

Writing Activities

RESOURCE BOOK

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PART 2



•Sounding •Writing •Spelling •Reading
for use with

The Family Readers

SETS 7-12

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WRITING ACTIVITIES GUIDE

The Family Literacy Writing Books provide a sequence of steps for learning to read, write and spell, and were designed to be used as a supplement to the Family Readers. For example, the writing activity book Max Set 1, Book 1 and the phonics storybook Max Set 1, Book 1, are correlated to be taught together as a lesson.

The Family Literacy Writing Books are provided for reinforcement and enjoyment. The number of writing pages used in each lesson may vary with individual students and circumstances.

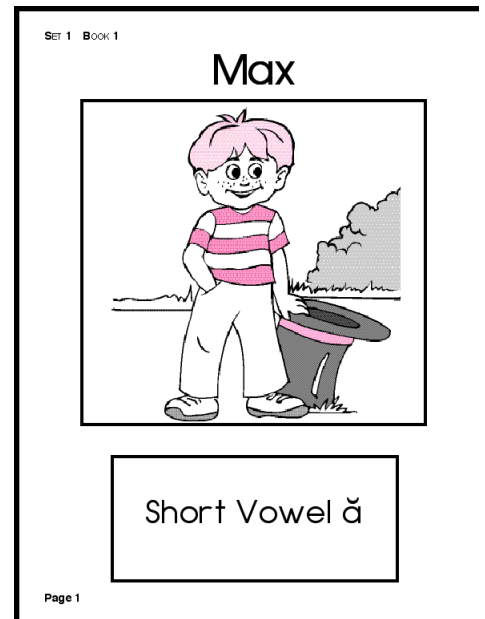
How to use The Family Literacy Writing Activities Resource Book

Pre-Reading Activities (Pages 1-6)

Page 1 - Title Page

Page 1 is the title page, and is the same number and title as the corresponding Family Reader.

The phonics skills presented in each writing activity book are listed on this page.

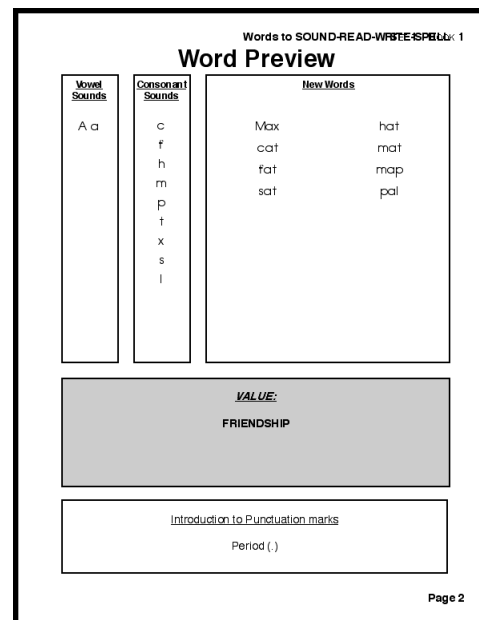


Page 2 - Word Preview

Page 2 is the same as the word preview page found in the corresponding storybook.

This page introduces *new words used in the phonics storybook. It is an introductory visual overview.

Words may be written on the board, or presented on an overhead projector and read together. (sounds are emphasized.)



Teacher Dictation

1 A a M

2 ma H ha

3 C ca x

4 Max sat

5 fat cat



Teacher says the sounds. Students write the letters as they say the words.
Teacher guides the students to write left to right-top to bottom.
For extra practice, additional student dictation pages may be copied.

Page 3 - Teacher Dictation

Page 3 is a guide for writing the sounds spoken to the students as they sound and write the letters and words on their dictation page. (page 4)

Model sounds for the students, especially the blends, for example c-a, ca, m-a, ma etc.

Other letters or words may be substituted from the preview page.

Dictation helps students understand sound/symbol relationships while writing words.

Dictation shows teachers where students need extra practice before reading the storybook.

Help is given by having students write letters (black or white boards or paper) while modeling the sounds. Alphabet letter flash cards may also be used for review of the sounds.

