

Welcome!

There is a sample lesson here from each Level K 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.

## BOOK 1 | LESSON 9

**Objective for Conventions**

To gain hand and finger coordination to prepare for success in handwriting

**Objective for Creative Content**

To get in the habit of using a correct pencil grasp

**Materials**

Writing workbooks and pencils

Crayons for each child in a small plastic bag or crayon box

**Group Lesson and Practice**

Do some body, hand, and finger warm-ups (see Appendix A).

**■ Model how to do Lesson 9.**

Show how you trace then copy the shapes. Show how you can make the half-rounds into a turtle.

**■ Review the rules for writing time.**

Remind the class of any rules you think they still have a hard time remembering.

Hand out pencils and practice a correct pencil grasp. (Do not hand out workbooks until after this.)

Have everyone get settled in their workspaces with workbooks, pencils, and crayons.

**Independent Practice /  
Teacher Guidance and Feedback**

After 2 minutes of silent work time, walk around and check student work. The class should be silent for another minute. If you feel they are ready, you can walk around sooner. Work that is not up to the standard should be erased and redone.

**C**ircle “yes” or “no” on the drawing page as a reminder to yourself whether the student needed help with grasping a pencil or crayon.

**Extension for More Capable Students**

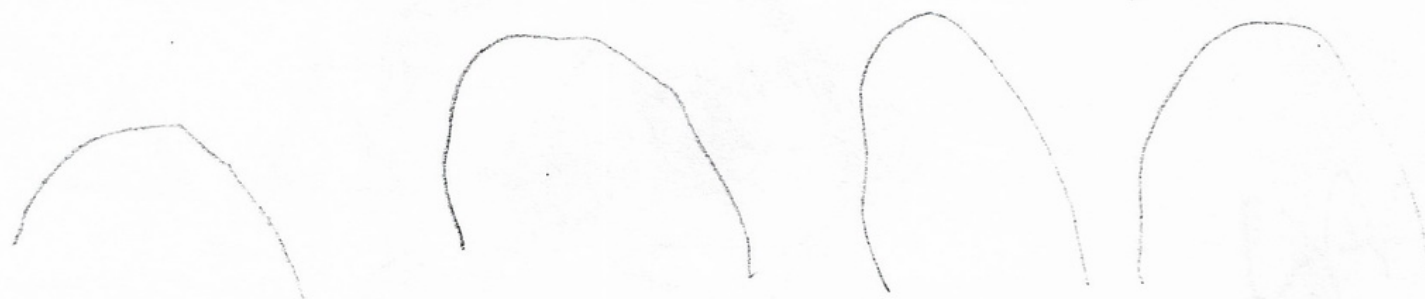
Encourage these students to draw a detailed picture or write words.

**Sharing**

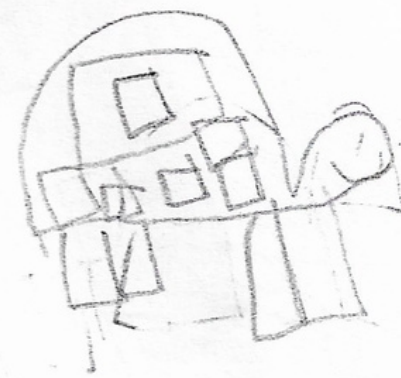
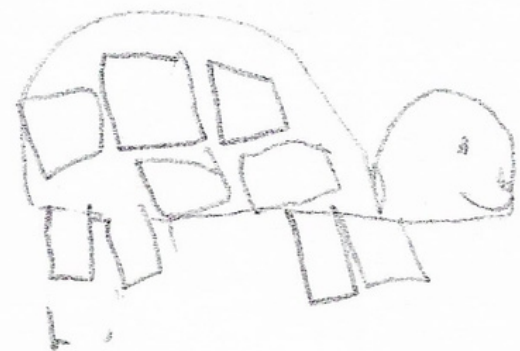
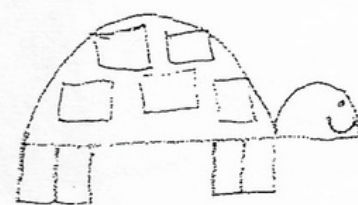
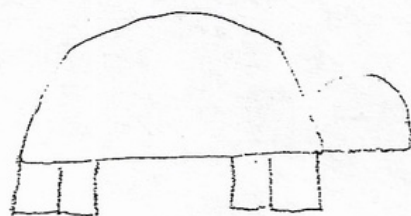
If there is time, share some student work. Pick three or four students to find the page they are most proud of. It can be a conventions or a creative page.



*I can copy the shapes here:*



*I can draw a turtle.*



*I can hold my pencil and crayon correctly.*



*reminder? yes no*



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

- I can hold my pencil correctly without reminders
- I can copy simple shapes
- I can stay in my seat during writing time
- I can work quietly
- I can focus on my teacher during group instruction

Comments:



## BOOK 2 | LESSON 10

**Objective for Conventions**

To form letter *a* correctly by beginning with letter *c*

**Objective for Creative Content**

To improve fine motor skills  
To foster enjoyment for drawing and writing

**Materials**

Writing workbooks and pencils

**Group Lesson and Practice**

Start with some body, hand, and finger warm-ups.

**R**eview how *c* becomes *a* by going straight up, and tracing back down (“with a monkey tail” if you are teaching D’Nealian). Use any mistakes that you saw in workbooks yesterday as your “mistakes” for students to catch.

