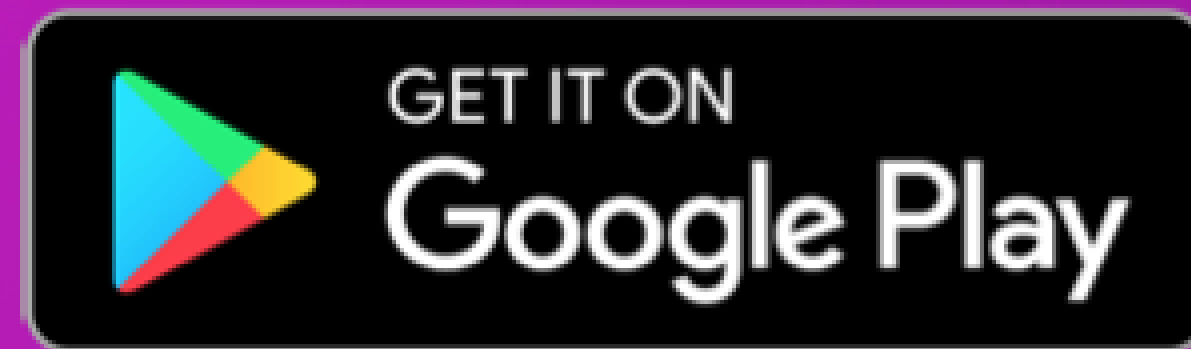
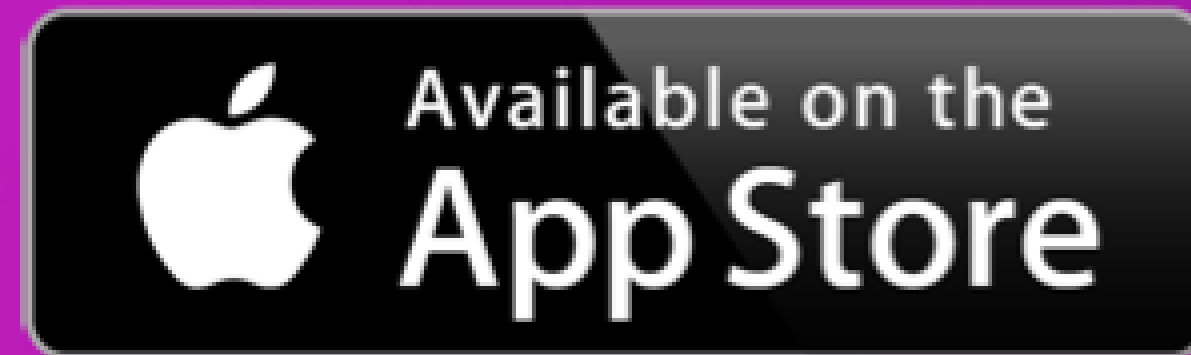


THE MONTESSORI EVENT

SESSION 1: DEVELOPING WRITING FROM
SENTENCES TO MULTIPARAGRAPHS

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FRIDAY, MARCH 13, 2020
SESSION 1 8:00 - 9:30



Developing Writing

From Sentences to
Multiparagraphs

The Village School in Waldwick, New Jersey
Andrée Rolfe, Alma Blinder, Kathy McCabe
With special thanks to Krista Constantine

OVERVIEW

Lower Elementary Writing Continuum

WRITING COMPONENT	STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
IDEAS	Uses pictures and/or writing Verbally tells a thought or story	Uses pictures and print Writes one thought	Words match picture Writes more than 1 thought on a topic. Sequences events Starts including reactions (may be implied)	Writes sequence of episodes Most sentence on topic Begins with an opening Provides sense of closure ("The end.") Reactions explicitly stated	Writing connects to topic Clear topic Clear opening & closing Variety of reactions
DETAILS/ VOICE	Uses pictures or labels to add detail	Print describes picture or thought May add detail with a word or extension	Word choice is general May add detail with specific words or a few extensions. Details may be a list Details may be repeated	Mix of general and specific word choice Details include specific words or extensions Details clearly related to topic	Some specific words Details create first order support
ORGANIZATION STRUCTURE	Uses labels or simple phrases that match picture	Noun-verb phrases A simple sentence A sentence with simple extension	Time order w/some movement through time. Facts about a topic Simple sentences with extensions Patterned sentences Connecting words: <i>and, because</i> appear in text	Moves through time with big gaps. Order is logical and coherent. Begins to vary sentence patterns.	Moves through time, may have gap. Longer text in logical order Some varied sentences are effective Variety of words to begin sentences Connects some ideas Begins to connect ideas with transitions

Daily Writing to Paragraph Writing

CHOOSE A SENTENCE TO EXPAND
Identify the sentence kernel (Subject + Verb)
EXPAND THE SENTENCE WITH 1 QUESTION WORD
Choose 1 Question Word: Who? What? When? Where? How? Why?
Ask the Question Word of the subject, verb, or subject + verb and record the e
Decide where to add the expansion in the sentence (not just at the end). Mak
Write the expanded sentence.
EXPAND THE SENTENCE WITH 2 QUESTION WORDS
Choose 2 Question Words: Who? What? When? Where? How? Why?
Ask the Question Words of the subject, verb, or subject + verb and record the
Decide where to add the expansions in the sentence (not just at the end). Ma
Write the expanded sentence.
EXPAND THE SENTENCE WITH 3 QUESTION WORDS
Choose 2 Question Words: Who? What? When? Where? How? Why?
Ask the Question Words of the subject, verb, or subject + verb and record the
Decide where to add the expansions in the sentence (not just at the end). Ma
Write the expanded sentence.

Multi-Paragraph Planning

PLANNING GUIDE FOR YOUR ADVENTURE STORY
<p>STEP 1: Choose a setting for your hero to visit. Adventures can start in a forest, on the ocean, or behind a closed door . . . It can be in the hero's own backyard, in another country, in an imaginary world, in outer space. (You will need to do some research so you have details to include in your story).</p> <p>The setting is:</p> <p>This is a place where:</p> <p>When does the story start?</p>
<p>STEP 2: Create the hero (protagonist). The hero should have a role (be a student or have a job). Think about your hero's age, physical features, and personality. Some are naturally curious and other heroes are unlikely.</p> <p>The hero is:</p> <p>What is the hero like at the beginning:</p> <p>How the hero will change by the end of the adventure:</p>
<p>STEP 3: What problem will start the adventure? Your hero needs a reason to leave what is familiar. What is the challenge your hero accepts? Include some danger to build suspense.</p> <p>The problem that starts the adventure is:</p> <p>The hero's challenge (the conflict) is:</p>



LOWER ELEMENTARY

Sampling Writing Skills

LE Writing Continuum

Daily Writing to Paragraphs

Paragraph Structure Diagrams

PROMPTS: SAMPLING WRITING SKILLS



YEAR 1: FALL

Imagine you are walking in a city.
Write about what happens next.



YEAR 1: SPRING

You are in a castle, exploring with a friend. You find a door that is not locked and you open it. Tell what happens next.

PROMPTS: SAMPLING WRITING SKILLS



YEAR 2: FALL

You take a walk on the beach and lose track of time. Tell what happens next.



YEAR 2: SPRING

Imagine that you open your front door and find a giant bag. Write about what happens when you open it up.

PROMPTS: SAMPLING WRITING SKILLS



YEAR 3: FALL

Imagine you are walking through the woods. Write about what happens next.



YEAR 3: SPRING

Your grandparents are inventors. One day, you were searching through their house. You found a very strange machine with many buttons, knobs, and dials. You had never seen a machine like it before. On one side, there was a button that said ON. Tell the story of what happens.

Lower Elementary Writing Continuum

WRITING COMPONENT	STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5	STAGE 6
IDEAS	Uses pictures and/or writing Verbally tells a thought or story	Uses pictures and print Writes one thought	Words match picture Writes more than 1 thought on a topic. Sequences events Starts including reactions (may be implied)	Writes sequence of episodes Most sentence on topic Begins with an opening Provides sense of closure ("The end.") Reactions explicitly stated	Writing connects to topic Clear topic Clear opening & closing Variety of reactions	Writing stays on topic Clear topic Uses effective openings and closings Stated and implied reactions
DETAILS/ VOICE	Uses pictures or labels to add detail	Print describes picture or thought May add detail with a word or extension	Word choice is general May add detail with specific words or a few extensions. Details may be a list Details may be repeated	Mix of general and specific word choice Details include specific words or extensions Details clearly related to topic	Some specific words Details create first order support	Strong verbs or interesting language. One episode or idea with second order support Adds details, examples, or description
ORGANIZATION STRUCTURE	Uses labels or simple phrases that match picture	Noun-verb phrases A simple sentence A sentence with simple extension	Time order w/some movement through time. Facts about a topic Simple sentences with extensions Patterned sentences Connecting words: <i>and</i> , <i>because</i> appear in text	Moves through time with big gaps. Order is logical and coherent. Begins to vary sentence patterns.	Moves through time, may have gap. Longer text in logical order Some varied sentences are effective Variety of words to begin sentences Connects some ideas Begins to connect ideas with transitions	Story moves through time without gaps Ordering of ideas reflects a plan Variety of sentences Variety of words to begin sentences Connects ideas or episodes Most transitions used appropriately
CONVENTIONS	Scribbling Letter-like symbols String of letters Words based on initial sound A few words spelled accurately	Mixes uppercase and lowercase letters in words Words include more than one sound Beginning & ending sounds represented Some high frequency words spelled accurately	Writes T – B, L – R Begins to put spaces between words Words written phonetically Beginning/middle/ending sounds represented Phonetic and some high frequency words spelled accurately Begins to use capital letters and ending punctuation	Leaves spaces between words Uses phonetic sound pattern Combines phonetic and conventional spelling Uses capital letters and punctuation accurately some of the time	Phonetic spelling for content vocabulary Many high frequency words spelled accurately Accurate capitalization and ending punctuation most of the time	Most high frequency words spelled accurately Accurate capitalization and ending punctuation most of the time Subject-verb agreement most of the time

I Went hiecn I so

A insect and so A

bunee and so A b Paresin



FALL OF FIRST YEAR IN
LOWER ELEMENTARY

Lower Elementary Writing Continuum

WRITING COMPONENT	STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5	STAGE 6
IDEAS	Uses pictures and/or writing Verbally tells a thought or story	Uses pictures and print Writes one thought	Words match picture Writes more than 1 thought on a topic. Sequences events Starts including reactions (may be implied)	Writes sequence of episodes Most sentences on topic Begins with an opening Provides sense of closure ("The end.") Reactions explicitly stated	Writing connects to topic Clear topic Clear opening & closing Variety of reactions	Writing stays on topic Clear topic Uses effective openings and closings Stated and implied reactions
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My mom is an inventor,
one day I went in to her
room I saw this big thing.
It had a red button I did
not know what it was.
It also had a big knob, I
asked my mom what it was
she said I do not know
it was from your father she
said. I asked where was dad
mom said I do not know I
found dad I asked what is it
he said it was an old crane,
I finally found out what it was



