Kaytlyn Ball

Materials:

* 5 pictures – These can be any pictures the teacher has. I had pictures of Beauty and the Beast, The Little Mermaid, Pocahontas, Mickey and Minnie Mouse, and Cinderella. Just make sure they are school appropriate.
* Paper for each student.
* Writing utensil for each student.
* White Board
* White Board markers.

Procedure:

* Talk to the students about organization and its importance when writing.
  + Organization is important because it shows the order of how your writing piece is going. Without organization, we may not be able to understand the overall concept of your writing. We may only catch small details and not be able to connect them to grasp the concept.
* Introduce transition words:
  + Transition words - words that help the language of the writing flow smoothly when putting your events in sequence/order.
* Ask the students to give some transitional words and write them on the board.
  + After, later, last, until, since, then, before, when, once, about, next, first, second, finally. If all these have not been written down, put the missing ones on the board with the other transition words the students listed.
* Show the students the pictures.
* Let the students pick which picture they want to work with. You may let the students choose to work alone on a piece or be grouped. They can also choose what picture they want or if they would rather you assign the picture to them.
* Tell the students what they will be doing.
  + Individually or in a group, teacher’s preference, the students will examine the picture.
  + Students are going to pick a character in the picture to write from their perspective or someone who may be viewing as an outsider.
  + Using the transition words, the students are going to work alone or in groups to come up with at least 2 to 3 sentences that would be before the picture took place, 2 to 3 sentences of what is currently taken place in the picture, and then 2 to 3 sentences of what happens after the picture.
  + The students are encouraged to write more than 2 to 3 sentences, but they have to have a minimum of 2 to 3.
* Let the students work on their activity. Walk around the room to monitor the students to make sure they are doing what they are told.
* When the students are done, have a few students that are willing to read, share their work.
* Have the other students pay attention for transition words they used.
* Review/Closure:
  + Collect stories.
  + Go over the importance of organization.
  + Review transition words and the definition with some examples.
  + What did we get out of the activity?