



Introduction 3

Getting Started

Preparing Center Materials..... 4

Using the Picture Cards..... 5

Using the Sentence Cards..... 5

Using the Story-Building Mats and
Directions Cards 5

Using the Reproducible Activities 6

Making Travel-Friendly Centers..... 7

Assessment 7

Reproducible Extension Activities

Story Sets 8–14

Three-Sentence Story
Recording Sheet..... 15

Four-Sentence Story
Recording Sheet..... 16

I Can Write about Myself 17

I Can Write about Anything 18

Write Your Own Story 19

Three-Sentence Story
Mini Book..... 20

Four-Sentence Story
Mini Book..... 21

Make a Super Story 22

Playground Scene
Story Prompt..... 23

Kitchen Scene
Story Prompt..... 24

Card Stock Picture Cards

Card Stock Sentence Cards

Card Stock Story-Building Mats

Three-Sentence Story (two sets)

Four-Sentence Story (two sets)

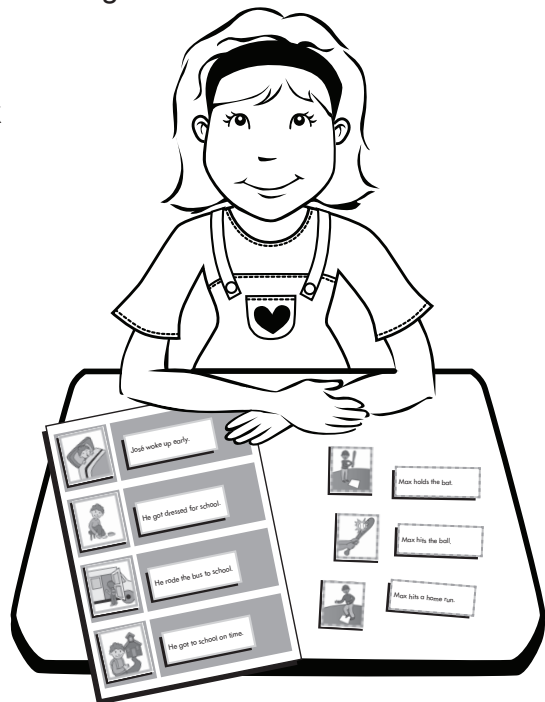
Card Stock Center Directions Cards

Introduction

Children love to tell stories. Ask them to tell you about what they did over the weekend, and they can easily recount the activities that filled their days. *Build-a-Story* introduces students to the fundamental concept that sentences go together to make stories. The center activities included allow students to use a variety of strategies, such as picture clues and context, to read the sentences and correctly sequence them into short stories.

The interactive, hands-on activities in *Build-a-Story* focus on the primary story structure of beginning, middle, and end. Key words such as *first*, *next*, *then*, and *last* help cue students to story order. Students are provided practice in the following skills:

- * Connecting oral and written language
- * Using picture clues to aid decoding and to check for understanding
- * Using knowledge of sight words and phonics to aid decoding
- * Using context to aid decoding
- * Using signal words to identify order of events
- * Sequencing events in a story
- * Understanding the use of character names and pronouns
- * Reading and writing short stories
- * Reading for meaning



The activities in this resource have been designed to allow you to differentiate for the varying ability levels of your students. Have children who need more time to develop decoding skills sequence the picture cards. Use the picture cards with students who are learning English as a second language to teach them how to orally construct sentences into stories. The picture cards will help them build basic vocabulary until they are able to move into word and sentence recognition and construction. Encourage students who are ready to begin writing their own stories. Ask them to draw detailed pictures to match.

Begin using *Build-a-Story* today. The ready-to-use card stock picture and sentence cards are color coded for easy sorting and clean up. The center activities require minimal preparation and are easy for teachers, parents, and volunteers to use. Once introduced, the materials store easily and travel anywhere young readers and writers need them. Get children excited about reading and writing stories with the ideas and activities in *Build-a-Story*.

