

Welcome!

There is a sample lesson here from each Level 1 workbook. I hope they are helpful. Please call or email if you have further questions.

To return to the Growing Writers website, please click the back arrow instead of closing the page.

Level one was the first level of Growing Writers, completed in 2016.

The verbal directions for forming letters are based on D'Nealian print. They can be easily modified by the teacher.

Levels K and 2 include directions for both D'Nealian and block print.

Workbooks in both D'Nealian and block print are available for all Levels, K-2.

# B O O K 1 | L E S S O N 9

## Objective for Conventions

To form *d* correctly based on the formation of *a*

## Objective for Creative Content

To gain confidence in adding detail to a picture

## Materials

Writing workbooks and pencils

## Group Lesson and Practice

Today letter *a* will turn into letter *d*. If students have been doing everything correctly so far, this won't be hard. You can explain that *d* takes the elevator all the way up to the top line, while *c* and *a* only go to the middle. Directions for *d* are "Over, around, down, stop, straight up the elevator to the top, down the elevator, and a monkey tail." In your demonstration of mistakes, show what



happens when you don't start off with a *c* that ends under the go-dot. (The *d* will slant.)

**H**ave everyone air-trace while they say the directions for *d*: “Over, around, down, stop, straight up the elevator to the top, down the elevator, and a monkey tail.” Then, if you have time, call a few students up to practice a *d* while everyone watches. Pick students you think will succeed to avoid embarrassment.

This is a good day to have another lesson in detail. This time you can choose a house or some other idea and show a “boring” version—maybe just a square with a roof on it. Then take ideas from the class of what you could add (windows, chimney, doors, garage, fence, flowers, etc.) and draw them on. If (like me) you're not very good at drawing, the class will have a great time laughing at some of your efforts!

### **Independent Practice / Teacher Guidance and Feedback**

As you check student work today, look to see who struggles with detail and

make encouraging remarks, maybe even giving an idea or two. You will be choosing work to share by students who didn't get a turn yet, so keep an eye out for who you want to give some incentive to. You can say things like “Wow, you've thought of some good details. If you can add two or three more things, I'll be able to share yours today.”

Whatever mistakes you see as you go around, keep in mind for tomorrow's lesson. Erase where needed, encourage, enforce quiet, and do some hand-over-hand or highlight letters for children who aren't getting it yet.

