved about this worksheet was the reminders checklist at the bottom for students to reference. This activity can be changed and adapted for most students. I think this would be a great activity to use to practice reading and writing in primary. This activity can be done individually, in groups, or even as a class.

Decodable Sentences Examples

review - cvce

Name _____

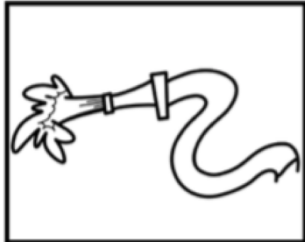
Build it, Read it, Write it! ⑦



1. The _____ had a huge
snack.



2. _____ went to the lake
to get these fish.



3. Mom got wet from the _____

©Christina Winter -Mrs. Winter's Bliss 2022

I checked my writing for:

- ☐ capital letters → **The**
- ☐ punctuation marks → (. ! ?)
- ☐ good spelling → **c-a-t**
- ☐ good spacing

I practiced my fluency by:

- ☐ reading to myself
- ☐ reading to my friend:

40) Character Journal

Character journals are journals that students write from a character's perspective. This can be done while students are reading a specific book or as a writing prompt about a specific character. The students will think about the characteristics and traits that they know of about this character and come up with a journal response as if they were this character. This is a great way to encourage students to think about what they read and know and come up with unique and creative ways to respond in their journal.

THANK YOU !