SPRING OF FIRST YEAR
IN LOWER ELEMENTARY

Lower Elementary Writing Continuum

WRITING COMPONENT	STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5	STAGE 6
IDEAS	<p>Uses pictures and/or writing</p> <p>Verbally tells a thought or story</p>	<p>Uses pictures and print</p> <p>Writes one thought</p>	<p>Words match picture</p> <p>Writes more than 1 thought on a topic.</p> <p>Sequences events</p> <p>Starts including reactions (may be implied)</p>	<p>Writes sequence of episodes</p> <p>Most sentences on topic</p> <p>Begins with an opening Provides sense of closure ("The end.")</p> <p>Reactions explicitly stated</p>	<p>Writing connects to topic</p> <p>Clear topic</p> <p>Clear opening & closing</p> <p>Variety of reactions</p>	<p>Writing stays on topic</p> <p>Clear topic</p> <p>Uses effective openings and closings</p> <p>Stated and implied reactions</p>
DETAILS/ VOICE	<p>Uses pictures or labels to add detail</p>	<p>Print describes picture or thought</p> <p>May add detail with a word or extension</p>	<p>Word choice is general</p> <p>May add detail with specific words or a few extensions.</p> <p>Details may be a list</p> <p>Details may be repeated</p>	<p>Mix of general and specific word choice</p> <p>Details include specific words or extensions</p> <p>Details clearly related to topic</p>	<p>Some specific words</p> <p>Details create first order support</p>	<p>Strong verbs or interesting language.</p> <p>One episode or idea with second order support</p> <p>Adds details, examples, or description</p>
ORGANIZATION STRUCTURE	<p>Uses labels or simple phrases that match picture</p>	<p>Noun-verb phrases</p> <p>A simple sentence</p> <p>A sentence with simple extension</p>	<p>Time order w/some movement through time.</p> <p>Facts about a topic</p> <p>Simple sentences with extensions</p> <p>Patterned sentences</p> <p>Connecting words: <i>and</i>, <i>because</i> appear in text</p>	<p>Moves through time with big gaps.</p> <p>Order is logical and coherent.</p> <p>Begins to vary sentence patterns.</p>	<p>Moves through time, may have gap.</p> <p>Longer text in logical order</p> <p>Some varied sentences are effective</p> <p>Variety of words to begin sentences</p> <p>Connects some ideas</p> <p>Begins to connect ideas with transitions</p>	<p>Story moves through time without gaps</p> <p>Ordering of ideas reflects a plan</p> <p>Variety of sentences</p> <p>Variety of words to begin sentences</p> <p>Connects ideas or episodes</p> <p>Most transitions used appropriately</p>
CONVENTIONS	<p>Scribbling Letter-like symbols String of letters</p> <p>Words based on initial sound</p> <p>A few words spelled accurately</p>	<p>Mixes uppercase and lowercase letters in words</p> <p>Words include more than one sound</p> <p>Beginning & ending sounds represented</p> <p>Some high frequency words spelled accurately</p>	<p>Writes T – B, L – R</p> <p>Begins to put spaces between words</p> <p>Words written phonetically</p> <p>Beginning/middle/ending sounds represented</p> <p>Phonetic and some high frequency words spelled accurately</p> <p>Begins to use capital letters and ending punctuation</p>	<p>Leaves spaces between words</p> <p>Uses phonetic sound patterns</p> <p>Combines phonetic and conventional spelling</p> <p>Uses capital letters and punctuation accurately some of the time</p>	<p>Phonetic spelling for content vocabulary</p> <p>Many high frequency words spelled accurately</p> <p>Accurate capitalization and ending punctuation most of the time</p>	<p>Most high frequency words spelled accurately</p> <p>Accurate capitalization and ending punctuation most of the time</p> <p>Subject-verb agreement most of the time</p>

I was in the city there were a lot of sounds like honking was one of them. I started working there were a lot of cars and people. I met a old friend I did not know that she moved here she lookt alot difrent we started to work to gothar the end.



FALL OF SECOND YEAR
IN LOWER ELEMENTARY

Lower Elementary Writing Continuum

WRITING COMPONENT	STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5	STAGE 6
IDEAS	<p>Uses pictures and/or writing</p> <p>Verbally tells a thought or story</p>	<p>Uses pictures and print</p> <p>Writes one thought</p>	<p>Words match picture</p> <p>Writes more than 1 thought on a topic.</p> <p>Sequences events</p> <p>Starts including reactions (may be implied)</p>	<p>Writes sequence of episodes</p> <p>Most sentences on topic</p> <p>Begins with an opening</p> <p>Provides sense of closure ("The end.")</p> <p>Reactions explicitly stated</p>	<p>Writing connects to topic</p> <p>Clear topic</p> <p>Clear opening & closing</p> <p>Variety of reactions</p>	<p>Writing stays on topic</p> <p>Clear topic</p> <p>Uses effective openings and closings</p> <p>Stated and implied reactions</p>
DETAILS/ VOICE	<p>Uses pictures or labels to add detail</p>	<p>Print describes picture or thought</p> <p>May add detail with a word or extension</p>	<p>Word choice is general</p> <p>May add detail with specific words or a few extensions.</p> <p>Details may be a list</p> <p>Details may be repeated</p>	<p>Mix of general and specific word choice</p> <p>Details include specific words or extensions</p> <p>Details clearly related to topic</p>	<p>Some specific words</p> <p>Details create first order support</p>	<p>Strong verbs or interesting language.</p> <p>One episode or idea with second order support</p> <p>Adds details, examples, or description</p>
ORGANIZATION STRUCTURE	<p>Uses labels or simple phrases that match picture</p>	<p>Noun-verb phrases</p> <p>A simple sentence</p> <p>A sentence with simple extension</p>	<p>Time order w/some movement through time.</p> <p>Facts about a topic</p> <p>Simple sentences with extensions</p> <p>Patterned sentences</p> <p>Connecting words: <i>and</i>, <i>because</i> appear in text</p>	<p>Moves through time with big gaps.</p> <p>Order is logical and coherent.</p> <p>Begins to vary sentence patterns.</p>	<p>Moves through time, may have gap.</p> <p>Longer text in logical order</p> <p>Some varied sentences are effective</p> <p>Variety of words to begin sentences</p> <p>Connects some ideas</p> <p>Begins to connect ideas with transitions</p>	<p>Story moves through time without gaps</p> <p>Ordering of ideas reflects a plan</p> <p>Variety of sentences</p> <p>Variety of words to begin sentences</p> <p>Connects ideas or episodes</p> <p>Most transitions used appropriately</p>
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SENTENCE EXPANSION

TOPIC DEVELOPMENT

PRESENTATION

CHOOSE A SENTENCE TO EXPAND

Identify the sentence kernel (Subject + Verb)

EXPAND THE SENTENCE WITH 1 QUESTION WORD

Choose 1 Question Word: Who? What? When? Where? How? Why?

Ask the Question Word of the subject, verb, or subject + verb and record the expansion.

Decide where to add the expansion in the sentence (not just at the end). Make it sound logical.

Write the expanded sentence.

EXPAND THE SENTENCE WITH 2 QUESTION WORDS

Choose 2 Question Words: Who? What? When? Where? How? Why?

Ask the Question Words of the subject, verb, or subject + verb and record the expansions

Decide where to add the expansions in the sentence (not just at the end). Make it sound logical.

Write the expanded sentence.

EXPAND THE SENTENCE WITH 3 QUESTION WORDS

Choose 2 Question Words: Who? What? When? Where? How? Why?

Ask the Question Words of the subject, verb, or subject + verb and record the expansions.

Decide where to add the expansions in the sentence (not just at the end). Make it sound logical.

Write the expanded sentence.

