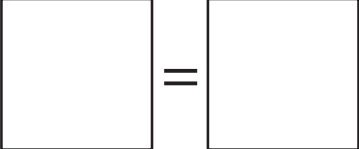
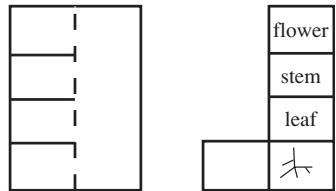
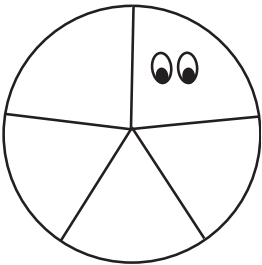

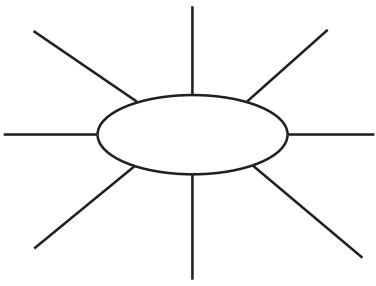
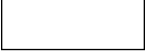
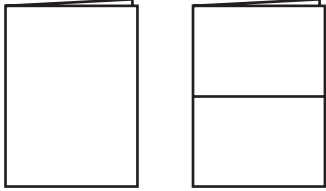



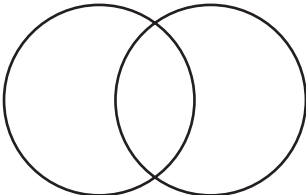
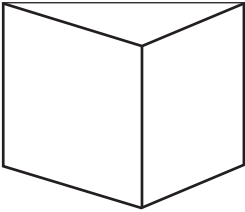

## Enriching Writing with Process Skills

<p style="text-align: center;"><b>Symbolization</b> (Use symbols to represent an idea)</p> <div style="text-align: center;">  </div> <p style="text-align: center;">labels, models, safety symbols, map symbols</p>	<p style="text-align: center;"><b>Symbolization Books</b></p> <div style="text-align: center;">  </div>
<p style="text-align: center;"><b>Observation</b> (Use senses to learn about something in detail)</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Describe attributes of an object: shape, size, weight, color, length</p>	<p style="text-align: center;"><b>Observation Books</b></p> <div style="text-align: center;">  </div> <p>Clipboard walks, exploration tub books, cultural food experiences Class Murals: Students draw observations (signs of winter, playground problems, etc.)</p>
<p style="text-align: center;"><b>Description</b> (Verbally portray attributes of an object, person, scene, or event)</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Describe attributes of an object: shape, size, weight, color, length</p>	<p style="text-align: center;"><b>Descriptive Poems</b></p> <p>In small groups or individually, create lists on a topic (e.g., winter words, words describing a good)</p> <p><b>Animal Poems:</b></p> <ol style="list-style-type: none"> <li>1. Name of animal</li> <li>2. Color, size, movements</li> <li>3. Important body parts</li> <li>4. Tell what animal does</li> <li>5. Repeat sound three times</li> </ol> <p><b>People Poems:</b></p> <ol style="list-style-type: none"> <li>1. What they look like</li> <li>2. What is nice about them</li> <li>3. What they do nice for you</li> <li>4. What you like to do with them</li> <li>5. The person's name</li> </ol> <p><b>Food Poems:</b></p> <ol style="list-style-type: none"> <li>1. What it looks like</li> <li>2. What it tastes like</li> <li>3. What it feels like in your mouth</li> <li>4. What it is</li> </ol> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p style="text-align: center;"><b>Cats</b></p> <p style="text-align: center;">Little back balls of fluff Running, rolling, climbing, bouncing Shining green eyes, whiskers, long fuzzy tails, Chasing strings, catching mice. Purr, purr, purr!</p> </div> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;"><b>My Dad</b> by <b>Jonathan</b></p> <p style="text-align: center;">He is big. He's got red eyes. He's got \$5. He watches TV with me. I like to wrestle him. My Dad.</p> </div> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <div style="text-align: center; margin-bottom: 5px;">  </div> <p style="text-align: center;">Round, red, smooth, shiny Sweet, juicy Crispy, crunchy Apples!</p> </div>

