Frog Street provides excellent resources and instruction to support the development of writing.

The book, *Reagan’s Journal*, provides students with engaging personal narratives that serve as examples of journal writing. The discussion from each journal entry gives students a number of prompts to involve them in the pre-writing conversation of the writing process. Teachers are guided on ways to support students’ independent writing, revision, editing and publishing.

Two wordless storybooks and a bilingual storyfolder bring writing activities that teachers can apply to other books in their classroom library. Strategy cards give additional support with classroom writing.

Intervention resources engage students in learning the names and sounds of letters and then practice in forming those letters efficiently to support fluency in writing.

- Frog Street Live DVD provides visual formation of letters along with auditory prompts for student practice.
- Family Involvement Package gets parents involved with their children in writing personal narratives.
- The Instruction Guide gives teachers numerous lessons in modeled writing, shared writing, and independent writing workstations.
- Clever props and prompts spark interest in independent writing.
What is the purpose of Wordless Storybooks?

Wordless Storybooks provide students opportunities to:

- Identify key vocabulary words.
- Recognize changes.
- Develop sequencing skills.
- Develop oral and written language.
- Develop print and book awareness.

See the Wordless Books Strategy Card for support in using these resources to support student learning.

Students in your class are at different levels in their literacy development. Review the following activities that feature wordless storybooks and select the activity that is most suited to the needs of your students.

The Button Story - El cuento del botón

Choice 1 - Shared Writing

- Display the book cover. Tell students that they will be the authors of this story.
- Preview the illustrations and tell students they are writing a narrative about the travels of the button.
- Encourage students to describe the actions on each page. Make suggestions and ask questions as prompts.
- Discuss key vocabulary.
- Print the responses on chart paper or on self-stick notes.
- Make sure students complete two pages (three or four spreads) and then tell them that they will continue the story later. Encourage them to continue about what will happen next in the story.

Note: Allow students to continue working on their story as long as it holds their interest.

Keep the pace slow and thoughtful. Some groups may be able to complete the entire story. Others may only make it through a few pages. As students become more fluent with the process, they will become more proficient. Keep the completed stories so that at the end of the year you can show students how their stories have developed.

Choice 2 - Characters in The Button Story - El cuento del botón

- Display the book cover. Tell students that they will be listing the characters in the order they are introduced in the story.
- Shared Writing: Write the title Characters in The Button Story - Personajes de El cuento del botón at the top of the chart paper.
- Have a volunteer turn the page and a second volunteer name the characters on the page. Record this list on the chart paper. Continue through the book with different volunteers.
- Read through the list of characters the class wrote.

Independent Writing: Invite each student to choose one of the characters and describe that character in his or her journal. Have them draw a picture of the character they wrote about.

Revising: Have students circle the descriptive words in their sentence. Guide students to add a few descriptive words to elaborate on the meaning of the sentence.

Editing: Have students check the spelling of the name of the animal they chose. Ask them where they found the correct spelling for the name of the character they drew.

Publishing: Have each student find a partner. Invite partners to show their drawings to one another and read their elaborated sentences.

Choice 3 - Settings in The Button Story - El cuento del botón

- Display the book cover. Tell students that they will be listing the settings in the order they appear in the story.
- Shared Writing: Write the title Where is the Button? - ¿Dónde está el botón? on chart paper.
- Have a volunteer turn the page, and ask a second volunteer to describe the setting of the button where it has traveled. Record these places on the chart paper.
- Continue through the book with different volunteers.
- Read through the list of settings the class wrote.

Independent Writing: Invite each student to choose one of the settings and tell a simple story using that setting. Have students write their simple story and then draw a picture to go with it.

Revising: Have students check the descriptive words in their sentence. Guide students to add a few descriptive words to elaborate on the meaning of the sentence.

Editing: Have students check the spelling of the words they used to identify the setting. Ask them where they found the correct spelling, on the chart paper.

Publishing: Have each student find a partner. Invite partners to show their drawings to one another and read their elaborated sentences.

Lesson 15: Reagan's Journal - Soccer • Fútbol

Teacher Models Writing Skills - Modeled Writing

Sentence: We play hard, but we have fun. - Jugamos duro, pero nos divertimos.

Phonological Awareness: Say fun • duro phoneme by phoneme. Have students say each phoneme. Encourage them to say the sounds faster. When they recognize the mystery word, they can raise their hand.