Words to SOUND-READ-WRITE-SPELL: 1
Word Preview

Vowel Sounds	Consonant Sounds	New Words	
A a	c	Max	hat
	f	cat	mat
	h	fat	map
	m	sat	pal
	p		
	t		
	x		
	s		
	l		

VALUE:

FRIENDSHIP

Introduction to Punctuation marks

Period (.)

Page 4 - Student Dictation

The students write the letters spoken by the teacher. Students say the sounds and read the words back to the teacher.

Example:

- Teacher: Says "C" sound.
 Student: Writes "C" and says the "C" sound.
 Teacher: Says, "C (sound), and after the C write a (short a sound)."
 Student: Writes "a" and teacher and student say Ca.
 Teacher: Says, "t" sound
 Student: Says and writes "t" after the Ca.
 Teacher: Says, "read the word."
 Student: Has written cat, now reads cat.
 Teacher: Very Good.

Page 5 - Learning Word Families

Page 5 is a guide for students to sound and write the words used in the story.

Teacher models how to write word families.

Example:

Teacher- "How many words can we write from the at family using the consonant letters listed at the top of the page?"

Lets try b with at, is it a word? Yes, bat. Does c with at make a word? Yes, cat. How about d? No, dat is not a word." etc.

As words are formed, lines are drawn through the consonants used. (b, c, d, etc.)

PRE-READER ACTIVITY

Learning word families

bcdfghjklmnpqrstvwxyz

at

1 bat

2

3

4

5

6

Directions: Draw a line through the letters you use.

Page 5

Page 6 - Word Family Checklist

Students use page 6 to check words they have written on page 5.

Students reinforce reading and spelling skills as they review the words.

Five or six words will be written in the word family list. Students may build their reading and writing confidence by discovering other words not included in the list on page 5.

- note -

After completing writing activity pages 1-6 students should be able to read the corresponding story book fluently and accurately.

Writing pages and storybooks may be taken home after each lesson for reading, writing, and spelling reinforcement.

PRE-READER ACTIVITY

Word family check list

bcdfghjklmnpqrstvwxyz

at

1 bat

2 cat

3 fat

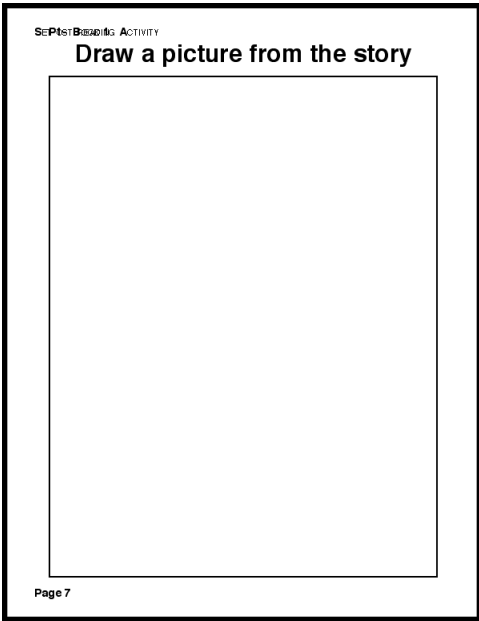
4 hat

5 mat

6 sat

Directions: Go read the books.

Page 6

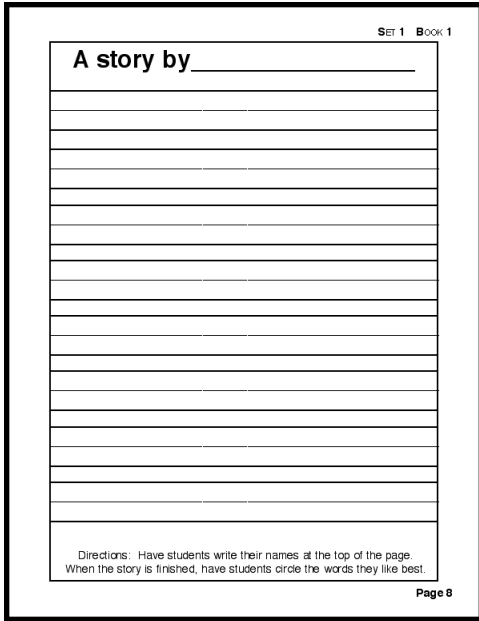


Page 7 - Draw a Picture

Students have read the storybook and recorded the progress on the skills chart.