DAILY WRITING

Sentence
expansion
with first year
students

DAILY WRITING TO
PARAGRAPH WRITING

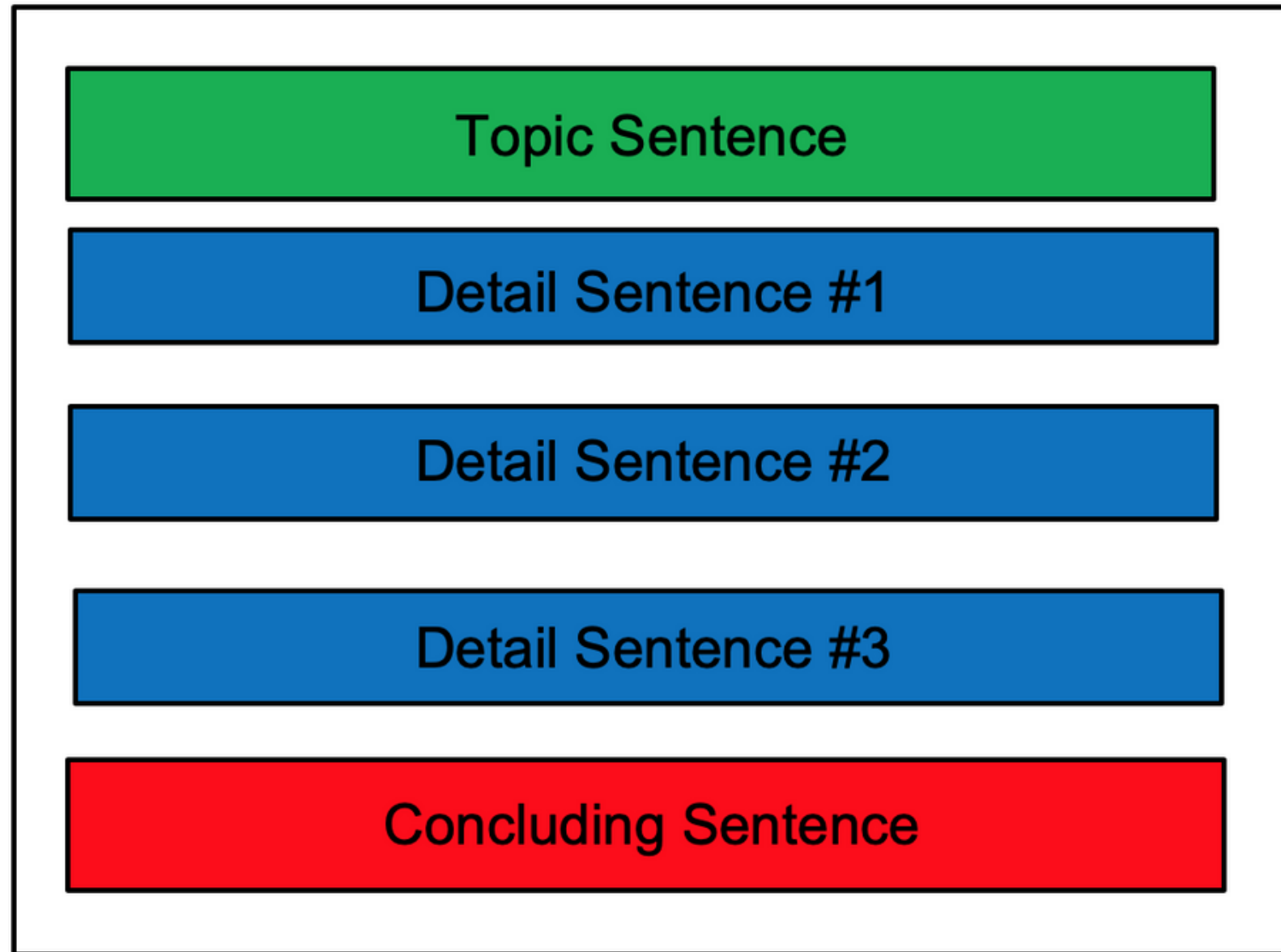
SENTENCE EXPANSION

TOPIC DEVELOPMENT

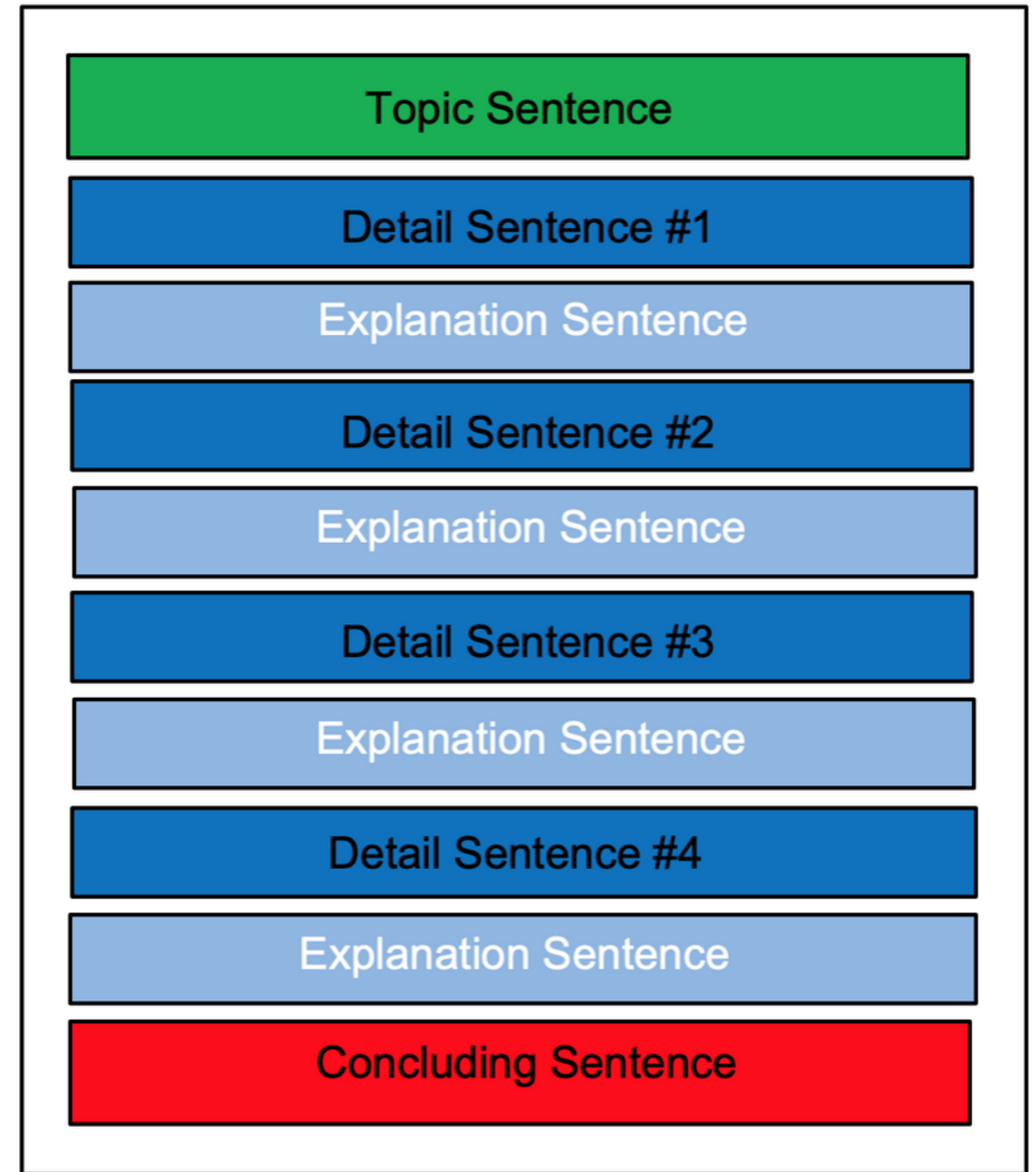
PRESENTATION

TOPIC/LEAD SENTENCE
Identify the topic sentence/main idea
Hook the reader's attention by making it interesting: use descriptive words, use sensory words
Hook the reader's attention by making a dramatic statement
Hook the reader's attention by posing a question
Hook the reader's attention by not telling everything
DETAIL SENTENCES
Include 3 detail sentences. Each detail sentence tells you something about the topic sentence by answering a <i>what</i> question.
Include 4 detail sentences. Each detail sentence tells you something about the topic sentence by answering a <i>what</i> question.
EXPLANATION SENTENCES *
Include 1 explanation sentence for each detail sentence. Each explanation sentence answers a <i>how</i> or <i>why</i> question.
Include 2 explanation sentences for each detail sentence. Each explanation sentence answers a <i>how</i> or <i>why</i> question.
CONCLUDING/ENDING SENTENCE
Restate the topic sentence to end the paragraph with word substitutions
Summarize the ideas in the paragraph
Include the author's feelings on the topic
Start with a transition phrase: <i>In the end</i> , (narrative), <i>Finally</i> , (sequence), <i>So</i> , (advice), <i>In conclusion</i>
Pose a question that gives the reader something to think about