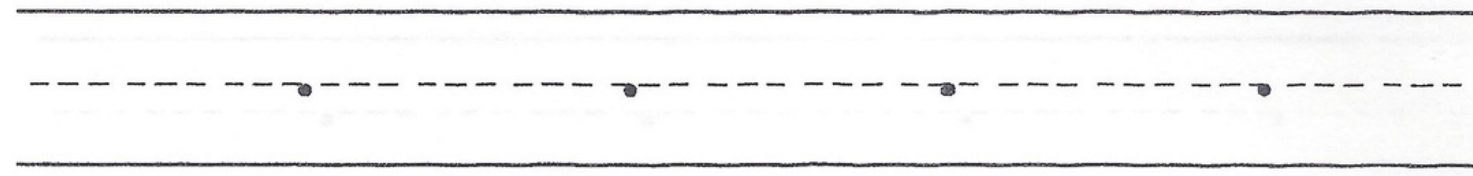
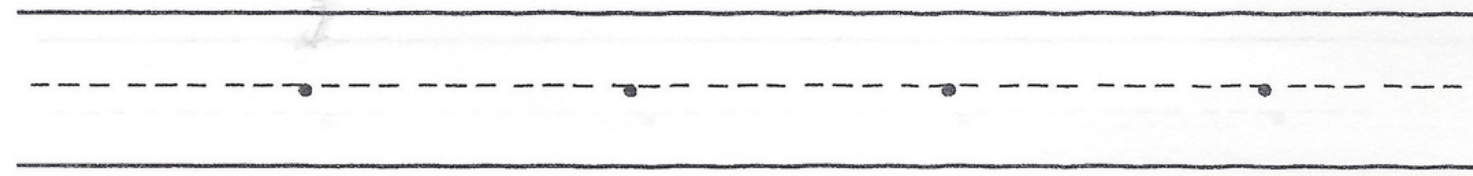
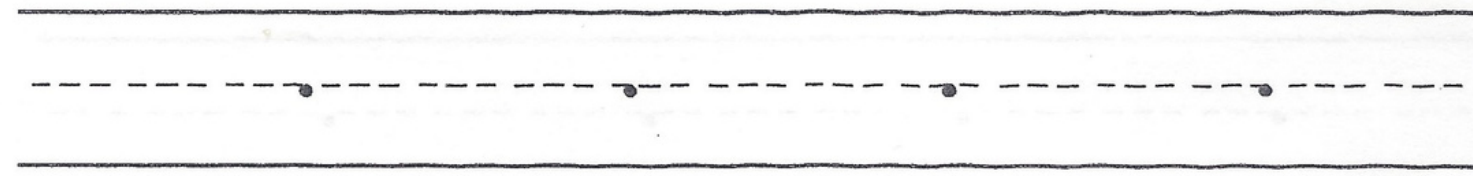
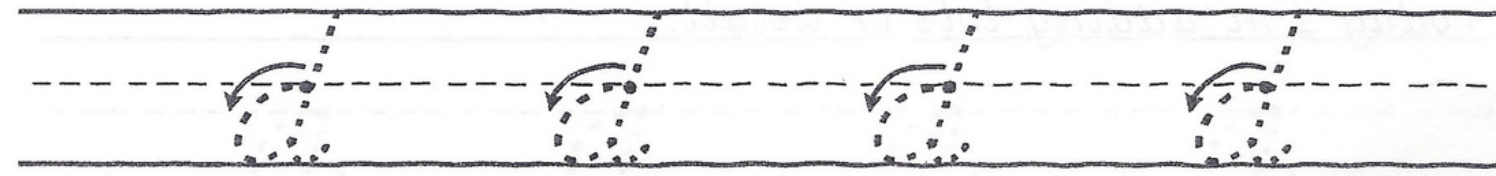
### **Extension for More Capable Students**

Encourage these students to add more and more to their pictures and to add words or labels also.

### **Sharing**

Leave extra time today to share work by the students who haven't yet had a detailed drawing shared with the class. Let them choose which drawing of the last three days they like the best.







Today I'm adding lots of detail.



## The back of workbook 1

Each workbook has an assessment at the end and a checklist on the back.

Dear families,  
Items checked on the list have been mastered by your child in Book 1.  
Please read the comments below about any unchecked items.

- Good pencil grip
- Able to draw a recognizable picture
- Able to add details to a picture (this concept will become more important as the year progresses)
- Correct formation of "round" letters c, a d and g

Comments:



# B O O K 2 | L E S S O N 1 2

## Objective for Conventions

- To learn to form the letter *n* correctly
- To gain confidence in writing the letter *r*
- To gain confidence in writing ending sounds

## Objective for Creative Content

- To identify the source of an idea

## Materials

- Writing workbooks and pencils



**Group Lesson and Practice**

Introduce the letter *n*, reviewing how to trace up and go over just before the top. “Down, trace it up almost to the top, over the hill, down, and a monkey tail.” Have everyone watch carefully to see where you turn to go “over the hill.” Do some *n*’s incorrectly, such as by starting from the bottom and adding a little line to stick out at the top. See if the class can catch you. You can have a few volunteers come up to make *n*’s for all to see.

Review how to make the letter *r*, which will be easy because it’s almost the same as *n*.

■ ***r*: “Down, trace it up almost to the top, over, and a little roof.”**

Remind everyone to write the ending sounds for the pictures today.

Also, challenge students to choose a different source for their idea than yesterday. Most children have a favorite genre and can easily get stuck there.