Students may now draw a picture from the storybook. These can be colored, posted in the room, kept in a binder/folder, taken home or etc.

Best art is encouraged and favorable comments made. Students become more involved with the storybook characters as they draw and write about them. It also helps students with remembering and comprehending what they have just read.



Page 8 - Write a Story

Students write about the story. Stories may be brief using just a few words. As reading vocabulary develops, writing abilities increase.

[Of the 36 Family Readers introducing short vowels, 33 titles have corresponding writing activities. Titles without these activities are; The Quiz Is 1, The Quiz Is 2, and The Quiz is 3. These books were written to be used for review and reinforcement of the concepts presented in the first 33 books. We recommend that students be given the opportunity to write their own quiz books from time to time throughout the program as a part of their creative writing experience. You will find this an enjoyable as well as useful activity.]

- Encourage enjoyment.
- Encourage personal stories.
- Encourage neat writing

Page 9 - Connect Words to Pictures

Students draw a line to connect the words with the pictures they match.

Teacher should model this activity.

Answers may be checked on page 14.

SEPIST READING ACTIVITY

Connect words to the pictures

1 Max

2 hat

3 mat

4 cat

5 pal

Page 9

Pages 10 and 11 Consonant Beginnings and Endings

Students write the beginning and the ending consonants to the words from the storybook.

Model on board for students.



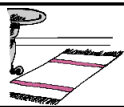


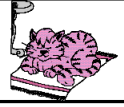
Answers can be checked and corrected from page 14

POST READER ACTBOOK 1

Consonant Beginning

SEPIST READING ACTIVITY

Consonant Ending

 Ma_x_	 ha__
 ma__	 ca__
 pa__	 sa__

Page 11



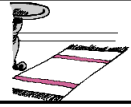



Page 12 - Circle Words

Students circle the words that go with the pictures. One or more words may be circled for each picture.

Answers may be checked on page 14.

POST READER ACTBOOK 1

Circle Words to fit the Picture.

 Max <u>cat</u>	 hat cat
 hat mat	 cat Max
 cat pal	 Max <u>cat</u>

Directions: One or more words may be circled to match the picture. Page 12

SEPT 1st READING ACTIVITY

Write the correct words by each picture.

sad Max

Max map hat cat ~~sad Max~~

Page 13 Directions: Draw a line through the words you use.

Page 13 - Write Words

Students write the correct words on the lines provided by each picture.

Teacher should model writing correct words.

The word box at the bottom of the page may be used as a guide.

POST READING ACTIVITY 1

Answer Key

Connect words to the pictures

1 Max

2 hat

3 map

4 cat

5 pot

Page 9

Consonant Beginning

Max	hat
map	cat
pot	cat

Page 10

Consonant Ending

Max	hat
map	cat
pot	cat

Page 11

Circle Words to fit the Pictures

Max	cat	pot	cat
hat	cat	cat	map
cat	cat	Max	cat

Page 12

Write the correct words by each picture

sad Max

Max map hat cat ~~sad Max~~

Page 13

Page 14

Page 14 - Answer Key

An answer key for pages 7-13 is provided.