## Enriching Writing with Process Skills, cont.

<p style="text-align: center;"><b>Prediction</b> (Describe expected event or outcome based on evidence)</p> <div style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p style="margin: 0;">What has happened</p> <hr style="width: 80%; margin: 5px auto;"/> <p style="margin: 0;">What I think will happen next</p> </div> <p>Predict event and effects of a behavior or decision, show reasoning in creating and defending predictions</p>	<p style="text-align: center;"><b>Prediction Books</b></p> <p>What-if Books: What if the weather never changed? What if all rocks were soft? What if the whole world were a desert? What if we never stopped growing?</p> <p>Prediction Books: Describe what the outside of an object actually looks like, what “I think” the inside will look like, what the inside actually looks like (e.g., pumpkin, radio, tree, nut)</p> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;">  <p style="font-size: small; margin-top: 5px;">Outside/Inside Prediction/What happened</p> </div> <div style="text-align: center;">  <p style="font-size: small; margin-top: 5px;">Float/Sink Above the ground/below</p> </div> </div>																								
<p style="text-align: center;"><b>Collecting Data</b> (Gather and organize factual information)</p> <div style="text-align: center; margin-top: 20px;"> <table border="1" style="border-collapse: collapse; width: 100px; height: 100px;"> <tr><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td></tr> <tr><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td></tr> <tr><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td></tr> </table> </div> <p>Take notes, graph information, conduct interviews or surveys, measure, count frequency of events</p>																									<p style="text-align: center;"><b>Data Collection</b></p> <p>Interviews: Reasons why it is important to learn to do math.</p> <p>Survey: Most common reason for playground conflicts. Record information in an organized way: story maps, webs, standard and nonstandard measures.</p> <p>Graph: Did you eat breakfast? Personal fitness record</p>
<p style="text-align: center;"><b>Investigation</b> (Seek information about)</p> <div style="text-align: center; margin-top: 20px;"> <table border="1" style="border-collapse: collapse; width: 150px; height: 150px;"> <tr> <td style="width: 50px; height: 50px; text-align: center; vertical-align: middle;">K</td> <td style="width: 50px; height: 50px; text-align: center; vertical-align: middle;">W</td> <td style="width: 50px; height: 50px; text-align: center; vertical-align: middle;">L</td> </tr> <tr> <td style="width: 50px; height: 50px;"></td> <td style="width: 50px; height: 50px;"></td> <td style="width: 50px; height: 50px;"></td> </tr> </table> </div> <p>Ask questions, find answers in field guides, resource books, interviews, letters, and technology</p>	K	W	L				<p style="text-align: center;"><b>Investigation</b></p> <p>Record the sequence or create a class book with a collection of favorite memories from a class field trip.</p> <p>Blank books or clipboards with blank paper allow the children to record their observations, predictions, and thoughts throughout a unit of study.</p> <p>Sticky Note Research: Write down student-generated questions on a sticky note. Give each child a nonfiction book on the subject with a small pad of sticky notes. Students read to find answers to the questions, then write down the answer. Answers become the foundation for student reports to the class.</p> <p>Question and Answer Books: Fold page into quarters, cut 1/4 away creating a blank flap to lift up in the book. Record question on first page. Record the answer on the page underneath.</p> <div style="display: flex; justify-content: flex-end; align-items: center; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;"> <p style="font-size: small; margin: 0;">What do snails eat?</p> </div> <div style="text-align: center;"> <p style="font-size: small; margin: 0;">(Lift blank flap to read answer.)</p> </div> </div>																		
K	W	L																							