**Independent Practice /  
Teacher Guidance and Feedback**

Erase any handwriting that needs correcting. Record any help a student needs at the bottom of the page for future reference.

Make sure everyone is writing the ending sound and making *n*’s correctly, not

picking up their pencils and adding the little line on top of the *n*!

**Extension for More Capable Students**

Encourage these students to write and draw with lots of detail.

**Sharing**

Sharing is not extremely important for Lessons 9–15 although children love it. You can have children do a quick share with a buddy, or choose a few students to share each day, or skip it on some days.

**Planning Ahead**

**T**hink about the main character you are going to have the class talk about in a few days (Book 3, Lesson 1). Make a list of adjectives such as *kind, careful, grouchy, funny, mean, patient, smart, responsible, honest, hardworking, lazy*. Include words that do not describe the main character as well as words that do. You will be going through the list as a class, so plan to have time to write it out where everyone can see before Lesson 1 in Book 3. Students will also be drawing the main character, so plan to have a good picture of the character on a projector or a board.



Handwriting practice line with a dashed uppercase letter 'U' and four dots on the dashed midline for starting points.

Handwriting practice line with a dashed uppercase letter 'U' and four dots on the dashed midline for starting points.

Handwriting practice line with a dashed lowercase letter 'u' and four dots on the dashed midline for starting points.

Handwriting practice line with a dashed lowercase letter 'u' and four dots on the dashed midline for starting points.

*Extra practice*

Blank handwriting lines for extra practice.



Blank handwriting lines for the word 'bed'.



Blank handwriting lines for the word 'dog'.

HELP NEEDED WITH:

I can tell my teacher where my idea came from: (circle one)

my imagination      an experience      a feeling

a fictional story (from book, TV, movie or game)

facts I learned (from book, TV, or video)

Remember to  
choose from a  
different source  
than last time!



## The back of Workbook 2

Dear families,  
Items checked on the list have been mastered by your child in Book 2.  
Please read the comments below about any unchecked items.

- Able to make correct spaces between letters
- Able to identify and write in lower-case letters the beginning and ending sounds in a word
- Able to identify where a writing idea came from
- Correct formation of “top” letters t, h, k, l, and b and also letters r, n and m (these letters all start from the top)

Comments:

# BOOK 3 | LESSON 10

You may want to have some adult volunteers to help with dictation on this lesson.

## Objective for Conventions

To learn how to write the letter *u*  
To gain confidence making space between words

## Objective for Creative Content

To write an ending to a narrative story, with adult help if needed

## Materials

Writing workbooks and pencils

## Group Lesson and Practice

*Teacher talk:*

“Remember you are learning how to write a story with a beginning, a middle, and an end. A story makes more sense when it has a beginning, middle and end. Today you will be writing the end of your story.

“The end of your story is going to tell your audience (that’s us!) what happened after you learned this thing. How were things different after that? How did you feel? What can you do now? Have you gotten even better? Sometimes this

is called the closure of the story. It’s like the happily ever after in a fairy tale.”

**G**ive some examples of your own. Have students give some examples of how things have changed for them since they learned the skill in their story.

Tell the students they will have the word “because” in their story today. “I felt happy because...” or “I felt strong because...” (etc.).

Today’s handwriting lesson will be introducing the letter *u*.

■ *u*: “Down, touch the bottom, up into a smile, trace back down, and a monkey tail.”

Show some common mistakes with writing *u*, such as making the monkey tail so high that it turns into the letter *w*.

Students will be writing the word “the” also, with a finger space in between each “the.”

Students will write the beginning, middle, and end sounds for the word “hat.”

## Independent Practice / Teacher Guidance and Feedback

Hold everyone to high standards of neatness on the handwriting page and make sure students have letters in extra



practice for tomorrow if they need it. If students leave too much space between the words “the,” have them redo the work with the correct spacing.

Children can do their own writing or dictate to someone.

### **Extension for More Capable Students**

Encourage these students to write descriptive words about how they felt.