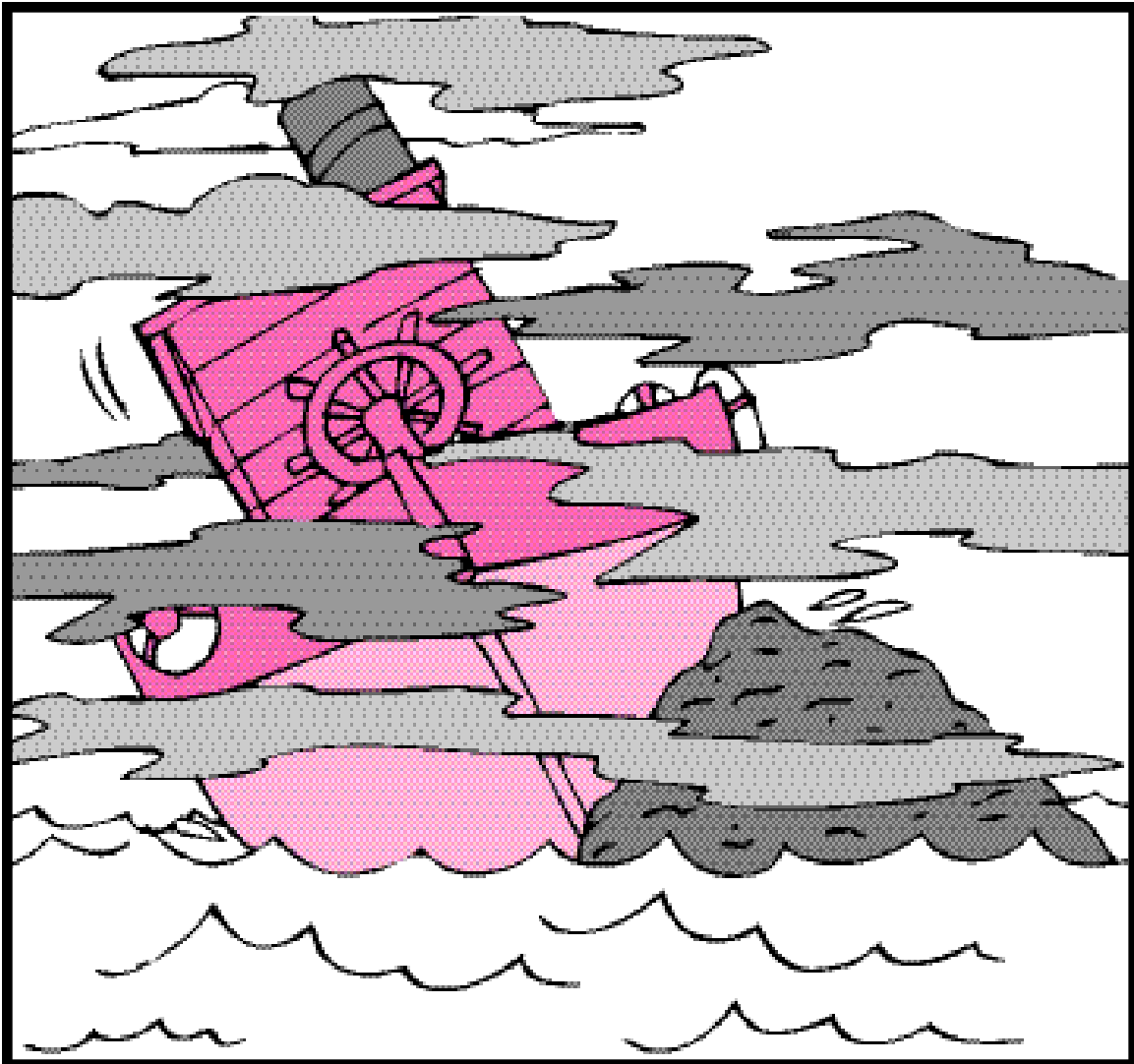
The answer key may be used by the teacher, or as a self check by the student.

-note-

The same format is used for each reading, writing, and spelling lesson.

As the students finish the Family Literacy reading and writing books, they should be independent, successful readers, and most importantly, enjoy reading.

The Silent "e"



Long Vowel
Introduction

Word Preview

<u>Vowel Sounds</u>	<u>Consonant Sounds</u>	<u>New Words</u>
Long	th_	let's said game
A a	_nt	make we adds
E e	_rd	makes games this
I i	pl_	take tee-hee word
O o	_dds	play see silent
U u	_zz	pj.'s Tazz

Note: If the silent "e" is not understood by the learner, this book should be read aloud to the learner. It may be difficult to learn all the vowels together. This book is an introduction.