Have everyone get their “finger pencils” out and air-write a few *a*’s with you while you model in the book or on a whiteboard.

**Independent Practice /  
Teacher Guidance and Feedback**

Erase where needed, encourage, and enforce silence and then quiet. The class should be able to maintain silence now for up to 7 minutes.

**Extension for More Capable Students**

Encourage these students to add more detail, words, or labels to their pictures.

**Sharing**

If you have time, share some pictures students have drawn.

Make your letter c turn into letter a.

a a a a

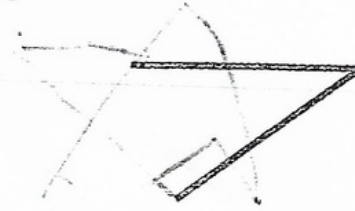
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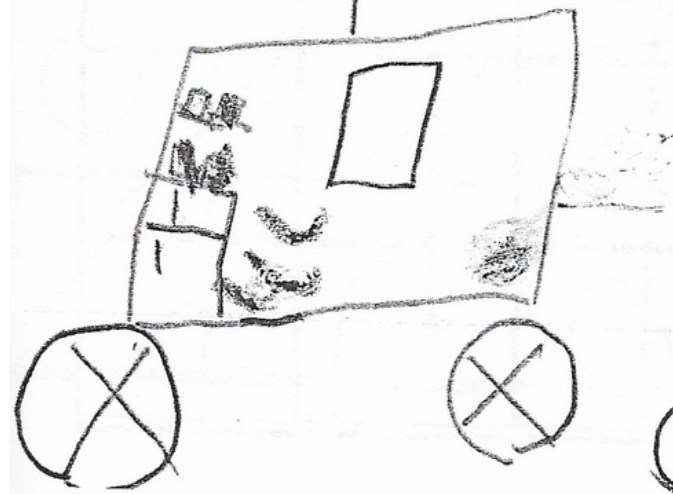
a a a a



You can finish these stars, or draw whatever you choose, but no scribbling!



Hot Dog





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.

I can hold my pencil correctly.

I can copy or draw a picture.

I can form letters c, a and d correctly and neatly.

I can stay in my seat and work quietly.

Comments:

# B O O K 3 | L E S S O N 1 0

## Objective for Conventions

To gain confidence in forming letters *l*, *k*, *g*, and *d*

To practice leaving spaces in writing

## Objective for Creative Content

To gain confidence in drawing

## Materials

Writing workbooks and pencils

*(Optional)* Any object you use to add a space—e.g., craft stick, clothespin

Picture books to copy a picture from

## Group Lesson and Practice

**N**otice the missing go-dots! Show students the conventions page to see what is missing at the end of the lines. Let your students know that today is an important day: it will be their job to leave a space between the last two letters on each line. Demonstrate how to leave a space, using whatever method works best for you (craft stick, clothespin, “finger space”).

*Note about left-handed students: If you use a spacing item, left-handed students should place the item above where the next letter should start, not between letters.*

Children need to understand that the space is just as important as the letter, so after you make your modeled letters today, go back over the row and have everyone say (for example for the letter l), “l, space, l, space, l, space,” etc. It is important that students leave space between their letters, because this will be future practice for leaving space between words. You can show the class spaces between words in a book and emphasize the importance of learning about spaces.

■ **Go over letter formations for l, k, g, and d.**

■ **D’Nealian:**

*l*: “Down, and a little monkey tail.”

*k*: “Down, up halfway, over the hill, tuck it in, and a monkey tail.”

*g*: “Over, around, stop, straight up, back down, under water, and a fishhook.”

*d*: “Over, around, stop, straight up the elevator to the top, down the elevator, and a monkey tail.”

■ **Zaner-Bloser:**

*l*: “Top start, straight down.”

*k*: “Down, pick up your pencil, slant left, slant right.”

*g*: “Big round c, stop, straight up, back down, under water, and a fishhook.”

*d*: “Big round c, stop, straight up the elevator to the top, down the elevator.”

More go-dots will be missing each day in Books 3 and 4, until they are entirely gone.

The beginning sounds today are for the words “grapes” and “kangaroo.”

**T**oday is another opportunity to copy a picture from a book. Some students may not have finished from last time. You may want to have students choose a book earlier in the day. They will probably need to use more writing areas than normal (including the floor if necessary) to allow space for picture books and writing books.

### Independent Practice / Teacher Guidance and Feedback

Erase any handwriting that needs correcting. Continue to have high expectations for neatness and perfect letters. Have students redo work if there is no space between the last two letters on the line.

Make a quick note under “teacher help needed with” if necessary.