### **Sharing**

Sharing is not important today since the class will be sharing their entire stories soon.

### **Planning Ahead**

In Lessons 12–15, you will need lists of easy, medium, and hard spelling words. Have about twenty words on each list. The easy list will have CVC words such as “hat” and other words they have used in this book. The medium list will have words with some blends. The hardest list will be for challenging your superstars; you can decide what they are ready for.

5 u u u u u

5 u u u u u

3 the the the

3 the the the

the the u u



h a t

Teacher help with:



This is how I felt after I learned to Swim.



I felt happy because ~~I wanted to be~~

happy



This is how I felt after I learned to ski.



I felt Happy because I didn't  
run into the shed.



Each writing workbook has the goals on the front cover

*Writing Book 4*

*Name \_\_\_\_\_*

*Forming letters y, v, q, z, and x*

*Correct spacing*

*Introduction to verbs*

*Writing sentences to go with a picture*

*Writing words with consonant blends and silent "e"*

*Writing an opinion and a report*

# BOOK 4 | LESSON 10

## Objective for Conventions

To gain confidence recognizing a verb

To gain confidence with handwriting and spacing between words

## Objective for Creative Content

To gain confidence expressing ideas in words

## Materials

Writing workbooks and pencils

## Group Lesson and Practice

*Teacher talk:*

“We learn the names for different kinds of words in order to understand our sentences better. We’ll be learning more about sentences in Book 5, so it’s im-

portant to know what the word ‘verb’ means. An action word is a kind of verb. An action is something you can do. If you can put ‘ing’ on a word and it makes sense, then it’s probably a verb. Try out these words to see if they are verbs: ‘walk,’ ‘write,’ ‘jacket,’ ‘mitten,’ ‘clap.’”

If you come up with more of your own, just be aware that it’s a little tricky because many words can be used as both nouns and verbs.

■ **Read over the words on the list to make sure everyone knows what they are, but don’t give the answers.**

Have everyone get their books out and do the first two together, “read” and “frog.” Have them circle “read” and cross off “frog,” and then write “read” on the first line.





Review what a list is and read some lists from last time to give ideas of things students can list.

### Independent Practice / Teacher Guidance and Feedback

Check off whether students did this activity without help. Since they will be correcting their mistakes, you may not remember later who needed help getting them all right. Have fun seeing what

they list!

### Extension for More Capable Students

Encourage these students to write a second set of lines next to the first ones. They can extend the original list or make a different list.

### Sharing

Sharing is optional today.

Circle the action verbs:

read frog hug jump eat van like

run cat play ant hot see sun

_____	_____
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_____	_____
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- - - - -	- - - - -
_____	_____

Teacher help

Independently



My list of \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# BOOK 5 | LESSON 3

## Objective for Conventions

To understand that a sentence always has a noun and a verb

To understand that a sentence can also have a prepositional phrase

To gain confidence writing a sentence with a prepositional phrase

## Objective for Creative Content

To have fun illustrating a silly sentence that has a prepositional phrase

## Materials

Writing workbooks and pencils

Noun and action verb picture cards printed out on different colored paper (red for “who,” green for “doing what”)

“Where” (prepositional phrase) cards printed on yellow paper

Sets of white “filler” words copied on white poster board and put in baggies

See Appendix for black line masters.

## Group Lesson and Practice

Go over the definitions of what a noun and a verb are (see Book 5 Introduction). Your class should be able to tell you quickly what a noun and a verb are after the first six lessons in Book 5. Empha-

size that a sentence needs both a noun and a verb to be a complete message, and that it always starts with a capital letter and ends with either a period or other end punctuation.

Remind students that a noun and a verb are what you must have to make a sentence, but you can add to that. Today they’ll be adding the detail of “where” to make a more interesting sentence. (These are on the yellow cards.) You will need to write in extra words today such as “in,” “at,” “by,” etc.