**DAILY WRITING TO
PARAGRAPH WRITING**

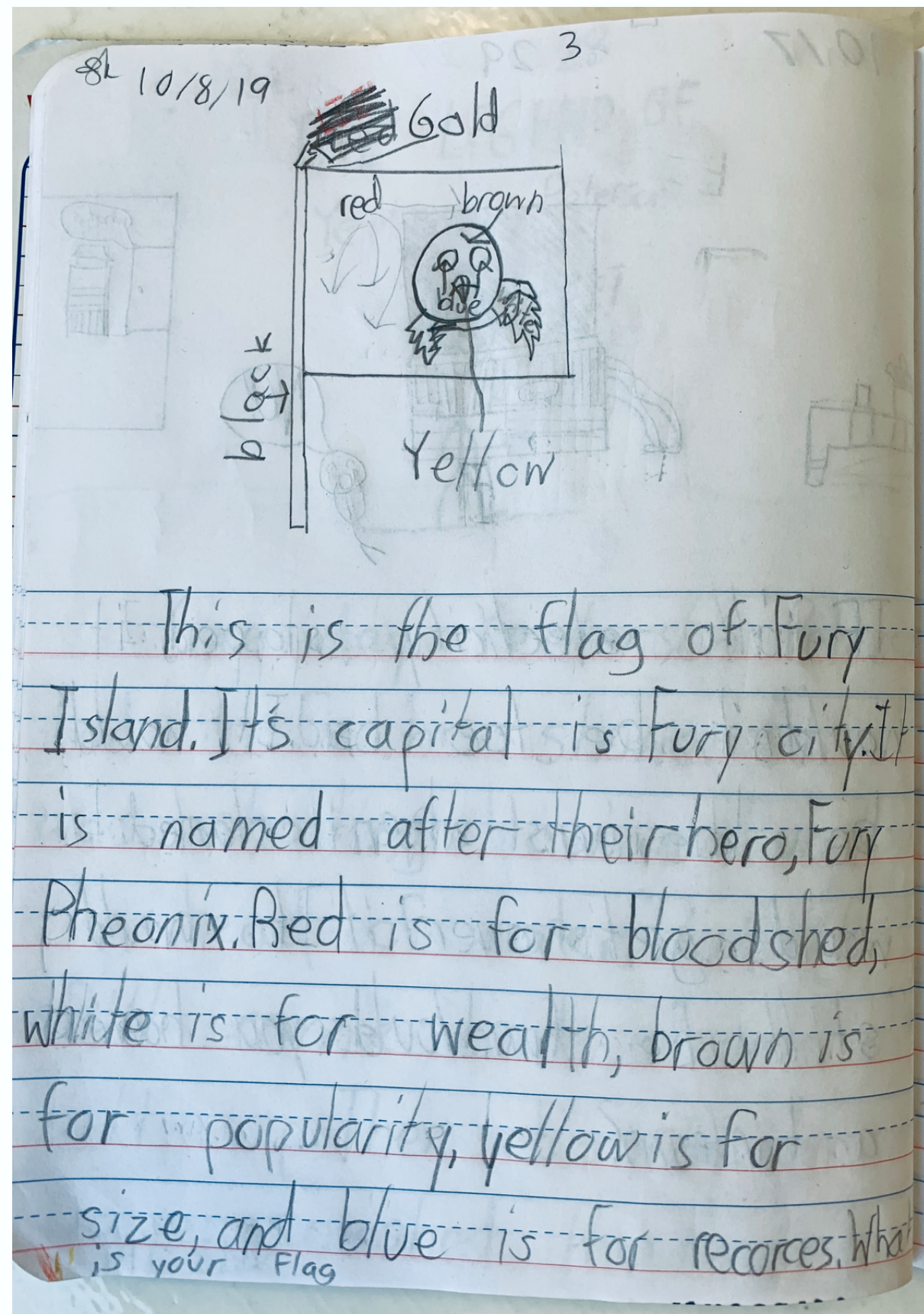


Basic Paragraph Structure

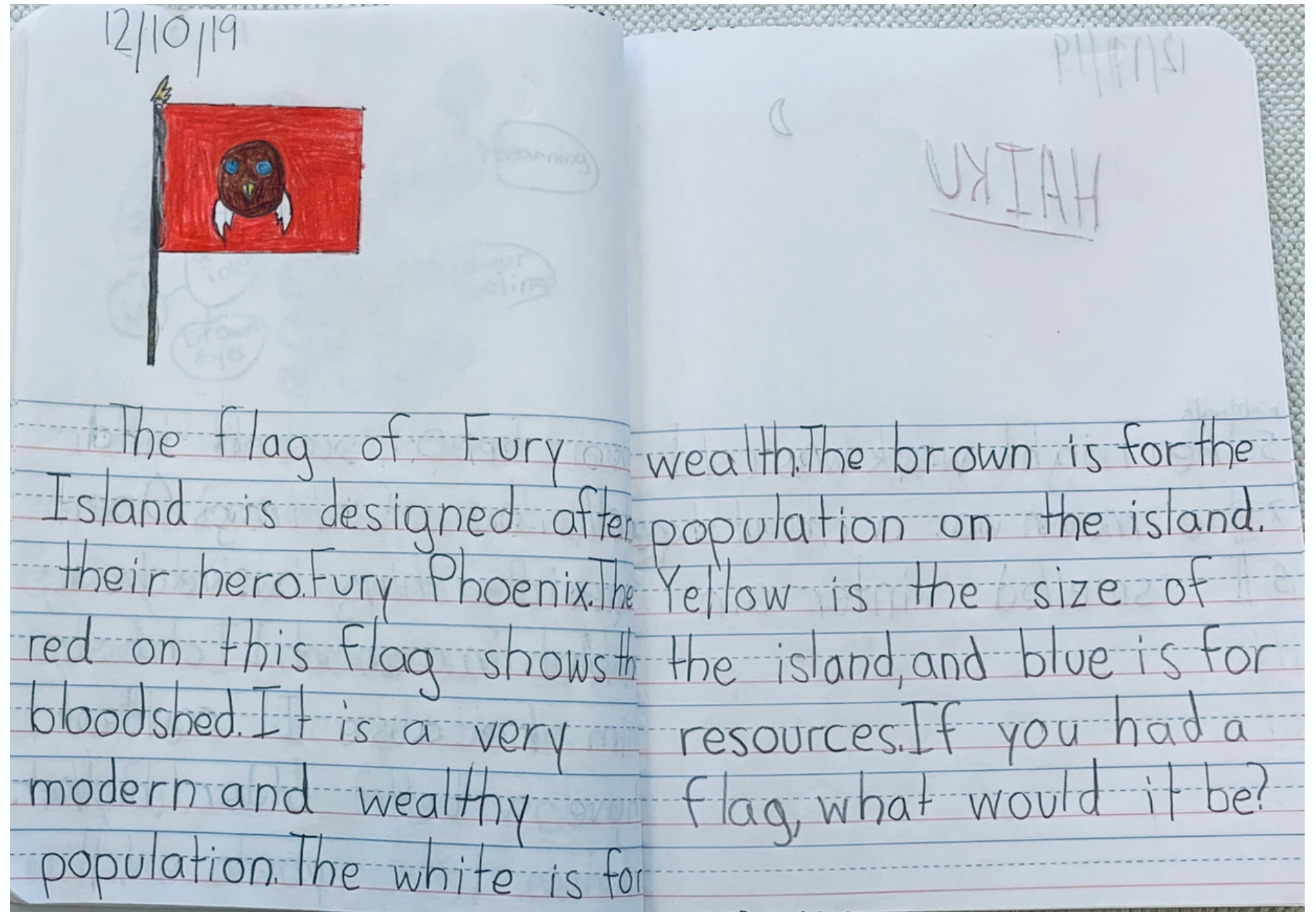


Advanced Paragraph Structure

STUDENT SAMPLES



FIRST DRAFT



FINAL DRAFT

DAILY WRITING

Conferencing
with a third year
student

DAILY WRITING TO PARAGRAPH WRITING

SENTENCE EXPANSION

TOPIC DEVELOPMENT

PRESENTATION

HANDWRITING

Print letters that are well formed and easy to read

Write cursive letters are well formed and easy to read

Type letters in a font that is easy to read

SPACING

Separate words by spaces

Separate sentences by spaces

Indent the first sentence

Use margins (top, bottom, left, right) to frame the paragraph

ILLUSTRATIONS

Create illustrations that reflect the meaning

Create illustrations that add to the meaning

Write captions/labels that identify what the reader is seeing

PRESENTING TO AN AUDIENCE

Practice reading for pronunciation – so the listener understands

Practice reading for speed – so the listener understands

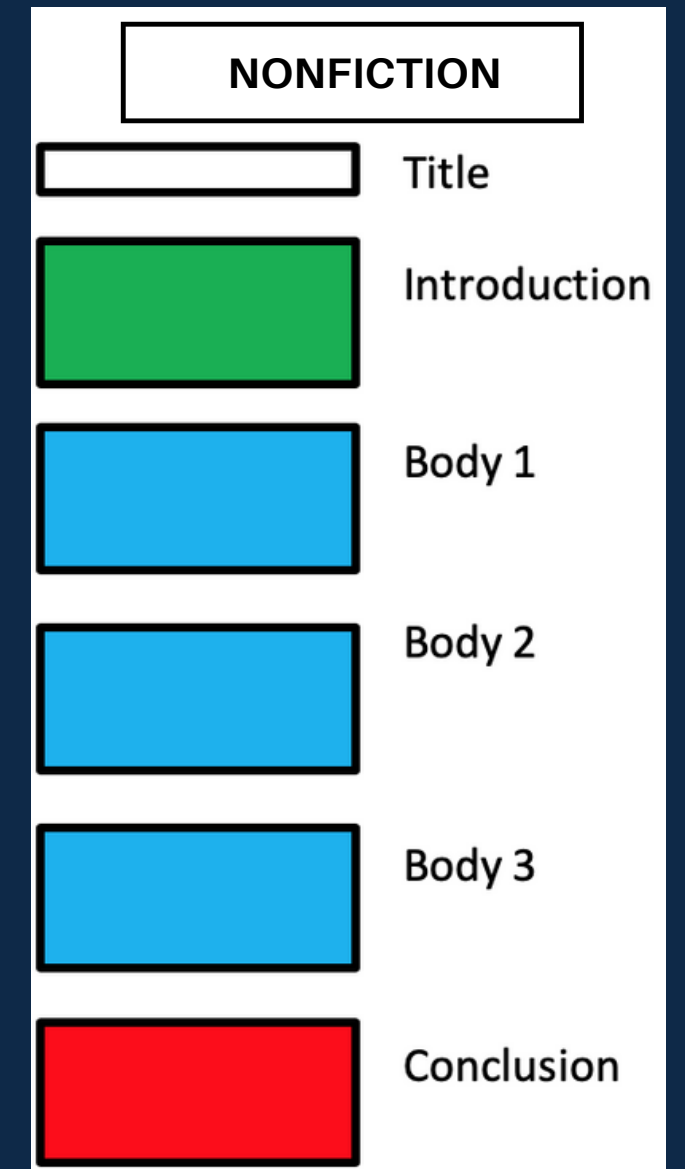
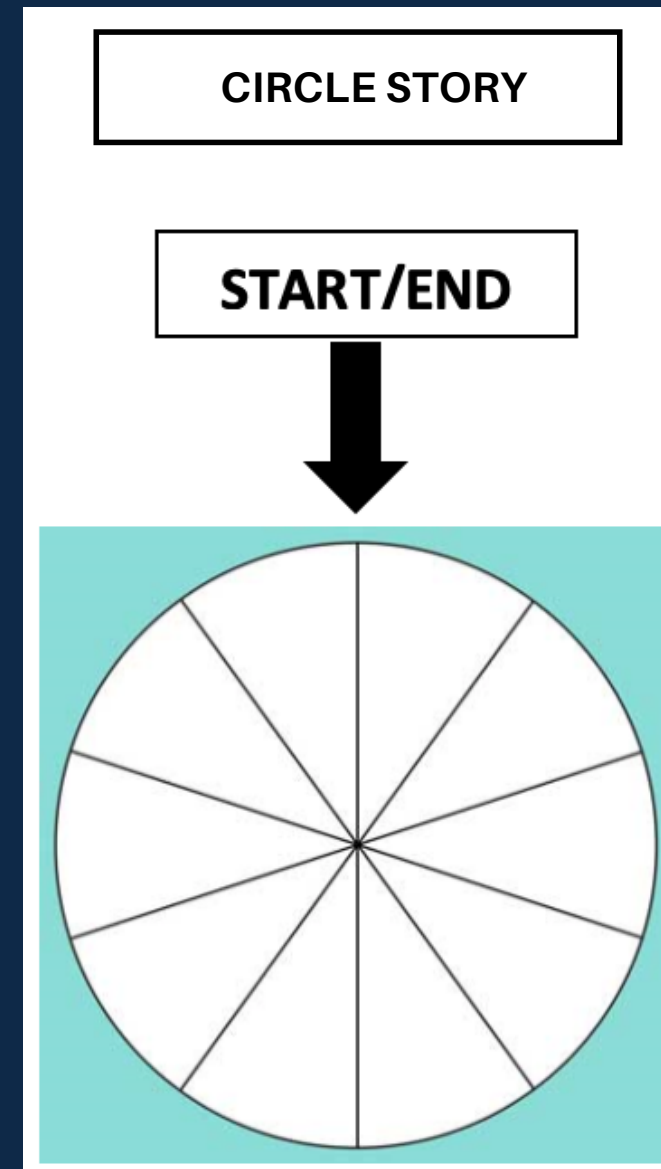
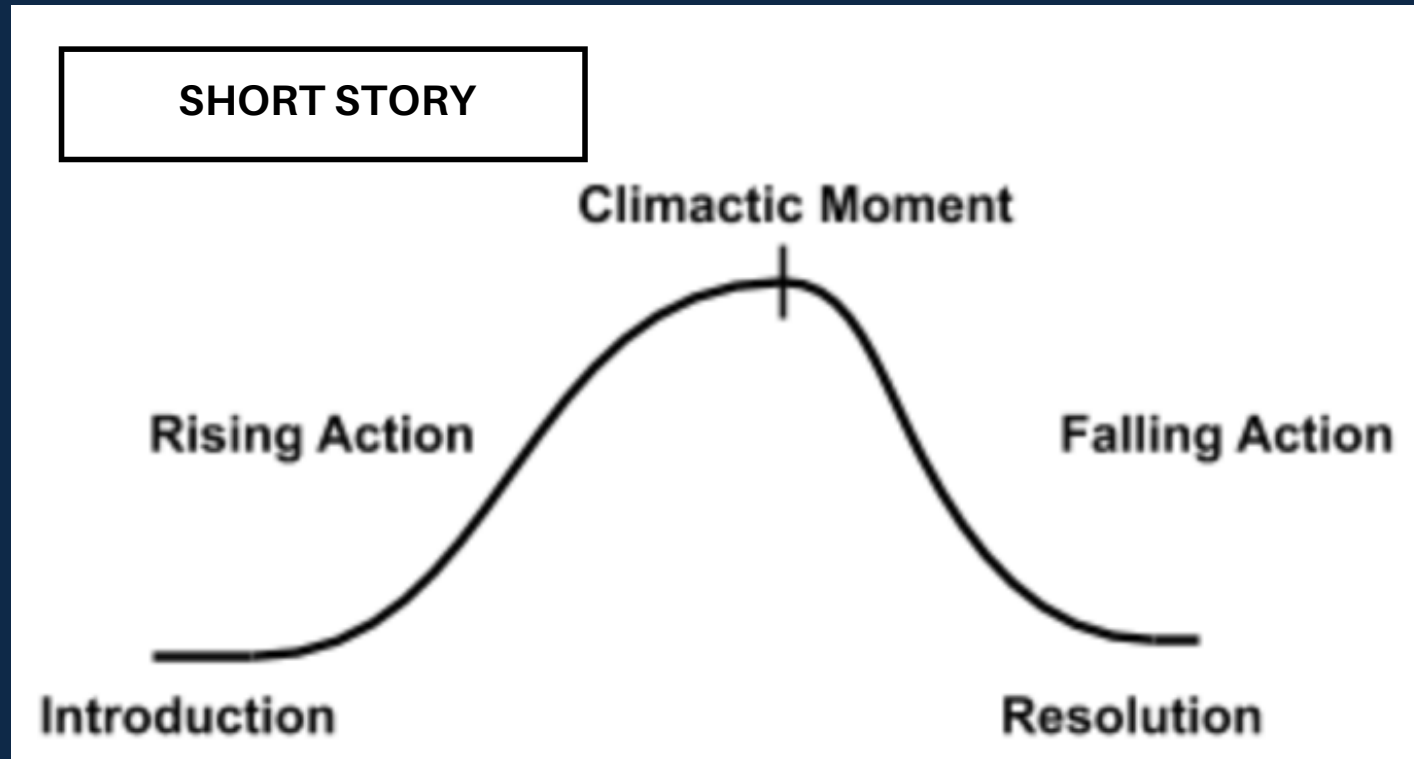
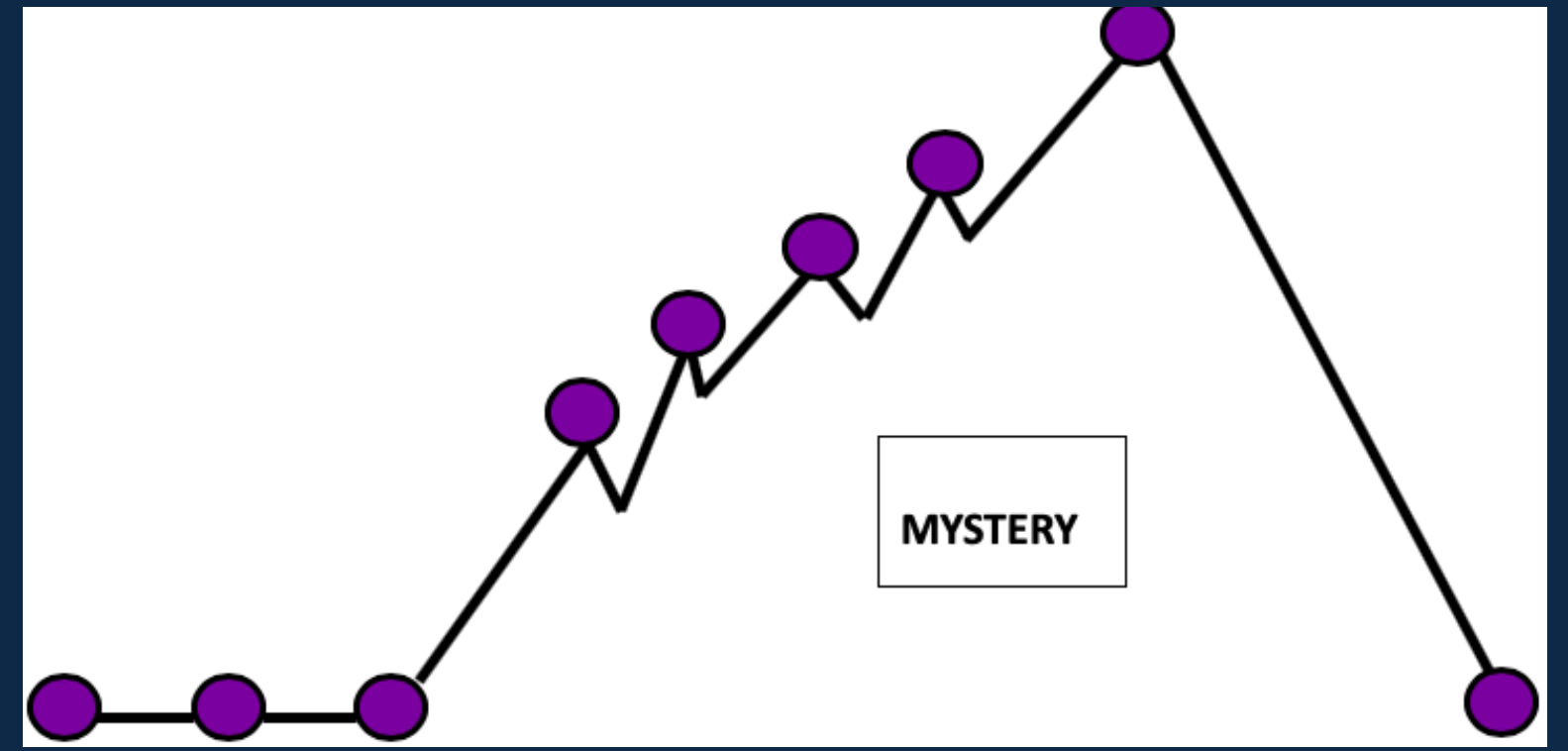
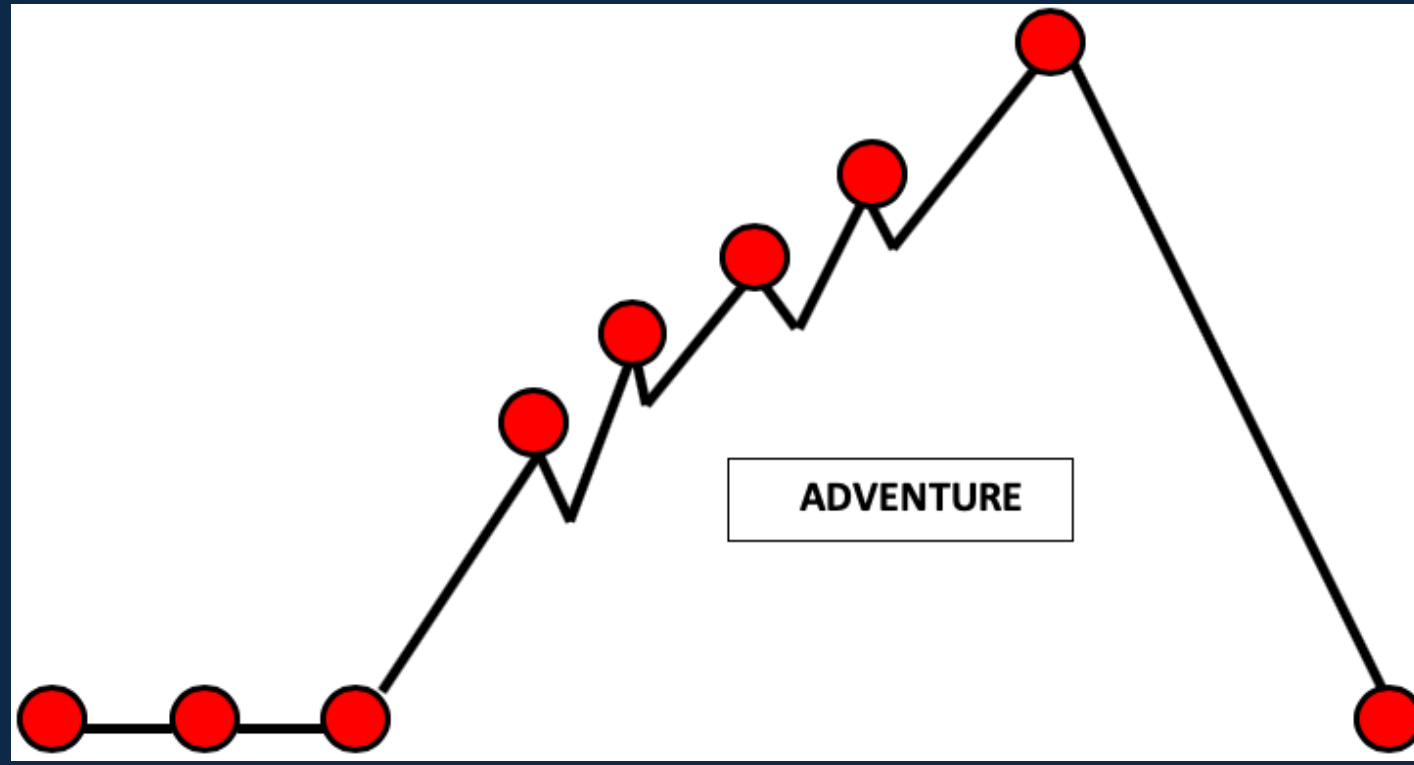
Practice reading for expression – so the listener understands what is important