### Extension for More Capable Students

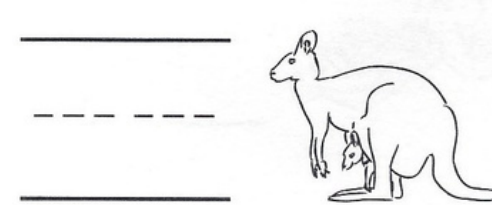
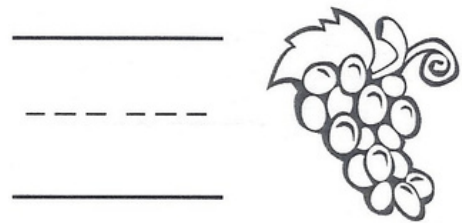
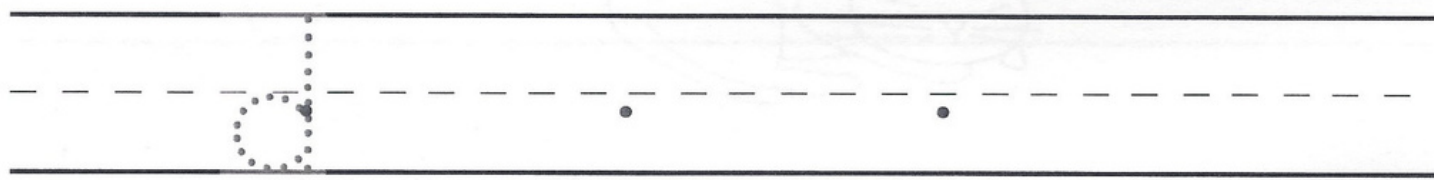
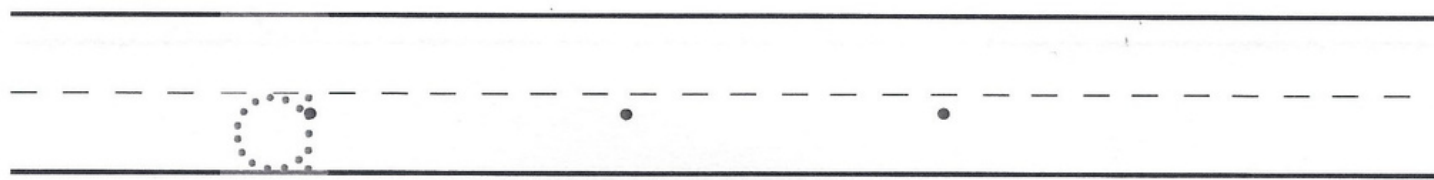
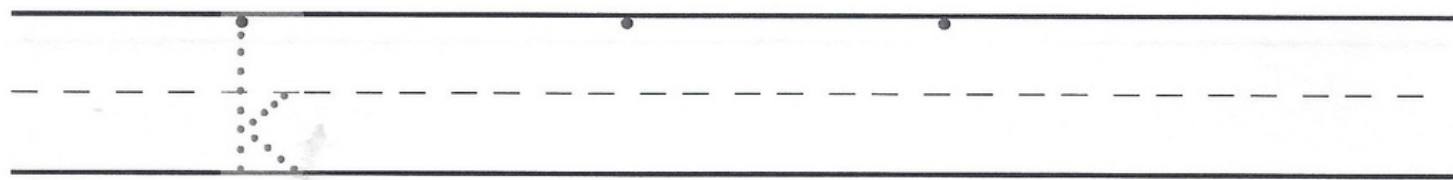
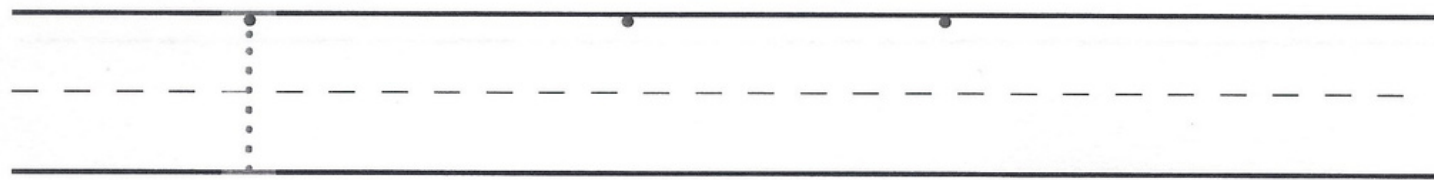
Encourage these students to add lots of details and labels or words.

### Sharing

Share with a buddy if there is time.

Make the last letter without using a go-dot.

Remember to leave a space!



teacher help needed with:

You can copy a picture from a book or draw whatever you choose.



Dear families,

Items checked on the list have been mastered by your child in Book 3. Please read the comments below about any unchecked items.

- I can add a few details to a picture
- I can hear and write the beginning sound in a word
- I can form "top" letters t, h, k, and l (these letters all start from the top)
- I can form round letter g

Comments:

# BOOK 4 | LESSON 5

## Objective for Conventions

- To learn how to form letter *r* correctly
- To gain confidence in writing letter *a*
- To gain confidence in writing beginning sounds
- To practice forming a question mark
- To learn to leave spaces in writing

## Objective for Creative Content

- To gain confidence in writing words and illustrating a sentence.

## Materials

- Writing workbooks and pencils
- Several sets of animal picture cards (see Appendix)

## Group Lesson and Practice

Begin with some body, hand, and finger warm-ups.

■ **Introduce the letter *r* today.**

■ **D'Nealian:**

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

■ **Zaner-Bloser:**

*r*: Same as D'Nealian

Show children how to slowly trace almost back up to the top, but not quite. Your class could even call out "Stop" when they think you should start going over to make your "roof."

■ **Review and model how to form the letter *a* if you think it is still necessary.**

■ **D'Nealian:**

*a*: "Over, around, stop, straight up the elevator, down the elevator, and a monkey tail."

■ **Zaner-Bloser:**

*a*: "Big round *c*, stop, straight up the elevator, down the elevator."

The beginning sounds today are for "rake" and "arrow."