■ **Using the cards, model a sentence that the whole class will copy.**

## Independent Practice / Teacher Guidance and Feedback

Check the class sentence for neatness and accuracy. Since partners will be using three cards today (one green, one red, and one yellow) you may want to discuss who will get to choose the yellow card, or just distribute cards yourself.

Partners should raise their hands when they have their cards laid out, and again after writing their sentences. Partners should be checking each other’s work for accuracy, spelling, and neatness before calling you over to check. Have them fix any mistakes and then go on to illus-



trate their funny sentence, write more words about it, or do free-choice writing. If you want to use the “check off” section of the page as an incentive, you can put stickers in workbooks where students didn’t need to have any reminders about capitals and periods.

### **Extension for More Capable Students**

These students are the “lead” in their partner groups. They may be used to

doing a good job on their own, but now they need to pay attention to their partner as well. Really encourage them to check their partner’s work thoroughly before calling you over.

### **Sharing**

Make sure students have a chance to share their funny pictures or sentences with a few others.

Here is our class sentence built with a noun, a verb, and a "where" card.

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Now make a sentence with your partner!

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Reminders?

capitals

periods



# B O O K 6 | L E S S O N 2

## Objective for Conventions

To recognize a pronoun and use it to start a new sentence

To distinguish the words “her” and “his” (possessive pronouns) from personal pronouns—for simplicity, you will give as examples only “he,” “she,” “it,” “we,” and “they”

## Objective for Creative Content

To write a letter with at least three details (optional)

## Materials

Writing books and pencils

Letter-writing paper

## Group Lesson and Practice

Go over the definitions of “noun,” “verb,” “pronoun,” and “sentence” and

do a QT (see Book 6 Introduction).

**W**here everyone can see, write, “my friend likes to kick her soccer ball she can make a goal”. Go over the personal pronouns the class has learned: “he,” “she,” “it,” “we,” and “they.” Ask if anyone sees a pronoun in the sentence. Now go through each word and have the class say, “Stop!” when they see the pronoun. (The word “her” is put in so that you can make clear that “he” and “she” are the pronouns they are looking for.) Circle the personal pronoun and edit the rest of the sentence while they watch. You aren’t rewriting it correctly here, just adding editing markings to show what will need to be changed.

Pass out writing books and pencils. Have students turn to Lesson 2 and have them make suggestions for correct-



ing the top group of words, “the monkey likes to swing by her tail she swings in the tree”. Students will watch as you make the editing markings in your book, and then make the same marks in theirs. Have them put their pencils down after making the corrections and watch you write out the corrected sentences on the lines. Make three or four mistakes on purpose to keep them alert and awake!

### **Independent Practice / Teacher Guidance and Feedback**

Have the children write out their corrected sentences. Tell them to raise their hands when the top sentences are finished, so an adult can put a smiley face or star on their work. You will want to make sure these sentences are correct

before students do the bottom example all on their own. Make sure they haven't skipped any words or left anything out.

When finished, students may start on letters or whatever activity you've decided on.

### **Extension for More Capable Students**

You can decide on this, depending on the activity you have chosen for creative content. If it is letter writing, more capable students can be encouraged to write one letter each day with three details and a picture.

### **Sharing**

You can decide on this also, depending on the creative content activities you have chosen. If your class is writing letters, there is no need for sharing.



Can you make these words into two sentences?

the monkey likes to swing by her tail she  
swings in the tree

Handwriting practice lines consisting of three sets of three horizontal lines (top solid, middle dashed, bottom solid).

the mouse likes his cheese he finds it in the  
kitchen

Handwriting practice lines consisting of three sets of three horizontal lines (top solid, middle dashed, bottom solid).

Teacher help with:

# B O O K 7 | L E S S O N 8

## Objective for Conventions

To get some experience writing a long sentence including phrases

## Objective for Creative Content

To write five or six lines in response to a choice of prompts

## Materials

Writing books and pencils

## Group Lesson and Practice

Starting with a “when,” write a super sentence as a class as you did yesterday. Today you will add a conjunction. Have the class write it in their books.