UPPER ELEMENTARY

Multi-Paragraph Writing
Fiction Structures
Nonfiction Structure

UPPER ELEMENTARY STRUCTURES FOR WRITING



Plot Structure

Adventure Structure

Planning Guide

PLANNING GUIDE FOR YOUR ADVENTURE STORY

STEP 1: Choose a setting for your hero to visit. Adventures can start in a forest, on the ocean, or behind a closed door . . . It can be in the hero's own backyard, in another country, in an imaginary world, in outer space. (You will need to do some research so you have details to include in your story).

The setting is:

This is a place where:

When does the story start?

STEP 2: Create the hero (protagonist). The hero should have a role (be a student or have a job). Think about your hero's age, physical features, and personality. Some are naturally curious and other heroes are unlikely.

The hero is:

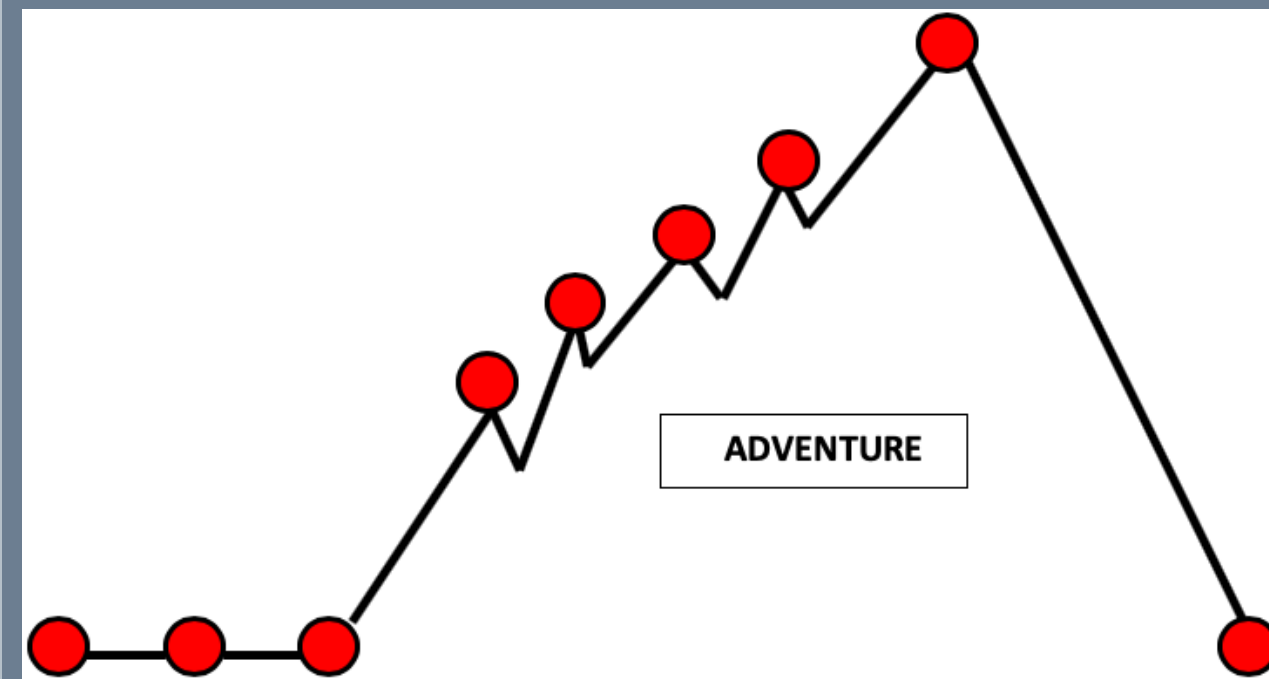
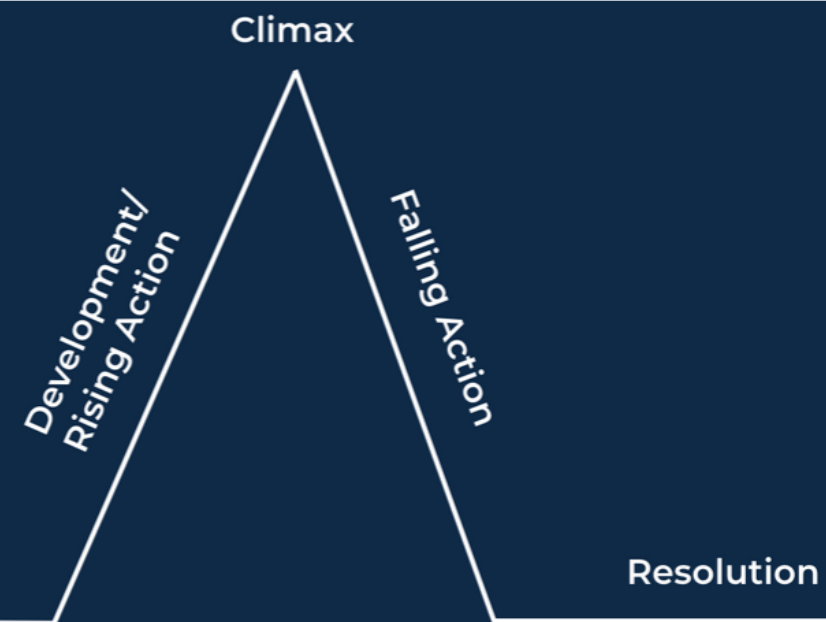
What is the hero like at the beginning:

How the hero will change by the end of the adventure:

STEP 3: What problem will start the adventure? Your hero needs a reason to leave what is familiar. What is the challenge your hero accepts? Include some danger to build suspense.