**D**epending on the needs of your class, either model how to do the creative page or let students work on it independently. Go over how to make a question mark, and keep a model of what it looks like in a prominent spot.

Have several sets of the animal picture cards (on card stock if possible) to distribute. Today students will use the picture cards to copy the name of an animal on the line.

### Independent Practice / Teacher Guidance and Feedback

Check to make sure that every student has put a period at the end of the sentence. Keep your high standards for handwriting and spacing!

### Extension for More Capable Students

You can encourage these students to add more in the picture about the animal's habitat. Or, you can encourage them to write, "I like [animal name] because..."

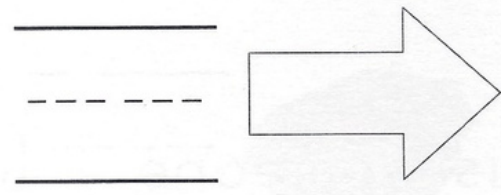
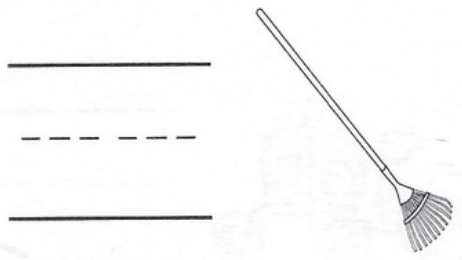
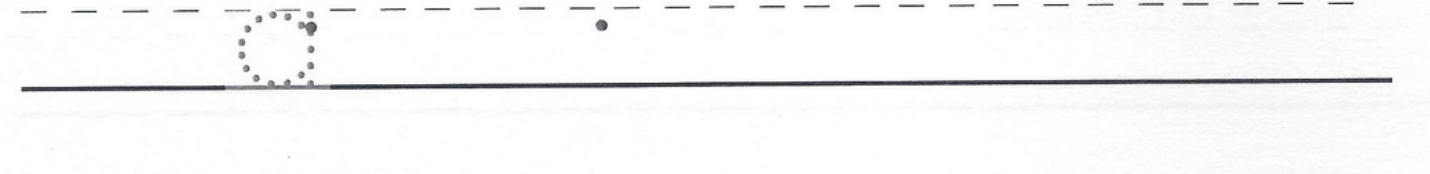
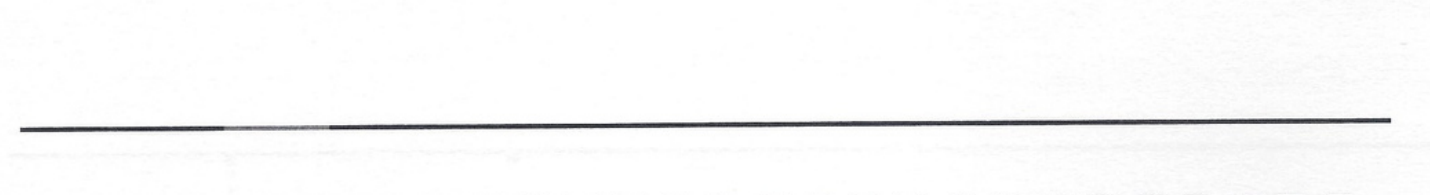
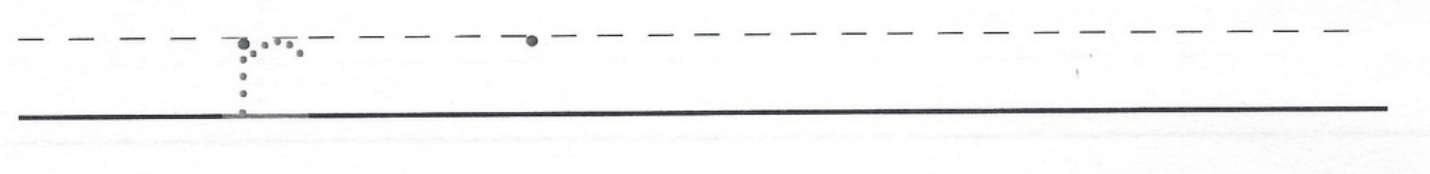
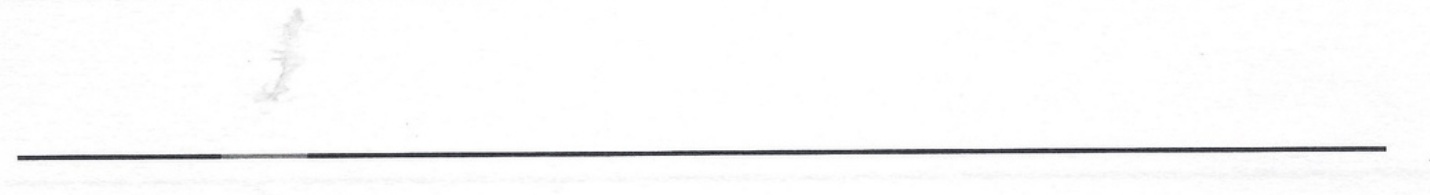
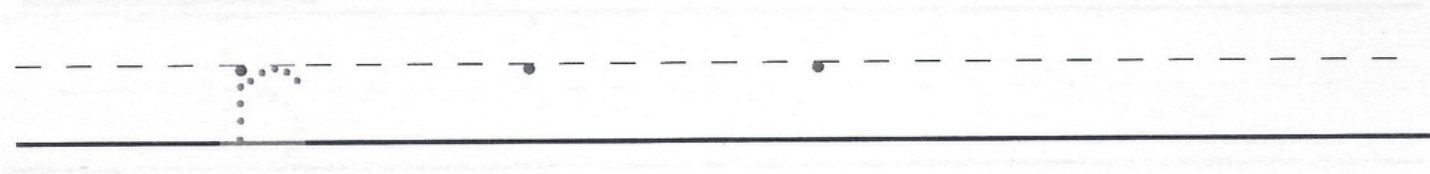
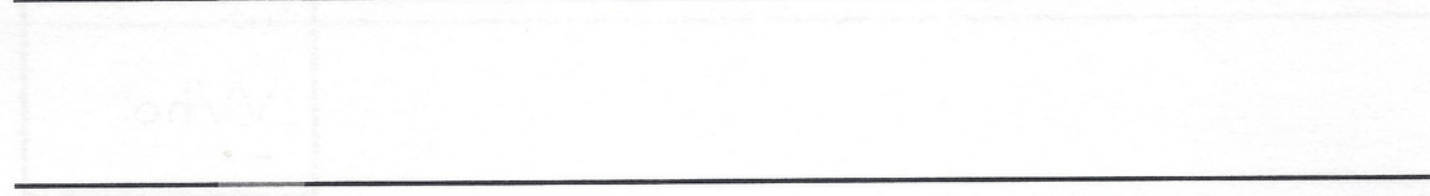
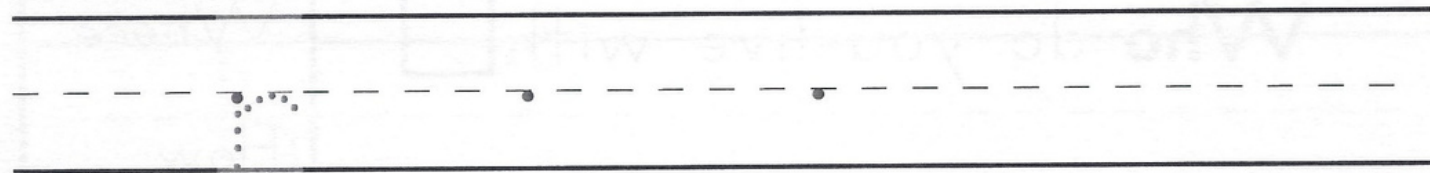
### Sharing