## Enriching Writing with Process Skills, cont.

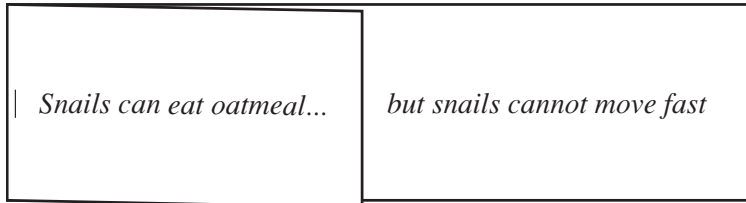
<p style="text-align: center;"><b>Classification</b> (Arrange into groups with attributes in common and label)</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Compare and contrast attributes of characters, consider multiple attributes, identify fiction/ nonfiction, generate categories</p>	<p style="text-align: center;"><b>Classification Books</b></p> <p>List Making: Have students create lists in small groups or individually on a topic. For example: “Ten things that are hard” or “Ten things that are found in the desert.”</p> <p>Chart Making: Students can make charts using the Process Skill Graphic Organizers. Charts can be filled in by small groups or individuals—they become great literacy tools. Students will find adjectives, common attributes, and contrasts that become the foundation for clear descriptive writing.</p>															
<p style="text-align: center;"><b>Segmentation and Blending</b> (Separate or join parts of a whole)</p> <div style="text-align: center;"> <table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">1st Beginning</td> <td style="padding: 5px;">2nd Middle</td> <td style="padding: 5px;">3rd End</td> </tr> </table> </div> <p style="text-align: center;">Segment events, sequences, daily healthcare components, elements of patterns, dramatizations</p>	1st Beginning	2nd Middle	3rd End	<p style="text-align: center;"><b>Segmentation and Blending—Sequencing</b></p> <p>Three-Sided Corrals: Pictures and writing should be placed so it can be read in sequence by turning the corral clockwise</p> <div style="text-align: right;">  </div> <p>Recipes: Students write a recipe, list the ingredients, and steps to make their favorite snack</p> <p>Pattern Books: Following the patterns of a familiar book, students create their own books. For example: “Brown Bear, Brown Bear” can be rewritten as “I went to the jungle and what did I see? I saw a ____ looking at me.”</p> <p>Accordion Books: Sequence the growth of a plant or animal</p>												
1st Beginning	2nd Middle	3rd End														
<p style="text-align: center;"><b>Problem Solving</b> (Generate a strategy to work out a solution)</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Identify conflict and resolution in text, actions leading to classroom conflicts, strategies to solve conflicts  write out story problems</p>	<div style="text-align: center;"> <table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">Name _____</td> <td style="width: 100px;"></td> <td style="padding: 5px;">I will try:</td> </tr> <tr> <td style="padding: 5px;">What happened:</td> <td></td> <td style="padding: 5px;">_____</td> </tr> <tr> <td style="padding: 5px;">_____</td> <td></td> <td style="padding: 5px;">_____</td> </tr> <tr> <td style="padding: 5px;">_____</td> <td></td> <td style="padding: 5px;">_____</td> </tr> <tr> <td style="padding: 5px;">_____</td> <td></td> <td style="padding: 5px;">_____</td> </tr> </table> </div> <p style="text-align: center;"><b>Problem Solving</b></p> <p>Band-Aids for Class Meetings: Students tell what happened and draw an illustration of the problem. During the class meeting, the student selects a solution they would like to try (p. 1-3).</p> <p>How-To Books: “How to Make Friends,” “How to Lose All Your Friends,” “How to Get 100% on a Spelling Test.”</p>	Name _____		I will try:	What happened:		_____	_____		_____	_____		_____	_____		_____
Name _____		I will try:														
What happened:		_____														
_____		_____														
_____		_____														
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## Enriching Writing with Process Skills, cont.

### Form Conclusions (Comprehension)

(Identify main idea, generalize, retell events)

### Form Conclusions—Comprehension



Write about relationships between text and self. In what ways does the child relate to this story?

Write real life story problems. Distinguish essential from nonessential information in problem solving.

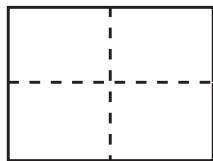
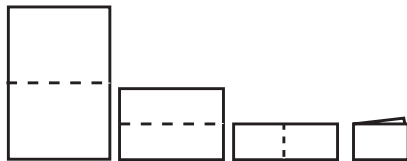
Write the relationship between what we choose to do and the resulting experience.

**Story Starters:** Supply a variety of pictures cut from magazines. Students select a picture and write a story about it. Students must include “where, why, how, who, what, and when” elements in their story.

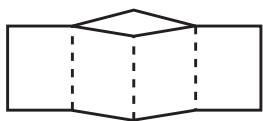
**Suitcase Writing:** Send home a stuffed animal in a suitcase with a supply of writing materials. Students write about the adventure the animal had that night at their house.

**Song Writing:** Students brainstorm to make a list of adjectives, then a list of verbs, nouns, and prepositional phrases. Students pick one word from each category to compose a song to the tune of “The Farmer in the Dell.”

### Mini Books



Open and cut, beginning on the fold.  
Open and refold.



Push in ends—and you have a mini book!

The fluffy snowflake swirls.

adjective	noun	verb	prepositional phrase
<i>fluffy</i>	<i>snowflake</i>	<i>flies</i>	<i>on my head</i>
<i>fat</i>	<i>snowman</i>	<i>melts</i>	<i>in the air</i>
<i>wild</i>	<i>snowball</i>	<i>swirls</i>	<i>on the ground</i>
<i>funny</i>	<i>snowdog</i>	<i>swims</i>	<i>on the playground</i>

The fluffy snowflake swirls.

The snowflake swirls on my head.

The fluffy snowflake swirls.