Examples:

“Yesterday afternoon, Henry saw a spider hanging from the ceiling and he called his friend to see it too.”

“Last week, Bob the spider scared a boy



on the porch, but the boy's mom wasn't scared."

### Independent Practice / Teacher Guidance and Feedback

**M**ake sure students have copied the sentence without leaving out any words and using neat handwriting. Some students may not have liked what the class decided on for a sentence. After copying the group sentence, they may want to write their own super sentence about the boy and the spider. When they are finished they can write on the facing page according to the directions. Everyone should write at least five or six lines before working on a picture. Students should be using correct punctuation now; have them correct any mistakes on

their creative page. You may not have time to do this for everyone, but try to get to students who you know will have difficulty.

### Extension for More Capable Students

Encourage these students to write a super sentence on their own on the creative side today. Have them underline it and show it to you. They can also be expected to finish all the lines available for writing on this side.

### Sharing

Leave 10 minutes or so at the end to share writing.

### Planning Ahead

You will need a chart for the next lesson. Read ahead so you can be prepared.





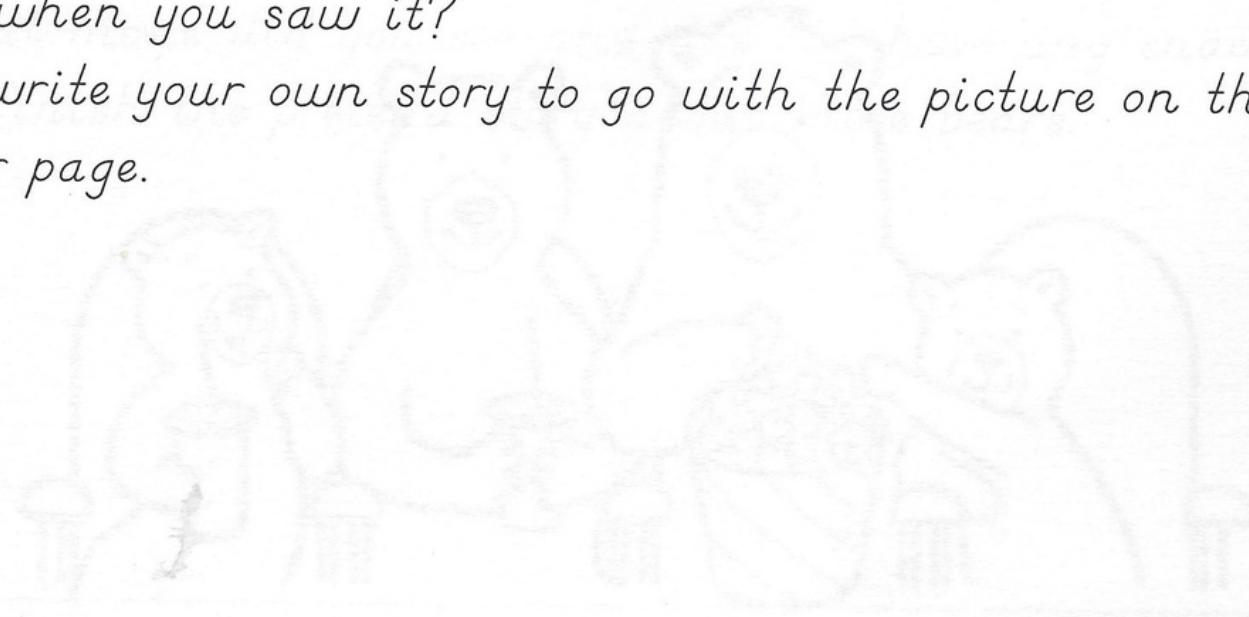
*Our class sentences.*

Handwriting practice lines consisting of ten sets of three horizontal lines (top, middle dashed, bottom) for writing.



Write about a time you saw a bug or insect. How did you feel when you saw it?

OR write your own story to go with the picture on the other page.



Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.