The problem that starts the adventure is:

The hero's challenge (the conflict) is:



Inciting incident/
Opening situation

Adventure Writing Unit

1. Introduce

Introduce genre with familiar stories

3. Examine

Examine various stories for genre elements

5. Write

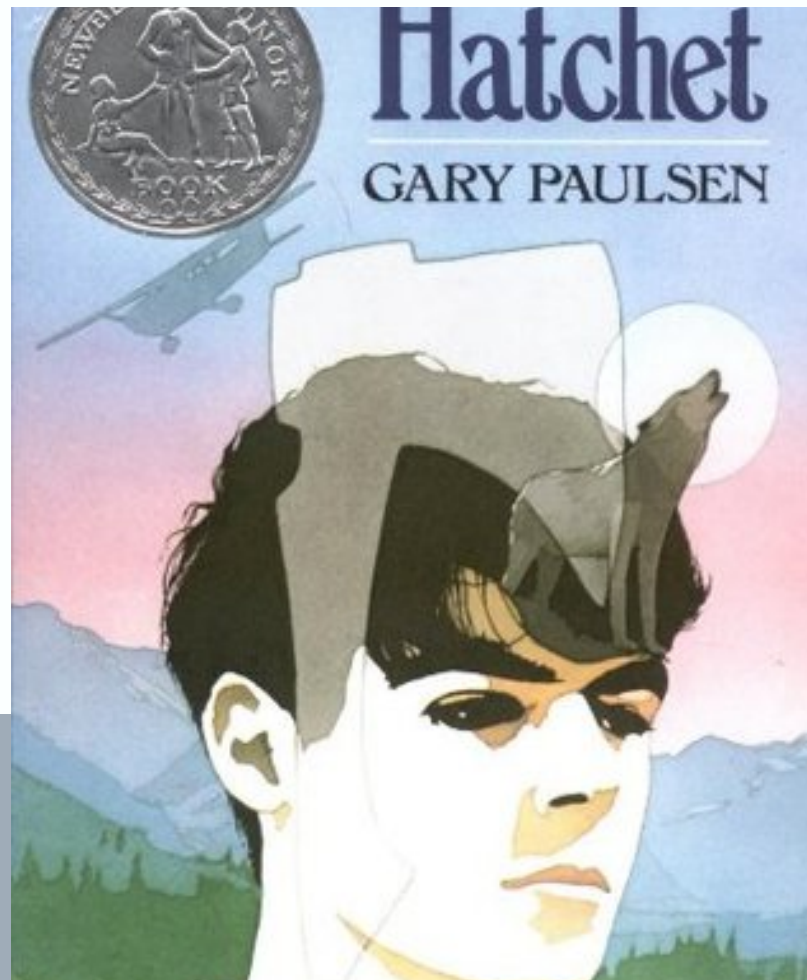
Write the new adventure story

2. Identify

Identify elements through mentor texts

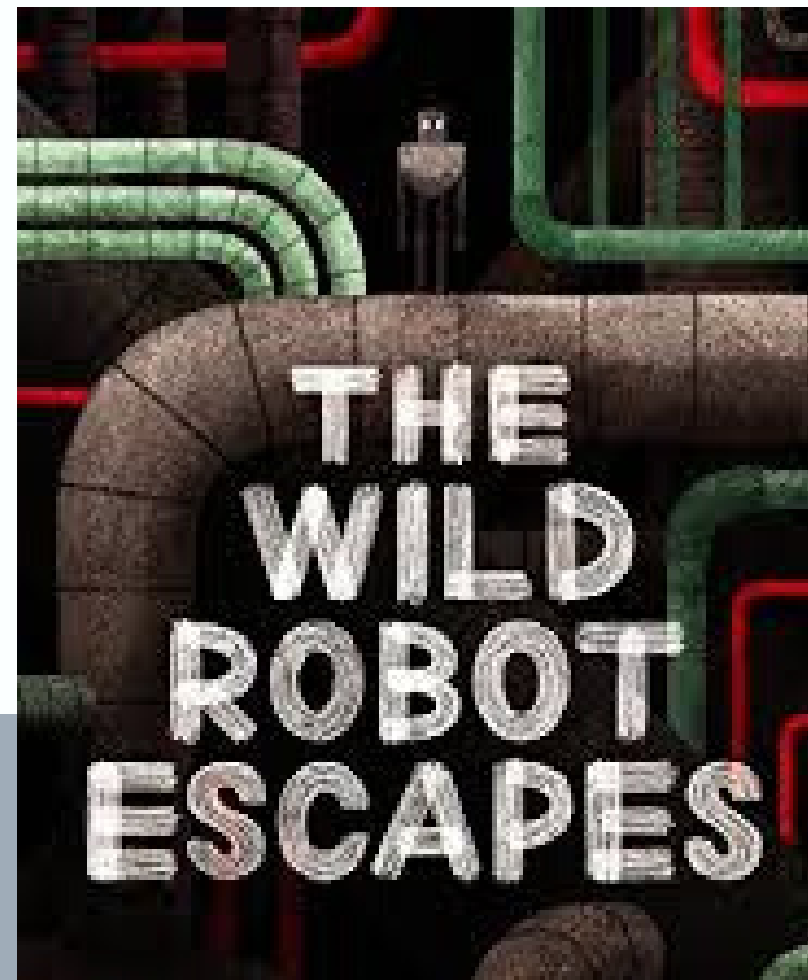
4. Plan

Plan the elements of a new adventure story



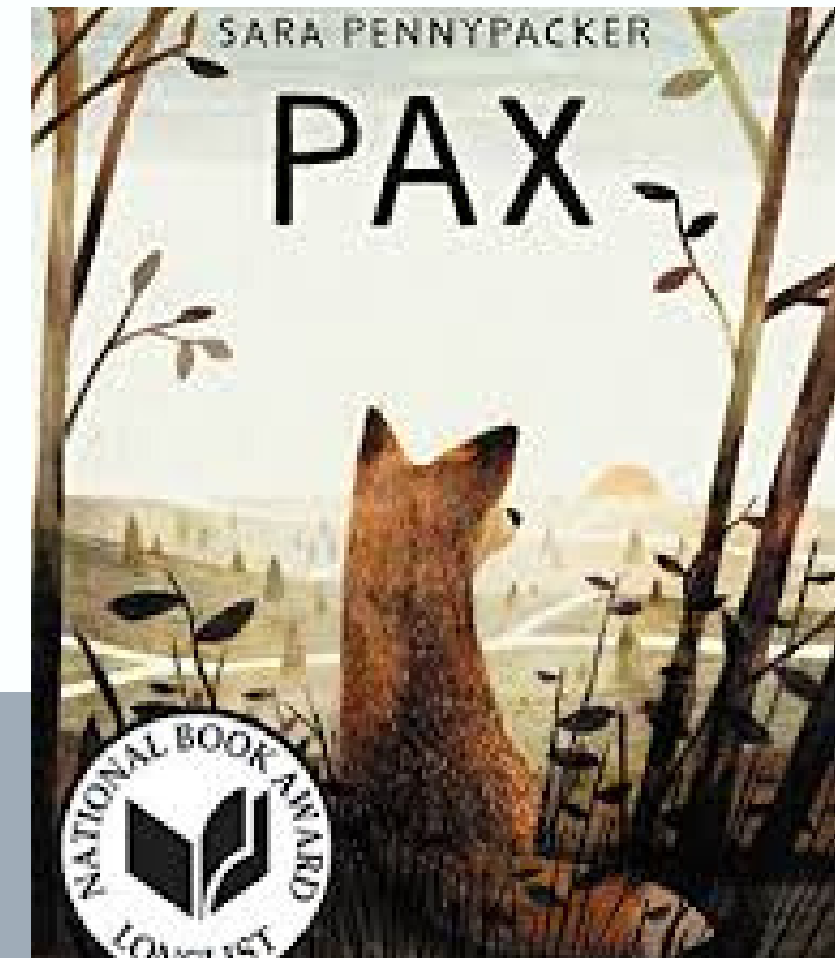
Hatchet

Gary Paulsen



*The Wild Robot
Escapes*

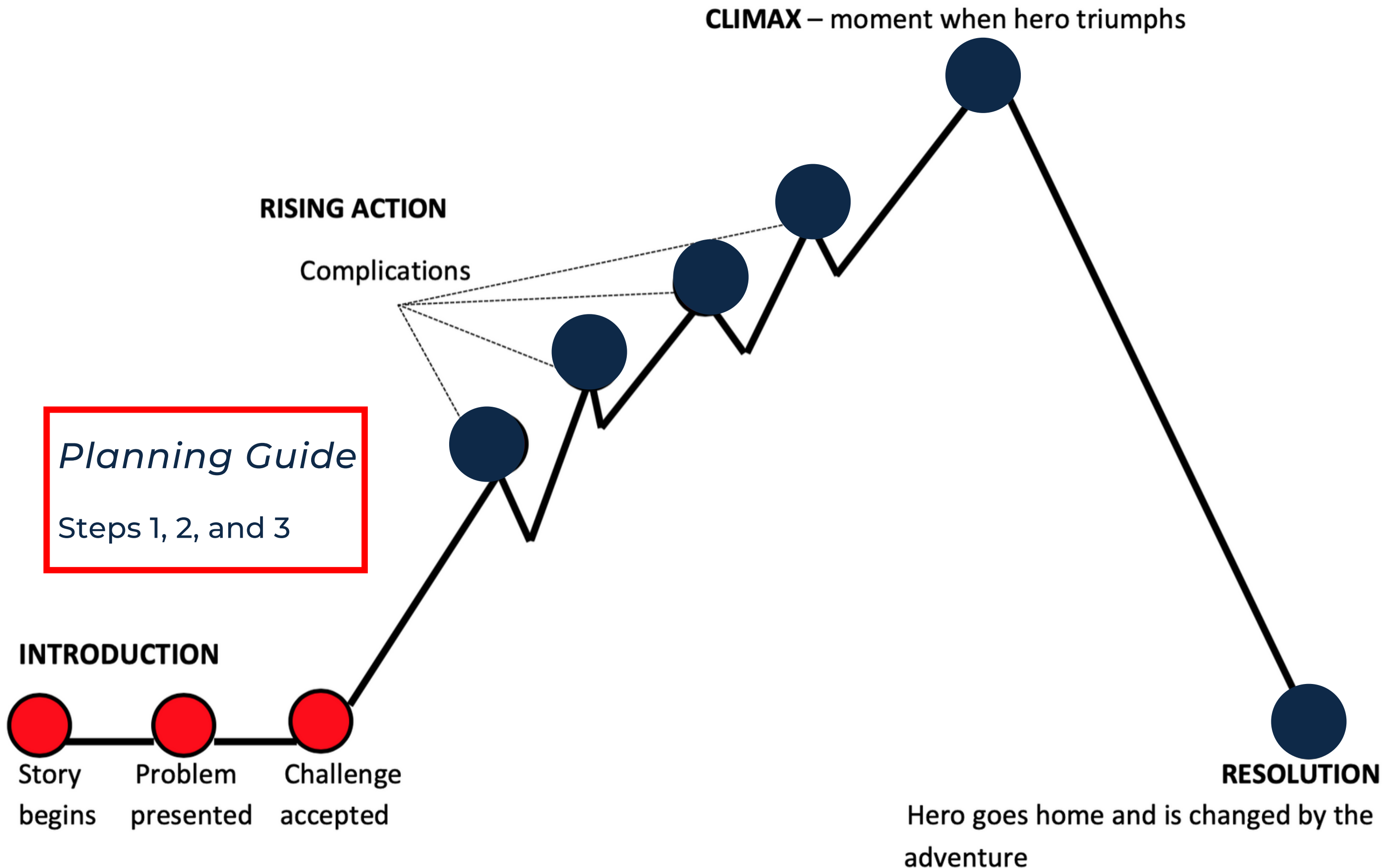
Peter Brown



Pax

Sara Pennypacker

PLOT STRUCTURE TO WRITING PLAN



Generating Ideas for Steps 1, 2, 3

Characters

Silverkit
Silverpaw
Silverflower
Silverstar
①

① evil wizard guy named Cecil!

dragon
spiral antennas
long, feathery wings
"black holes"
shimmer, glow
grey color

main characters
1. A magic in training
2. The magic can
3. The magic can
(antagonist)

Lily-flower Fairy
Fairy Princess

Evil Dragon who wants to burn down the forest

Dragon is controlled by evil of Fairy takes them the Fairy

Dorothy (girl)
①

Laya, a regular girl (hero)

Emmy

Jacob

Barbara, a mean old lady (bad guy)

The Boat captain

Sydia, an orphan (good guy)

former evil fairy god

Kaylee (older sister)

Setting

Setting

The forest + the lake + the cave
②

② North Pole

Settings:
very rocky, mountains and steep plains desert

getting a small town in Japan

Forest Fairy Village

farm

Dunkin' Donuts
③

N.Y.C.