VALUE:

UNDERSTANDING

Sounds and words for adventures in reading

<u>without e: (short)</u>	<u>with e: (long)</u>
cap	cape
kit	kite
rob	robe
pet	Pete
cub	cube

Teacher Dictation

1 cap cape kit

2 kite rob robe

3 cub cube magic

4 game like see fun

5 A fun magic game.



Teacher says the sounds. Students write the letters as they say the words.

Teacher guides the students to write left to right--top to bottom.

For extra practice, additional student dictation pages may be copied.

Student Dictation

1

2

3

4

5



Learning word families

b c d f g h j k l m n p q r s t v w x y z

ube

1 cube

2

3

4

5

6

Directions: Draw a line through the letters you use.

Word family check list

b ~~c~~ d f g h j k ~~l~~ m n p q r s ~~t~~ v w x y z

ube

1 cube

2 tube

3 tube

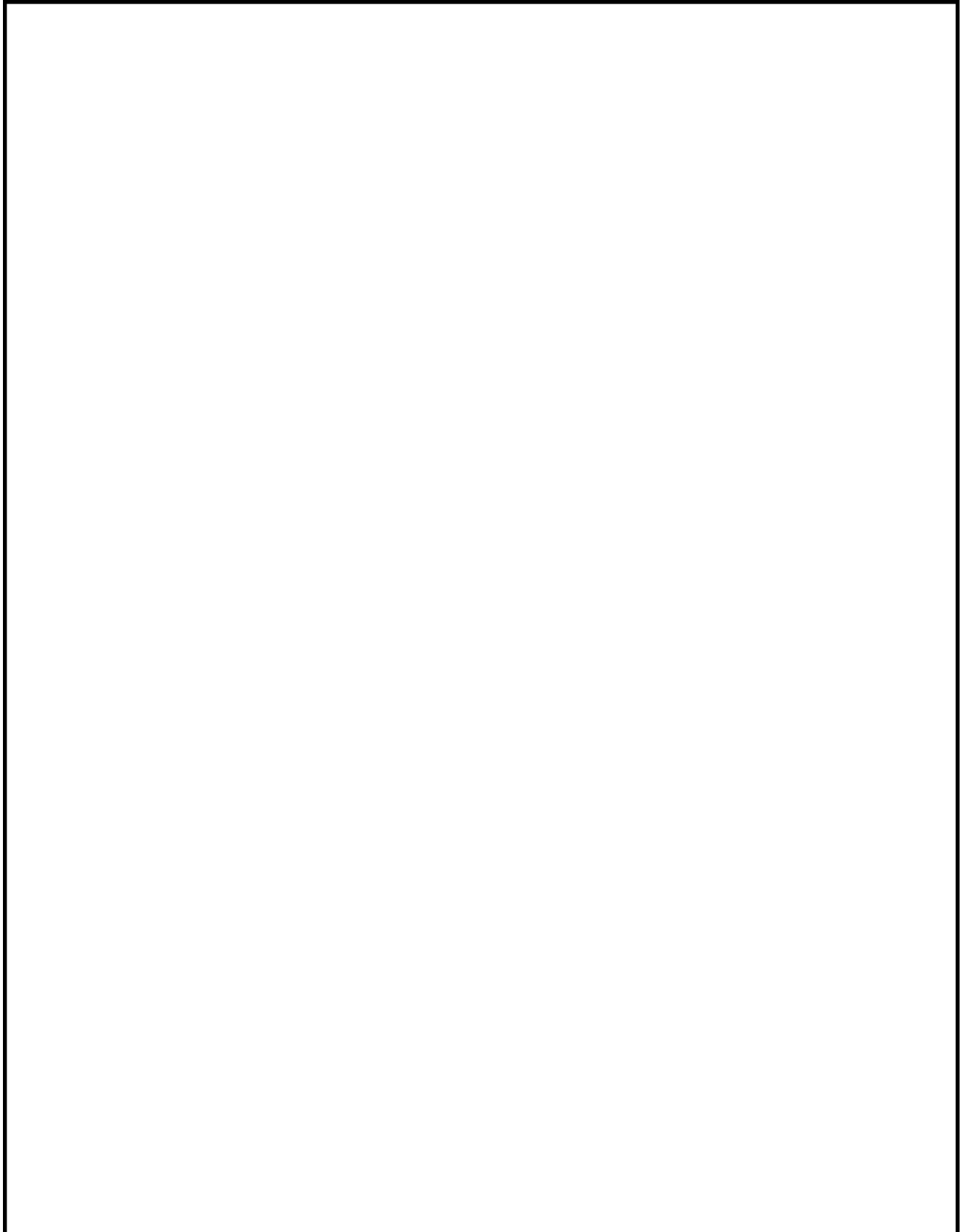
4 _____

5 _____

6 _____

Directions: Go read the books.