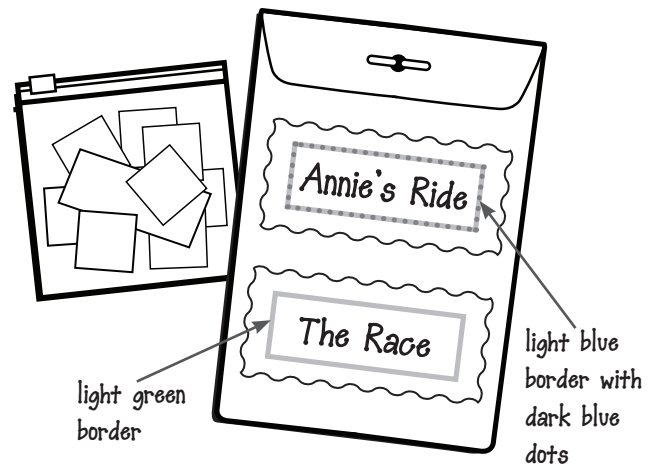
Getting Started

Preparing Center Materials

Pull out the colored card stock picture and sentence cards, story-building mats, and directions card pages.

Make overhead transparencies of these pages if you choose to introduce the activities to the whole class before independent or small group instruction. Laminate these pieces for durability. Cut all cards on the perforated lines. Decide on a storage system that works best for your classroom arrangement and your students' needs. You may wish to choose from one of the following options.

1. Sort the picture and sentence cards into story sets. Story sets are coded by color and/or pattern borders. Keep in mind that five stories will not have matching picture cards. These story card sets are identified by matching icons in the bottom right corners. Place story sets in resealable plastic bags or laminated manila clasp envelopes. Label the bags or envelopes with the corresponding color and/or pattern of the story inside to aid children in sorting and putting away materials. Give story sets titles for fun.

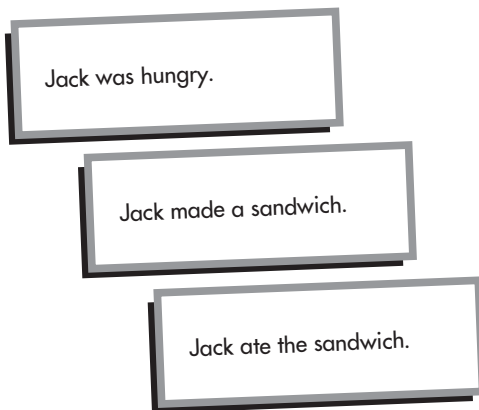
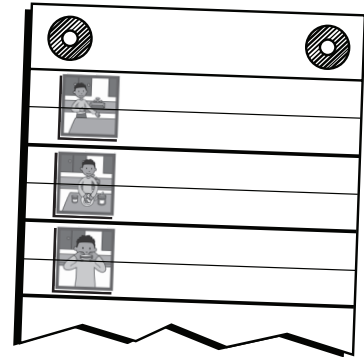


2. Once the story sets are sorted, place the bags or envelopes into three plastic bins or baskets labeled *Three-Sentence Stories*, *Four-Sentence Stories*, and *Stories without Pictures*. Some students may find it more difficult to sequence the stories without the picture clues. Label these stories as the *Challenge Stories* if you choose to let students know about the difficulty level. Once your students have advanced in their story-building skills, you may choose to downsize to one container for all of the stories so that students can choose the stories randomly.



Using the Picture Cards

Use overheads or enlargements of picture cards in a pocket chart to show the pictures from a story set. Discuss with students what they see going on in the pictures and how they think the pictures should be put into order. Talk through the thinking process of what order makes the most sense and use words such as *beginning*, *middle*, and *end* or *first*, *next*, *then*, and *last*. Put the cards in order and retell the story together. Organize the pictures in a vertical sequence to prepare students for the set up of the story-building mats. Take the time to build on this picture ordering skill before introducing the sentence cards.



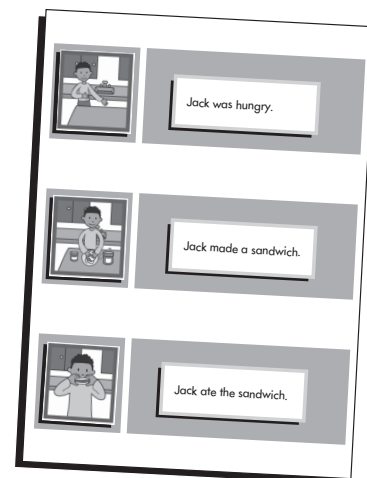
Using the Sentence Cards

When students are ready to match pictures and words, use overheads or enlargements of the picture and sentence cards in a pocket chart. After reviewing how to sequence the picture cards, introduce the sentence cards and match them to the already sequenced picture cards. Demonstrate how to tell if the two sets match by pointing to and reading each word in the sentence and then pointing to the picture clue.