Print Awareness: Write the first word with an uppercase letter and have a volunteer circle the letter. Write the sentence, saying each word as you write. Use Spaceclip to place a space between each word. Invite a volunteer to read the sentence. Then have the other students read the sentence. Explain that the writer puts an ending punctuation mark to let the reader know the sentence is finished. Ask a volunteer to tell the type of punctuation mark we could use for this sentence. Point out the use of the comma and discuss its importance for the reader.

Phonics and Writing: Have students locate the sight words: we, have, but • pero, nos. Write the word we • duro at the bottom of the page. Say each phoneme. Tell students to delete the first letter and replace it with the sound of /h/ • /p/. Ask a volunteer to say the new word. Write he • puro. Tell students to delete the first sound and replace it with the sound of /sh/ • /s/. Ask a volunteer to say the new word. Write the word she • juro under the word he • puro. Explain to students that knowing how to substitute phonemes also helps us with spelling the new word. Challenge students to delete the first sound and replace it with the sound of /m/ • /m/. Ask them to name the new word. me • muro.

Extend practice with additional sentences: Do you play on a team? The coach wants us to be prepared to play our best. We play hard at soccer practice. El entrenador quiere que estemos preparados para jugar lo mejor. Trabajamos duro en las técnicas durante la práctica de fútbol.

Engage in Pre-Writing - Read-Aloud Discussion

- Display the photo in Reagan's journal entry. Ask students to describe what they see in the photo.
- Have students read the journal entry.
- Ask students if they have attended a soccer game. Ask how many have played in a soccer game. Have them discuss why soccer players go to practice.
- Reread the third paragraph and have students pantomime the vocabulary words: running, dribbling, passing, shielding,-contento, rebatando, pasando, tirando.
- Reread the last paragraph and have volunteers to discuss the position Reagan plays. Have them answer Reagan's questions.

Engage in Pre-Writing - Shared Writing

- Draw a T-Chart. Label the first column Sports I've Played • Deportes que he jugado, and the second column Sports I've Watched • Deportes que he visto.
- Extend by introducing the vocabulary words spectator and participant • espectador y participante.
- Have students name different sports people play. Ask them if their response should be written in the first or second column.
- Display the chart so students can refer to it during Journal Writing.

Develop a Draft - Journal Prompts

- Invite students to read the list of sports on the chart paper from the Shared Writing lesson. Explain that their job is to decide which sport is their favorite, which sport is their second favorite, and so on. Invite them to list the sports in their journal from their most favorite to their least favorite. Have students share their list with a partner. Have them compare their favorites.
- Go on the Extra Mile: Display a box full of equipment used in various sports. Tell students the equipment is to help them generate some ideas for their writing. Invite students to choose one piece of equipment. Have them make a drawing and tell how this item is used.

Revisions - Small Group Sharing

Prompt students to add another sentence to their writing. Have students share the choice they listed as their favorite sport. Ask them to tell three reasons why they enjoy this sport. Have them write one more sentence about the reason why this sport is their favorite.

Editing Together - Working with a Partner

- Focus on the editing skills taught during Modeled Writing.
- Did you leave a space between words? • ¿Dejaste un espacio entre las palabras?
- Did you add the sentence with a punctuation mark? • ¿Utilizaste signos de puntuación?
- Did you start your sentence with an uppercase letter? • ¿Empiezas tu oración con una letra mayúscula?
- Did you spell soccer correctly? • ¿Deletraste la palabra fútbol correctamente?

What is the purpose of Wordless Storybooks?
Enhancing Writing in Kindergarten and First Grade

Wordless Storybooks
- The Button
- Animal Friends

Mr. Pencil Big Book

Classroom Package of Writing Journals (24)
- Strategy Cards
  - Multisensory Letter Writing
  - Show What You Know
  - Wordless Books
  - Show What You Know

Frog Street Live DVD
- Reagan’s Journal
- Dry Erase Boards with Markers (12)

Spacefrog

Bilingual Storyfolder
- There Was an Old Woman

Family Involvement Kit
- Canvas Bag
- Class Journal
- Family Letter

Instruction Guide

Enhancing Writing in Kindergarten and First Grade Package
FSPK0004420 $299.99

Introductory Price English Package
$279.99*

*Introductory price effective through 12-15-13

Sample Lesson Page