Draw a picture from the story



A story by _____

Handwriting practice area consisting of 10 sets of horizontal lines. Each set includes a solid top line, a dashed midline, and a solid bottom line.

Directions: Have students write their names at the top of the page.
When the story is finished, have students circle the words they like best.

Connect words to the pictures

1 Cub-is-cube.



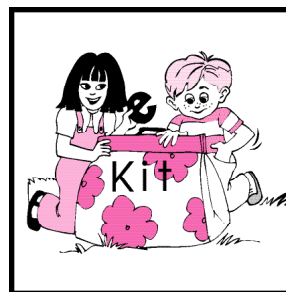
2 Kit-is-kite.



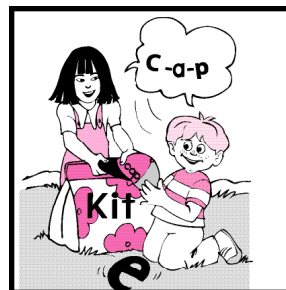
3 Cap-is-cape.



4 Rob-is-robe.



5 Pet-is-Pete.



Consonant Beginning



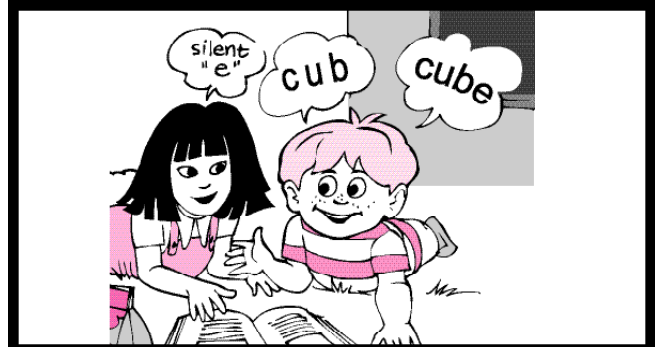
kite



cape



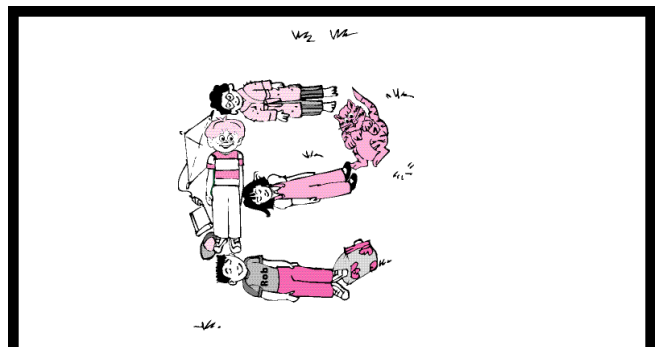
tete



cube



robe



rnd

Consonant Ending



kit e



cap



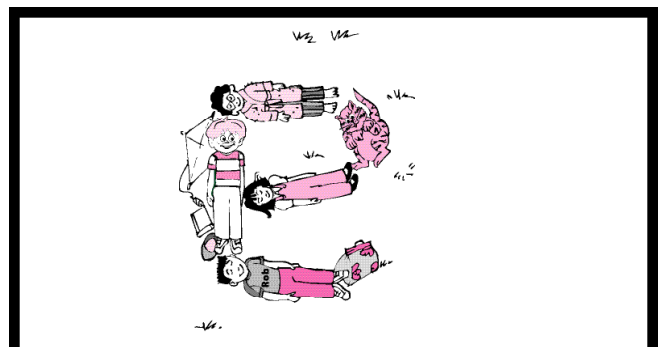
Pet



cub

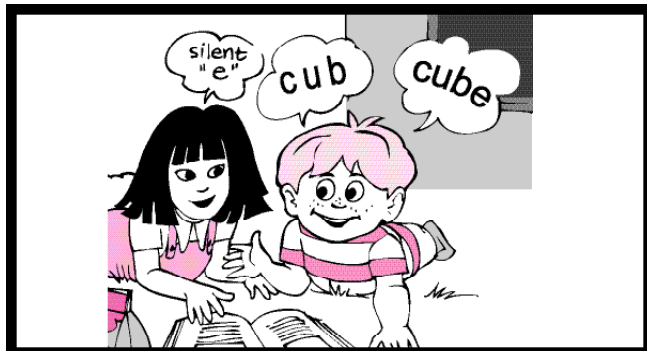


rob



en

Circle Words to fit the Picture.



cub cube
 Max Kim



kit kite
 Kim Max



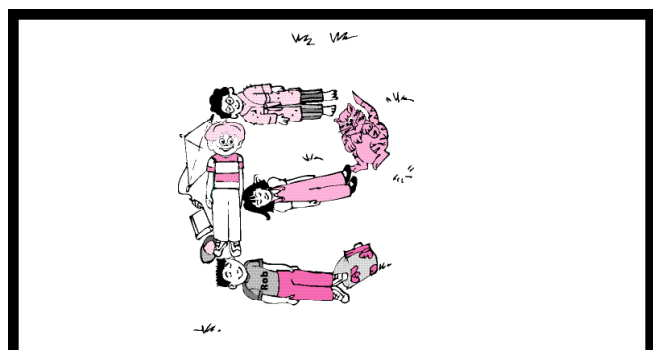
cap cape
 Max Kim



pet Pete
 Kim Max



Rob robe
 Kim Max



Rob Razz
 Ben The End

Write the correct words by each picture.

Pete




cube kite cape
robe ~~Pete~~


Directions: Draw a line through the words you use.


Answer Key


POST READING ACTIVITY SET 7 BOOK 1