Do whole-group sharing if you have time, or partner sharing if you only have a few minutes.

#### ■ Looking ahead...

*For Lesson 6 you will need a list of places to play on your school's playground. You can either write these on cards and make a few sets, or create a slide or document with the list and an illustration next to each word. Since these are unique to each school, this list is up to you!*





What animals do you like

When

Why

What

Here is an animal I like.

It is a \_\_\_\_\_

Dear families,  
Items checked on the list have been mastered by your child in Book 4. Please read the comments below about any unchecked items.

- I can write the beginning sound in a word
- I can add a space between letters without a reminder
- I can make letters r, n, and m correctly
- I can answer questions and write a question mark

Comments:

# BOOK 5 | LESSON 1

## Objective for Conventions

To learn to form letter *e* correctly

To gain confidence in writing letters *n* and *o*

To gain confidence in writing beginning and ending sounds

## Objective for Creative Content

To understand fact and fiction and to accurately illustrate research

To understand the concept of staying on topic

## Materials

Writing workbooks and pencils

## Group Lesson and Practice

Begin with some body, hand, and finger warm-ups.

■ **Introduce how to form letter *e*.**

■ **D'Nealian:**

***e*: "Curve up to the middle line, around, touch where you started, and a hook."**

■ **Zaner-Bloser:**

***e*: "Make a line between the lines, go up, and circle around."**

■ **D'Nealian:**

***n*: "Down, trace it up almost to the top, over the hill, and a monkey tail."**

■ **Zaner-Bloser:**

***n*: "Down, trace it up almost to the top, over the hill."**

You can review letter *o* if you think it is necessary.

The word for beginning and ending sounds today is "frog."

**E**xplain to the class that today's lesson will start differently. It will begin with the picture side of the lesson. You will be reading some facts about grizzly bears, and students will be getting started making some of the details in pencil (no crayons yet). Designate a partner for each student.

*Teacher Talk:*

"Today you are going to draw a picture to go with some true information. Listen while I read the sentences." Read the entire passage. "Turn and tell your partner one thing you remember from the information about grizzly bears.

"You are going to add details to this picture, but the details have to come from the sentences on the page. You are not going to add other animals, but if you

want to make more grizzly bears, that is okay. This is called ‘staying on the topic.’ It is important to learn to stay on the topic, especially when you write a report about something.

“I’m going to read the sentences again, and I want you to think about what you can add in your picture.” Read the passage again. “Tell your partner one thing you could add in your picture.”

**A**s students do this, circulate quickly and listen to what they are saying, then highlight what a few students said. “I heard Mariano say he would add some bugs, and I heard Henry say he could make a river with a bear swimming, and I heard Eleanor say she would make some berry bushes. These were all things in the passage I read. Good thinking!

“There were no people in what I read, and no other animals. Today our focus, our topic, is only grizzly bears. Can you add other grizzly bears to your picture?” (“Yes!”) “Can you put yourself in the picture?” (“No!”) “Can you add other animals (besides a few bugs)?” (“No!”)