Beyond our galaxy
③

go together
girl's orphanage

Mission

Problem

Attempted murder
③

③ copy a kidnaper Saitan Xos Eve

problem: stolen, color-changing ability?

mission: to get the girl from the evil wizard

tries to kill Fairy princess and princess has to defeat dragon

Sydia is being treated badly by Mrs. Barbara Laya

like 'Wizard of Oz'
③

goals: to become a fairy

older sister is getting married to a person who she does not want to be married

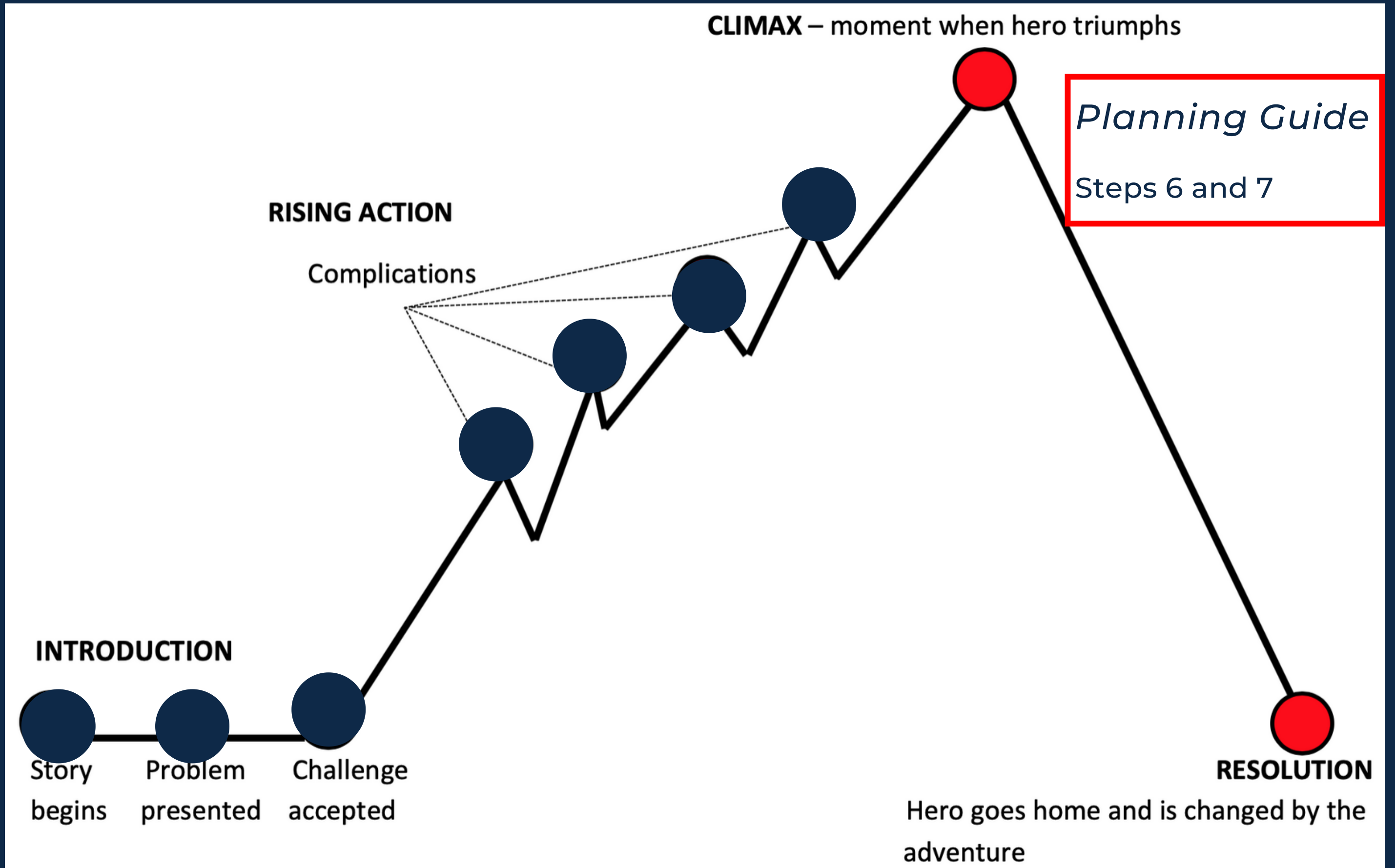
tries to get Sydia out of the orphanage & goes through

a lot of adventures

PLOT STRUCTURE TO WRITING PLAN

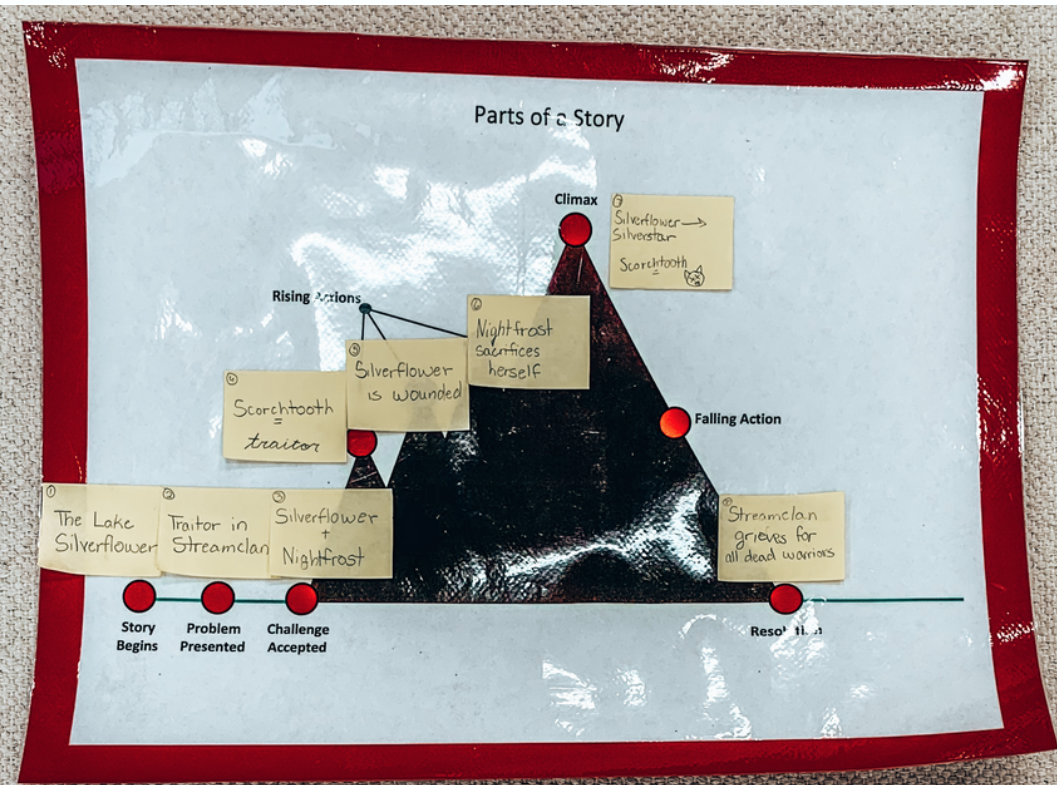


PLOT STRUCTURE TO WRITING PLAN



ADVENTURE WRITING

Conferencing
with students
about planning
guides



ELEMENTS OF YOUR ADVENTURE STORY

STEP 1: Choose a setting for your hero to visit. Adventures can start in a forest, on the ocean, or behind a closed door... It can be in the hero's own backyard, in another country, in an imaginary world, in outer space. (You will need to do some research so you have details to include in your story.)

The setting is:
The forest
The lake

This is a place where:
Cats have control. No personification

When does the story start?
(cats have no calendars)

STEP 2: Create the hero (protagonist). The hero should have a role (be a student or have a job). Think about your hero's age, physical features, and personality. Some are naturally curious and other heroes are unlikely.

The hero is:
Silverflower → Silverstar
Nightfrost

What is the hero like at the beginning:
furious
little bit shy
doesn't like to lead
(works hard)

How the hero will change by the end of the adventure:
Silverflower will save her clan and become more confident
she will become Silverstar

PLANNING GUIDE

Silverflower's Journey

Prologue:

Two tom-cats faced each other on moonlit sand. Both of their faces were curved into malicious smiles.

"You will do well," the pale-pelted tom declared.

"I know I can convince Marshstar that what we are doing is the right thing for all of us. He just needs to see things from a different perspective," the other cat meowed affirmatively. The dark-gray pelted tom suddenly rose to his paws and bounded away silently in the direction of Streamclan territory.

"If you do not succeed, Scorchtooth," The pale tom warned ominously, "I will take everything you hold dear away from you."

Chapter 1: Betrayal

Silverflower dashed through the forest with two cats hot on her heels.

"You two are as slow as old mice!" Silverflower teased.

"Really?" Scorchtooth, one of the cats trailing Silverflower challenged. "Because I seemed to have passed you." Scorchtooth sped ahead abruptly and Silverflower hissed in annoyance.

"Come on, Silverflower. Go faster so you can wipe that smug smile off his face." The black-pelted she-cat encouraged.

"Thanks, Nightfrost," Silverflower nodded her head gratefully.

"That's what sisters are for," Nightfrost remarked modestly. A few paces ahead.

Scorchtooth stopped and turned to face the she-cats as they caught up to him.

"What would you think if you knew the traitor personally?" Scorchtooth asked with an unreadable expression on his face.

"Not this again!" Nightfrost wailed.

"Well," Silverflower began, "I would hear them out and give them a fair hearing."

"I'm glad you think that, because I am the one who believes that Darkclan can lead us to greatness," Scorchtooth announced quietly.

Nightfrost gasped and fled in the direction of the camp. Scorchtooth yowled, "Because of what you said!"

"I don't care what I said, You lied to me!" Silverflower hissed and reared up onto her hind legs. "Frankly, I don't even care if Sandystar gets you exiled. As long as you can never hurt anyone ever again!"

"Friends stick up for each other, don't they?"