Connect words to the pictures

1 Cub-is-cube. 

2 Kit-is-kite. 

3 Cap-is-cape. 

4 Rob-is-robe. 







5 Pet-is-Pete. 

Page 9

Page 9

SET 7 BOOK 1 POST READING ACTIVITY

Consonant Beginning







 k <u>i</u> te	 <u>c</u> ape
 <u>P</u> ete	 <u>c</u> ube
 <u>r</u> obe	 <u>e</u> nd

Page 10

Page 10

POST READING ACTIVITY SET 7 BOOK 1

Consonant Ending





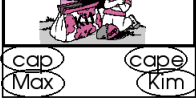
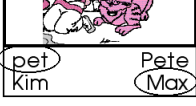


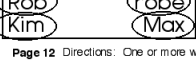
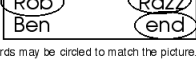


 kit <u>e</u>	 cap <u>e</u>
 Pet <u>e</u>	 cub <u>e</u>
 rob <u>e</u>	 end <u>d</u>

Page 11

Page 11

SET 7 BOOK 1 POST READING ACTIVITY

Circle Words to fit the Picture.



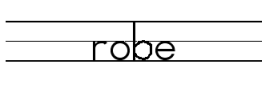



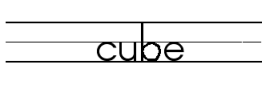

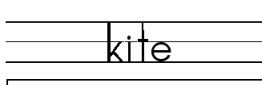

 cub Max	 cube Kim	 kit Kim	 kite Max
 cap Max	 cape Kim	 pet Kim	 Pete Max
 Rob Kim	 robe Max	 Rob Ben	 Raz end

Page 12 Directions: One or more words may be circled to match the picture.

Page 12

POST READING ACTIVITY SET 7 BOOK 1

Write the correct words by each picture.

 Pete	
 robe	
 cape	
 cube	
 kite	
-cube -kite -cape -robe -Pete	

Directions: Draw a line through the words you use. Page 13

Page 13