Hand out workbooks and pencils. “I will read the passage one more time and you may get started on your picture.” Read the passage once more while children start drawing.

“With a pencil only, draw some of the facts on the bear page, then you may work on your handwriting page. When

your handwriting page is done, you may then get crayons and color in your grizzly bear facts.”

### Independent Practice / Teacher Guidance and Feedback

Walk around and check for correct handwriting and make sure children are staying on topic with their bear pictures. You may need to show some good examples of staying on topic in the middle of the lesson today rather than waiting until the end. It will be difficult for some children not to add extra items to the picture!

### Extension for More Capable Students

Challenge these students to add every detail in the passage to their drawings.

### Sharing

Share some of the pictures with details children added.

Remember to start a new checklist for whole-group sharing, to avoid arguments about who has shared and to make sure everyone gets a turn.

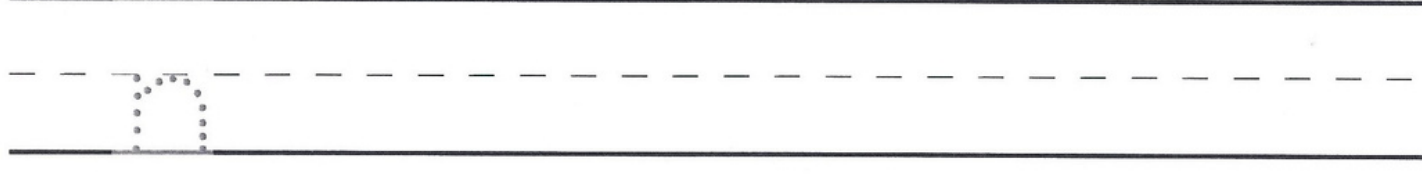
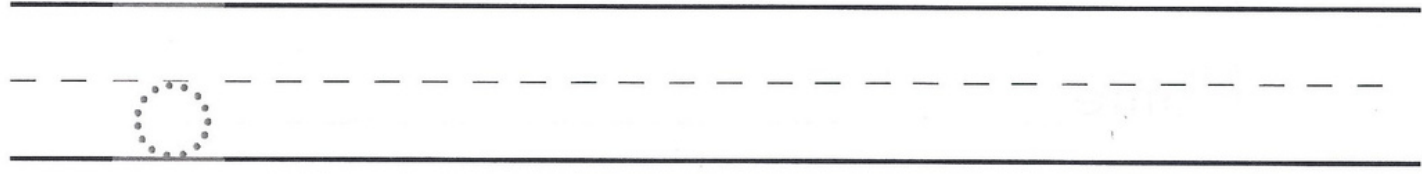
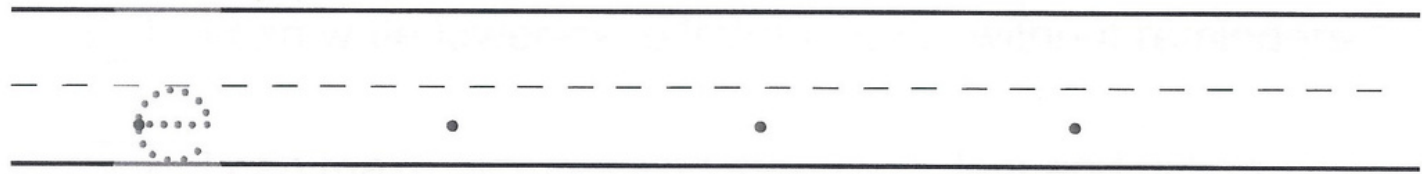
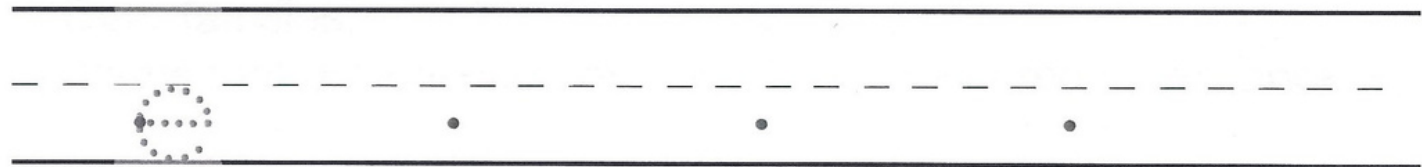
### ■ Looking ahead...

**L**essons 2 and 4 have a space for children to dictate a short story. If you have classroom volunteers or older students who can buddy up with your students to do some writing, these would be excellent opportunities for helpers.

Make your picture show a few of these facts:

Grizzly bears are brown and grey. They like to eat nuts, berries, bugs, and fish. They are good swimmers and fast runners. They usually have two babies. In the fall they dig a hole in the side of a hill where they can hibernate for the winter.





- No teacher help
- Teacher help with

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

## Objective for Conventions

To gain confidence in writing letters *g*, *q*, *b*, and *d*

To gain confidence writing all the sounds in a short word

## Objective for Creative Content

To practice sharing an opinion and listening to the opinions of others

## Materials

Writing workbooks and pencils

## Group Lesson and Practice

Begin with some body, hand, and finger warm-ups.

■ Review letter formations for *g*, *q*, *b*, and *d*.

■ D'Nealian:

*g*: "Over, around, stop, straight up, back down, under water, and a fishhook."



q: "Over, around, stop, straight up, back down, under water, and a backwards fishhook."

b: "Down, stop, over, and around."

d: "Over, around, stop, straight up the elevator to the top, down the elevator, and a monkey tail."