Note that in some of the stories, the sentences can make sense in more than one order. Continue to organize the picture cards in a vertical sequence with the sentence strips to the right of each picture. This will prepare students for the set up of the story-building mats. Read the correctly sequenced story together. For a more challenging activity, have students sequence the sentences first and then match the picture cards to the story. Have students use the pictures to confirm their decoding.

Using the Story-Building Mats and Directions Cards

Use overheads of the picture and sentence cards and the three- or four-sentence story-building mats to show how the center will work. Review the process of placing the picture cards in order and matching the sentence cards using the mats as an organizer for the story pieces. Demonstrate how the mats can be laid with the blank picture card spaces on the left or right side depending on whether students choose to sequence the stories using picture or sentence cards first.



As you model using the center materials, talk through your thinking as if you were the student completing the activity. Show children how the pictures and sentences are color-coded, how they are stored, and what is expected during cleanup time.

Using the Reproducible Activities

A variety of reproducible pages have been provided for children who are ready to apply and extend what they are learning beyond the introductory story-building centers. Many of the pages may be used in conjunction with the card stock picture and sentence cards and can be placed along with the materials at the center. Below are some additional helpful hints to help you get the most out of each activity.

Story Sets (pages 8–14)

Have students cut and glue the pictures and/or sentences from a story onto separate pieces of construction paper. Have students assemble their pages into personalized books and give the stories titles.



Three- and Four-Sentence Story Recording Sheets (pages 15–16)

After students have created stories on their mats, invite them to copy their stories on the corresponding Story Recording Sheet. Keep copies of these reproducible pages in the center, or have students record their stories on your choice of writing paper. Encourage students to demonstrate their comprehension of the sentences by drawing matching pictures.

A form titled "I Can Write about Myself". It has fields for Name, Date, Friends, Family, School, Pets, Trips, and Birthday. The form is filled out by Katie on Sept. 10. Friends: Liz, Matt, Maria. Family: Mom and Dad. School: Cerritos Elementary. Pets: Fluffy (with a drawing of a cat). Trips: Disneyland. Birthday: April 17.

I Can Write about Myself (page 17)

This planning page is for students who are ready to begin drawing and recording their own stories. Children often find it easiest to write about things they know and about events that have happened to them. This page allows students to brainstorm topics to write about. Have students draw or write words for their ideas.

I Can Write about Anything (page 18)

This planning page is for students who are ready to think of their own story topics, characters, and settings. Have students use the six topic prompts provided to aid in the creation of a fiction or nonfiction story of their choosing.

Write Your Own Story (page 19)

This reproducible includes a large picture planning block and lines for writing up to four sentences underneath. When students are ready, have them begin to elaborate on their ideas generated from the I Can Write reproducibles (pages 17–18) or start new topics of their very own. Place several copies of this page along with pencils and other writing materials in the writing center. Provide a word wall and picture dictionaries to help encourage students to spell unfamiliar words correctly.

A form titled "Write Your Own Story". It has fields for Name and Date. The form is filled out by Matt on Oct. 12. Below the fields is a large drawing area with a drawing of a campsite with a tent, trees, and a sun. Below the drawing are four lines for writing sentences. The sentences are: "We went camping.", "We made a campfire.", "We roasted marshmallows.", and a blank line.

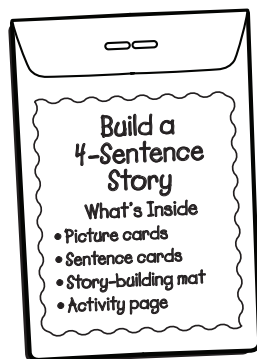
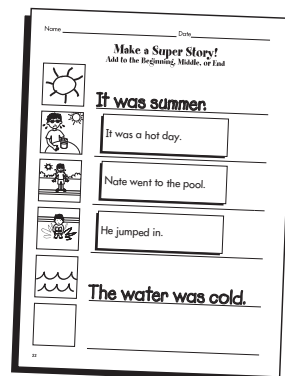


Three- and Four-Sentence Mini Books (pages 20–21)

After students have created stories on their mats, ask them to copy the sentences and pictures onto the corresponding Mini Book template or invite students to write their own stories. Have students cut along the solid dark lines and fold the page on the dotted lines to create their mini books. Ask students to keep their mini books in reading folders or individual book boxes to be read with a buddy or a parent volunteer. At the end of the week, have students take their mini books home and read them to family members.