"I don't want to be your friend. You lied to me and conspired with the clan that slaughtered both my mother and father while Nightfrost and I watched! Friends don't do that to

COMPLETED STORY

Nonfiction Writing Unit

1. Introduce

Introduce topic
with articles, videos

3. Examine

Examine resources to
answer specific questions

5. Write

Write the new
nonfiction piece

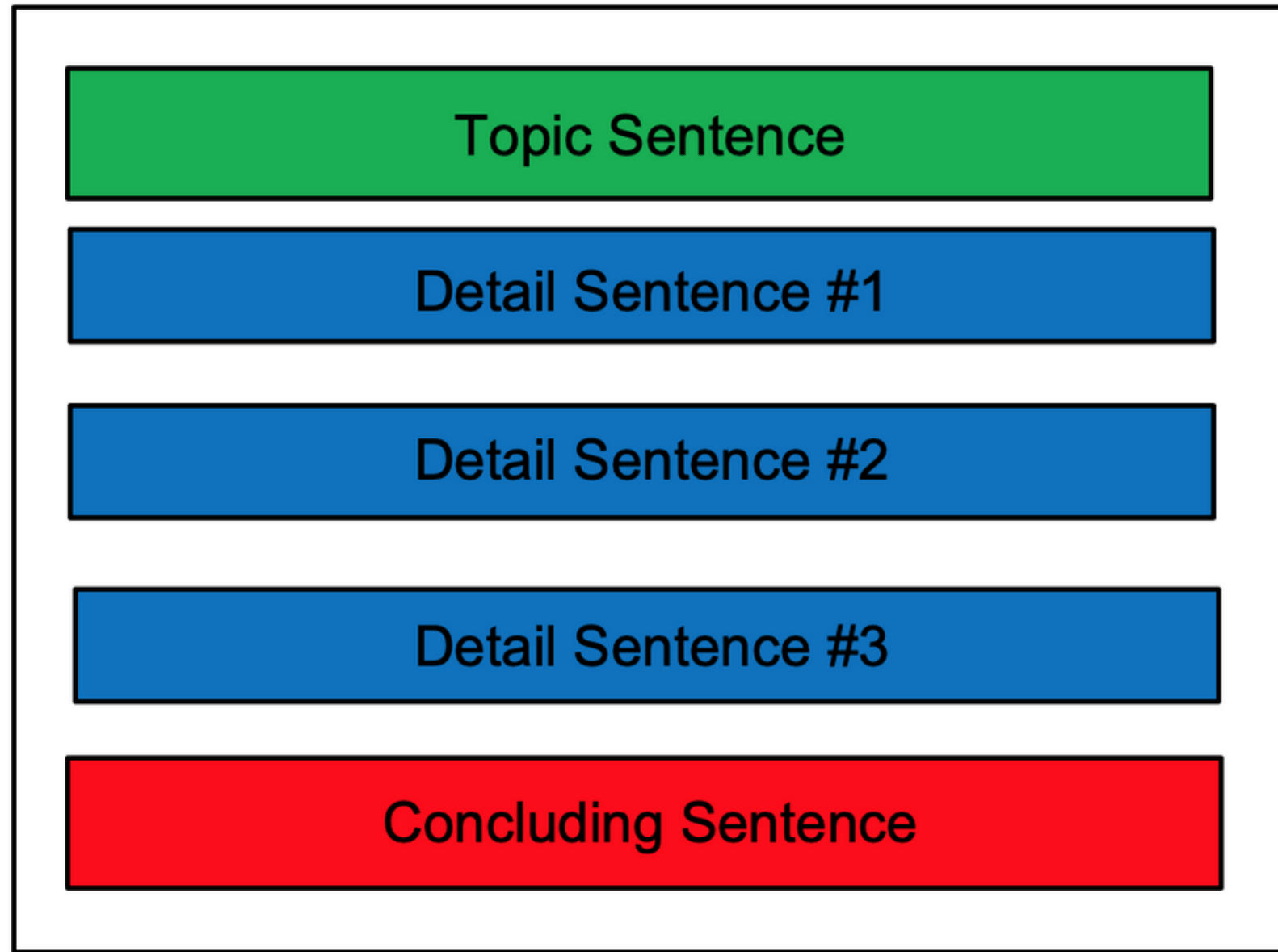
2. Build Base

Build knowledge base
with mentor texts

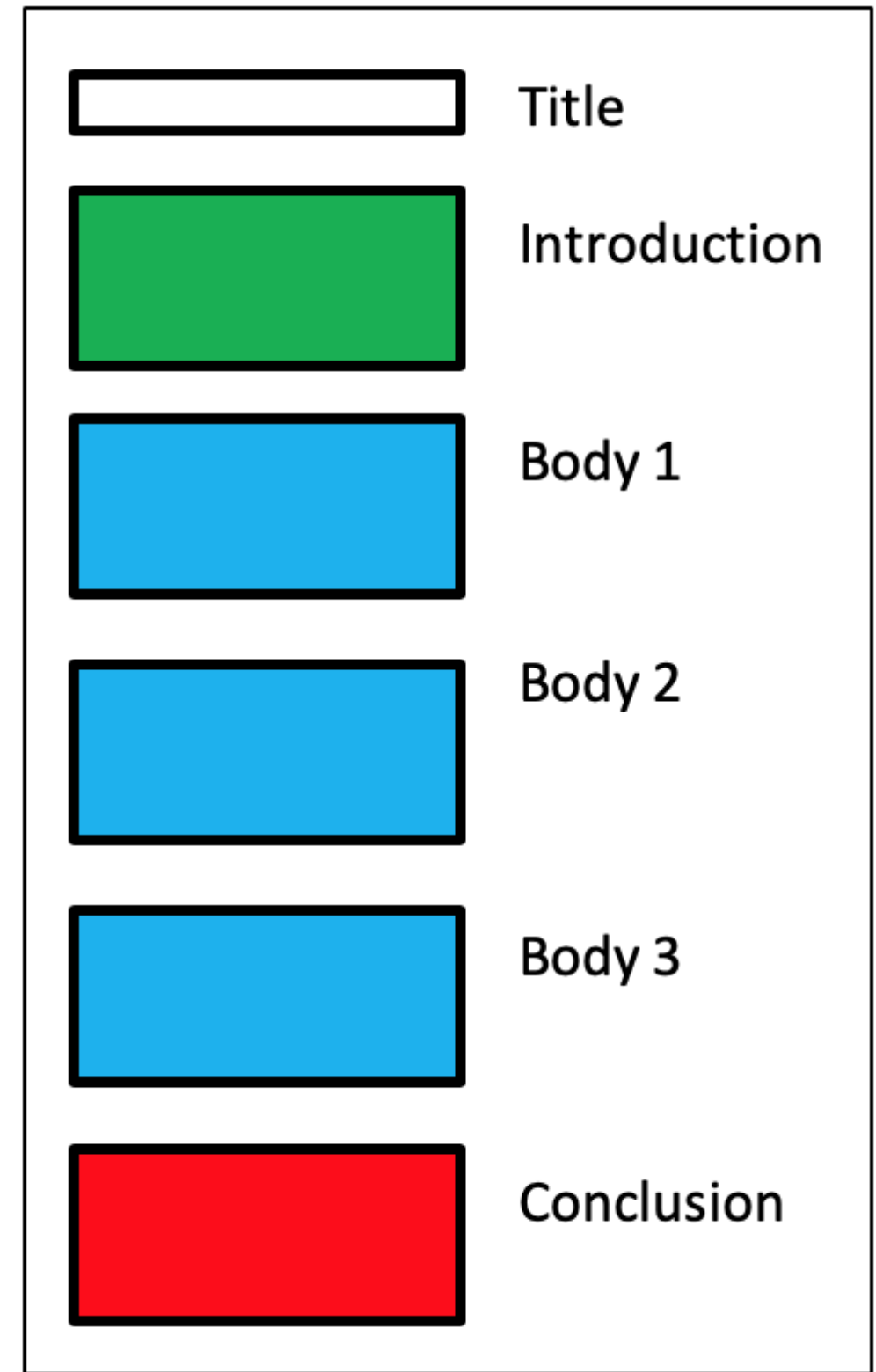
4. Plan

Plan the paragraphs
of nonfiction writing

WRITING STRUCTURES



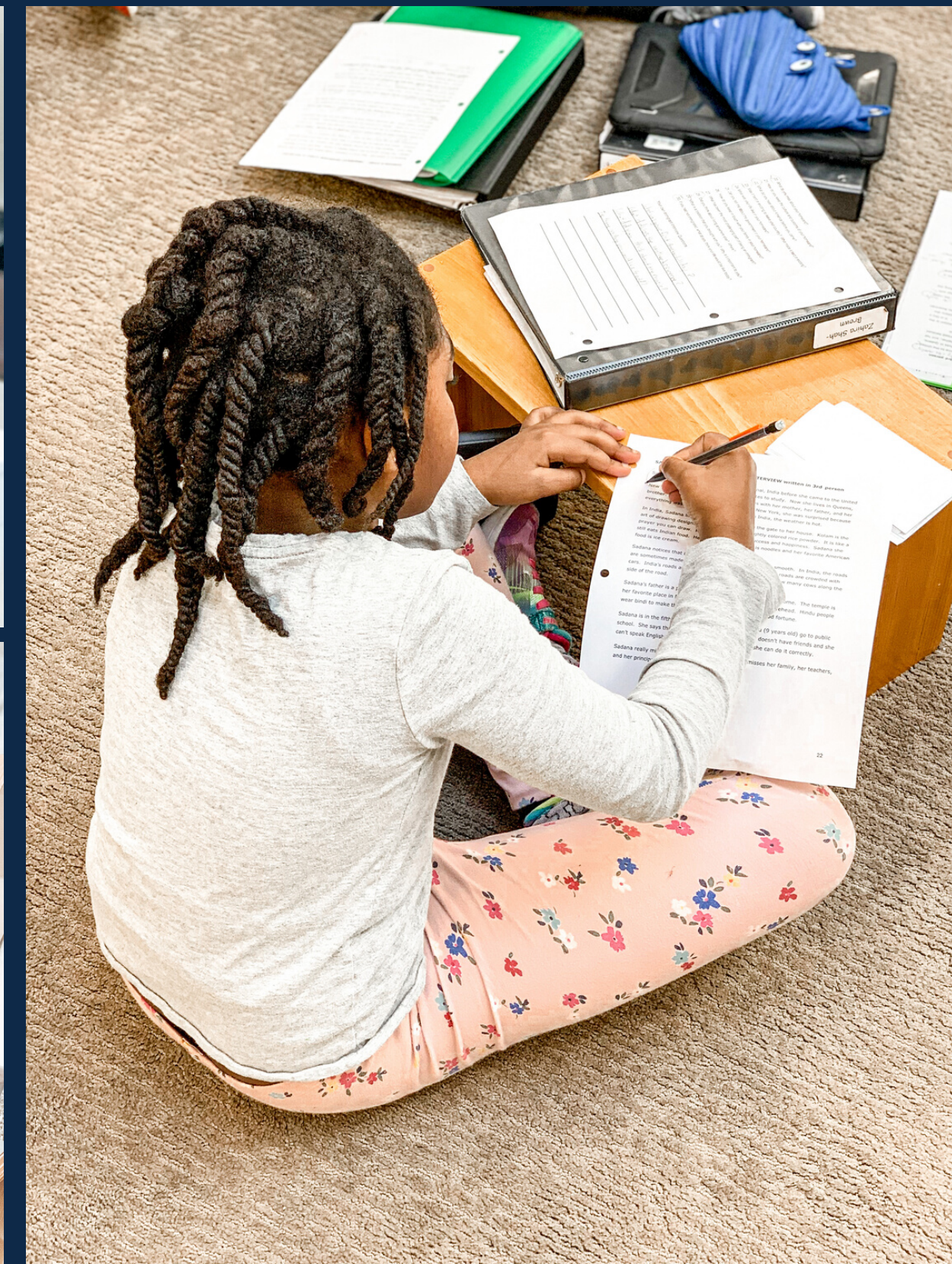
Basic Paragraph Structure



Nonfiction Writing Structure

Nonfiction Writing Plan

PARAGRAPH	BULLETED DETAILS
<p># 1: Introduction</p> <p>Hook ideas:</p> <ul style="list-style-type: none">• Asking a question• Creating a scene• Offer a little known fact• What if?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p># 2: Body 1</p> <p>Topic:</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p># 3: Body 2</p> <p>Topic:</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p># 4: Body 3</p> <p>Topic:</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p># 5: Ending/Conclusion:</p> <p>How will it end:</p> <ul style="list-style-type: none">• A recap• A question• A quote• An answer to the question asked in the	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



References

Ewoldt, K.B., & Morgan, J.J. (2017). Color-coded graphic organizers for teaching writing to students with learning disabilities. *TEACHING Exceptional Children, 49,(3), 175-184.*

Hochman, J.C. (2005). *Basic writing skills*. Harrison, NY: GSL Publications

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