#### ■ Zaner-Bloser:

g: "Big round c, stop, straight up, back down, under water, and a fishhook."

q: "Big round c, stop, straight up, back down, under water, and a backwards fishhook."

b: "Down, up halfway, over, and around."

d: "Big round c, stop, straight up the elevator to the top, down the elevator."

The word to write is "mop."

Read the story about Michael and Madison. Explain that different students will have different opinions.

### Independent Practice / Teacher Guidance and Feedback

If you have helpers today, they can be filling in the lines for the story while you check handwriting. If not, try to fill in at least a sentence for each student about what is happening in his or her picture. Your writing time may be longer than usual if you are doing this yourself.

Make sure that handwriting is neat and that there are spaces between the letters.

### Extension for More Capable Students

Encourage these students to do their own writing.

### Sharing

Read some student work that includes varying opinions. You can tell students your opinion if you want, but keep in mind that this isn't a nutrition lesson. The goal here is to have every student feel comfortable expressing an opinion, and to learn that writing can be a way to express an opinion.

#### ■ Looking ahead . . .

*Lesson 7 will have a short dictation, and this will go more smoothly if you have an adult helper or a few older children to help out.*

g

g

b

d



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Madison and Michael's dad bought a package of cookies. They both ate three cookies but now they want more. Should their dad let them eat as many as they want?

\_\_\_\_\_ , he should/shouldn't let them eat all they want

because \_\_\_\_\_.

Dear families,

Items that are checked off have been mastered in this book.

I can write simple words

I can make spaces between words

I can write lower-case letters neatly without reminders

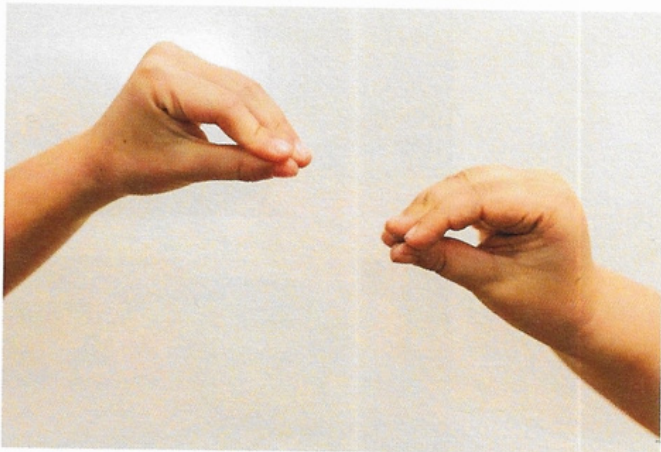
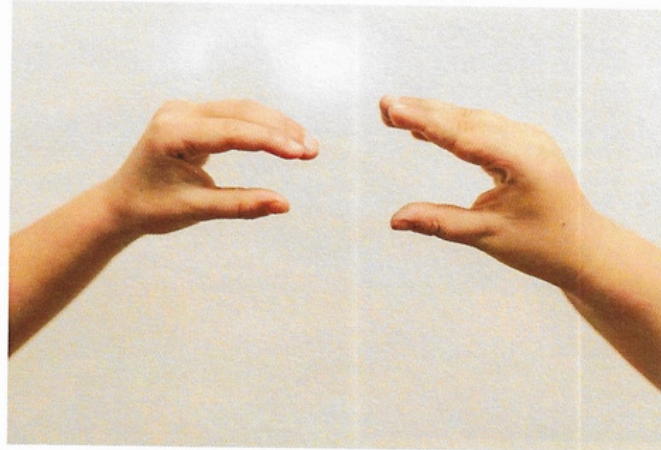
I can tell my opinion

Comments:

## Hand and Finger Warm-Ups

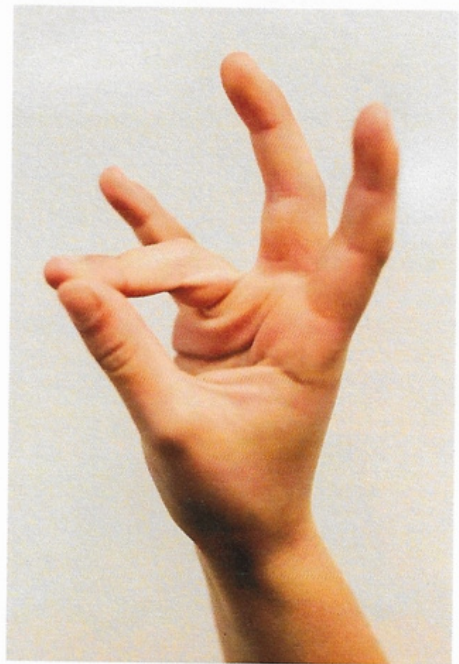
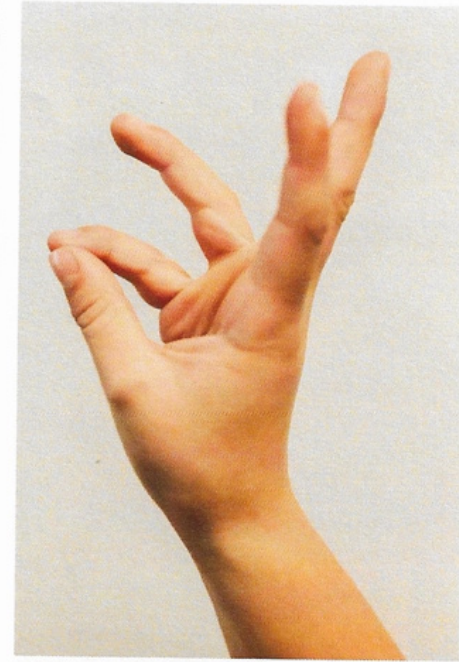
## ■ Yackity Yak

Pretend your hands are puppets talking to each other. You can "talk" to a friend, too, as long as your hands don't touch.