Make a Super Story (page 22)

Have students choose favorite story sets from this book. Ask them to put the stories in the correct sequence. After students read the stories, prompt them to add onto the beginning, middle, or end by adding character names, other events, or more details to existing text. After they decide what elements they will add and where they will go, have them glue the reproducible story cards (pages 8–14) to the page, leaving space to add their new additions to their Super Stories.



Story Prompts (pages 23–24)

Two prompts have been provided for young writers who may need picture clues to help them get started. The picture prompts are especially helpful for students who are learning English as a second language. Encourage them to identify objects that are familiar to them and then to form sentences about what they see. Invite students to color the picture and use color words in their writing. For a higher-level activity, ask students to include adjectives, dialogue, and details they find in the pictures.

Making Travel-Friendly Centers

Use these center materials for take-home review, for work with a classroom volunteer, or for after-school tutoring. Place the directions card, story-building mat, sentence and picture cards, and corresponding reproducible inside a large resealable plastic bag or laminated manila clasp envelope. Label the bag or envelope with an inventory checklist of the contents so the person receiving the bag knows what should be returned.

Assessment

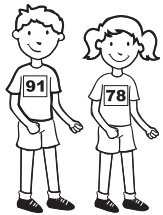
Assessment depends on the level of each student and the time of year in which you introduce the centers. Informally assess children by direct observation as they use the materials, noting their successes and areas of need. Once children are ready to record their findings or write their own stories, use the reproducible pages as documentation of their progress. Show children's work to parents during conferences or send their work home for parents to use in supporting their children's learning.



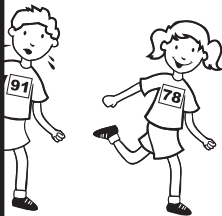
Lucy won the race.



Len ran slow.



Lucy and Len got ready for the race.



Lucy ran fast.



Then he woke up.



The baby was tired.



He took a nap.



He cried.



He planted the seeds.



He watered the seeds.



Dad had some seeds.



Then, a plant grew.



Last, Annie rode home.



Then, she rode down the hill.



Annie got on her bike.



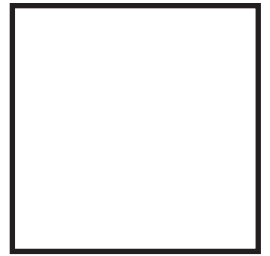
First, she rode up the hill.

Name _____ Date _____

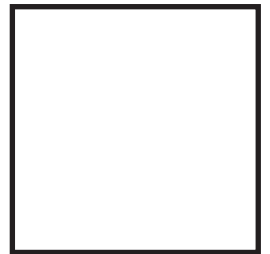
Three-Sentence Story Recording Sheet

Use the picture and/or sentence cards to build a three-sentence story on the story-building mat. Copy the story onto your paper. Draw pictures to match.