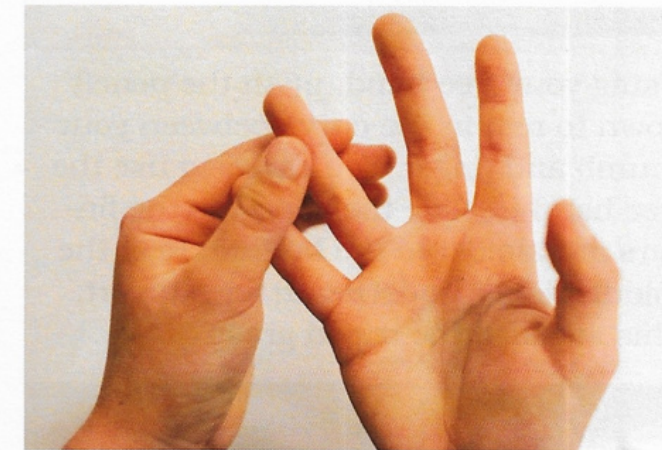
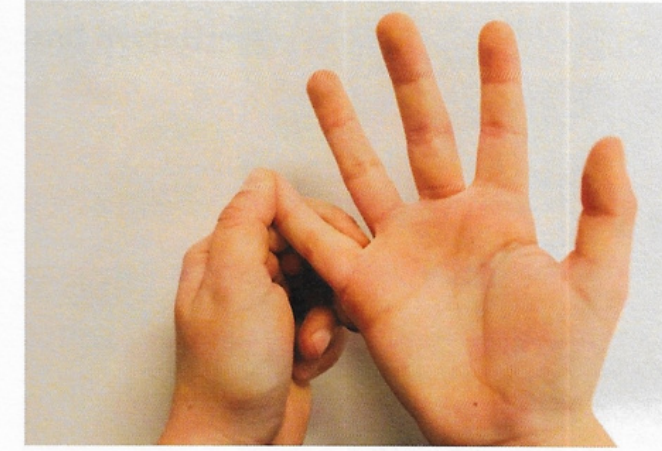
## ■ Hello Fingers

One at a time, touch each finger to the thumb, then back in the other direction. Try to keep the fingers that aren't touching high in the air. Do both hands.



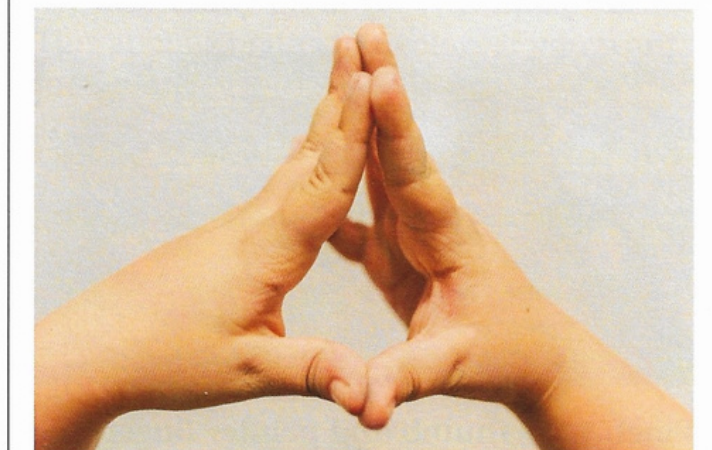
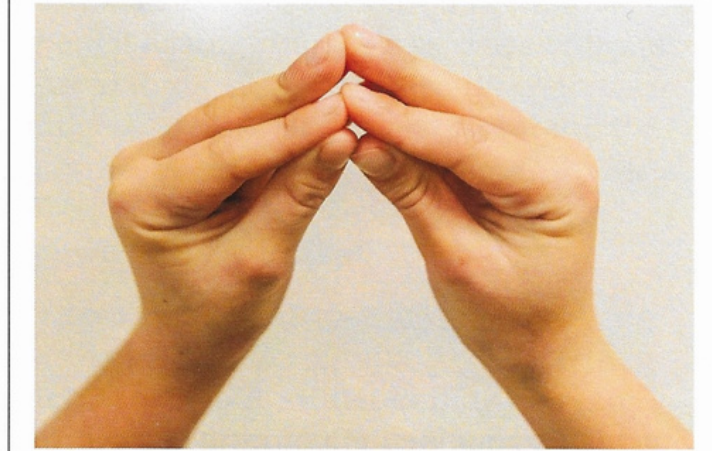
## ■ Finger Wake-Up

Massage each finger one at a time starting from the base and out the tip. Don't forget your thumb! Wake up the fingers on both hands.



## ■ Spider Push-Ups

Touch each fingertip to the matching one on the other hand. Alternate bringing the fingers together and spreading them apart. Can you do 10 of these?



**Examples of hand and finger warm-ups**