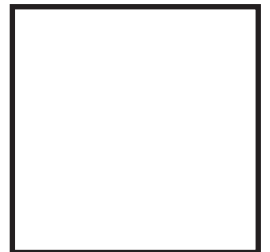
1. _____



2. _____

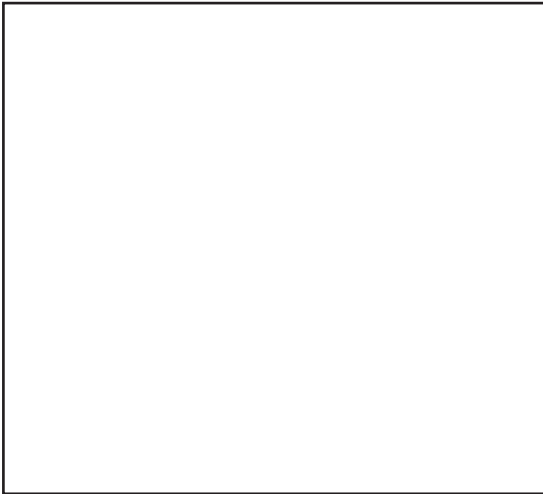


3. _____

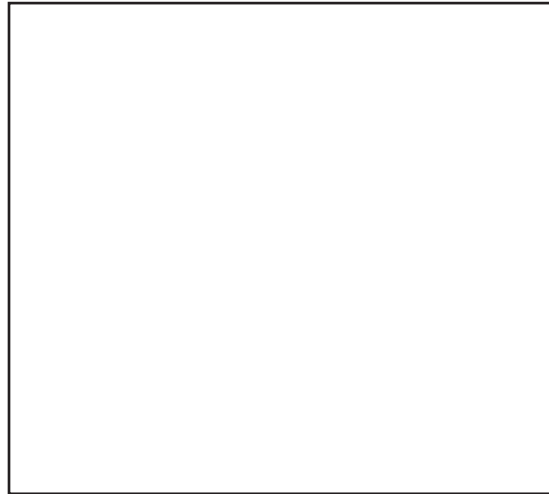


Three-Sentence Story Mini Book

3



2



4

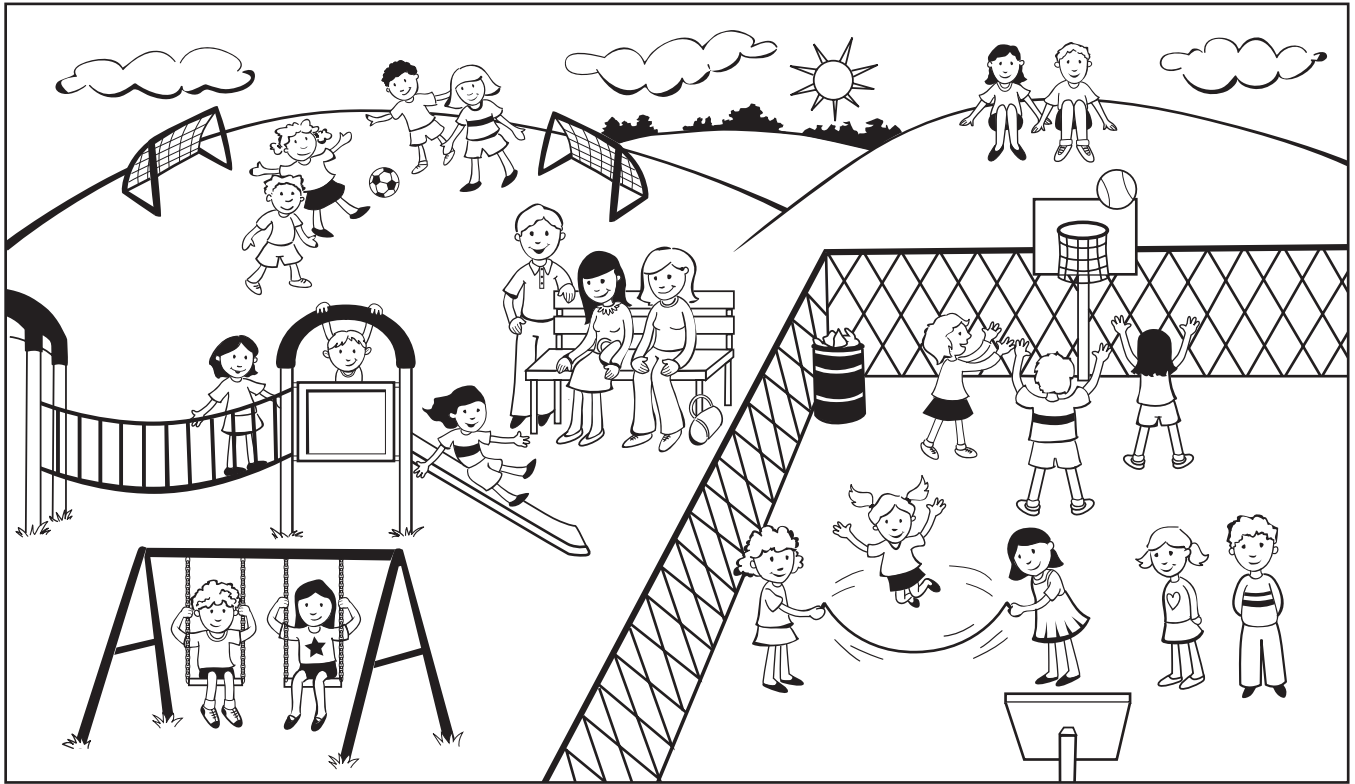


1

_____ 's

Story

Name _____ Date _____



Build-a-Story



1. Choose a story.
2. Look at the picture and/or sentence cards.
3. Put them in the right order.
4. Read your story. Point to each word that you read.
5. Does this story make sense?
6. Choose another story and try again.

Have Fun!

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