



# Everyday Writing

with Coach Write

## Teacher Guide



[pbswesternreserve.org/everyday-writing](http://pbswesternreserve.org/everyday-writing)





## About Everyday Writing with Coach Write

Grade Levels: K-3

This series was developed to address everyday writing with children in grades K-3. Throughout the lessons, your students will join "Team Write" as Coach Write emphasizes the importance of writing and demonstrates how fun writing can be!

In this six-part collection, each lesson introduces students to the basics of a different writing concept through a four- to five-minute video featuring Coach Write. Each video is accompanied by a differentiated handout for students to complete after viewing the video.

This series is beneficial to use as an introduction to writing or as a supplemental resource to an already established curriculum. The lessons are "stand-alone" and can be instructed in any order.

### Lessons:

1. Write a Basic Sentence
2. Write a List
3. Writing to Express Feelings
4. Writing to Inform
5. Opinion Writing
6. Narrative Writing



# Write a Basic Sentence

In this video, students will learn how writing surrounds us in our daily lives and how to expand sentences to share information.

## Vocabulary:

**Sentence** — A group of words that tells a complete thought. A simple sentence has a subject and a verb and relays information.

## Discuss:

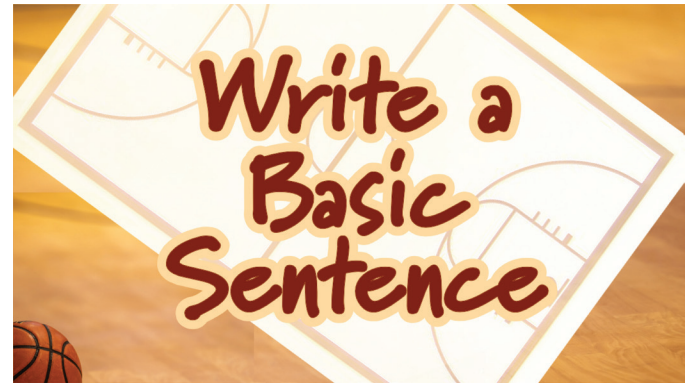
Use the following questions as a guide for a class discussion after viewing the video:

- *Where can you find writing?* (Everywhere! Point out places around you that have different types of writing.)
- *Why is writing important?* (It tells a message, can explain, can entertain.)
- *What is a sentence?* (A sentence is a group of words that tells a complete thought. A simple sentence has a subject and a verb and relays information.)
- *How can we expand sentences?* (By adding more detail. Think about the five Ws plus H: who, what, where, when, why and how.)

## Ohio Standards:

W.K.2, W1.2, W2.2, W3.2, LK1f, L1.1c, L2.1f, L3.1i

## Watch:



Watch the video "Write a Basic Sentence."

## Review:

- Being a writer means you can be creative and write information in different ways.
- Writing is everywhere!
- Writing is important.
- Writing can tell a message, explain something or entertain you with a story.

# About Student Handouts:

When using the differentiated handouts, teachers should model their own example using the student handout before students begin their own. The following is an example of a sentence that can be used for model instruction. As you build the sentence, narrate your thinking aloud for students to hear the thought process.

"I am going to start with the sentence, 'The girl played.' This is a sentence because it has a subject ('the girl') and a verb ('played')."

## The girl played.

"This *is* a sentence, but it is very basic and does not tell my reader much detail. I could tell my reader more if I think about *where* the girl played. She played at the park, so I will add the words 'at the park' to the sentence."

## The girl played at the park.

"I can give my reader even more detail if I write *when* she played at the park. 'She played at the park in the morning.' I will add 'in the morning' to the sentence."

## The girl played in the morning at the park.

"By thinking about when and where, I give the reader more detail to understand what happened. Before I finish, I will check my sentence by rereading it. I have a checklist to make sure my sentence is complete."

Display the following questions to model checking your writing:

- Did I use a capital letter to start my sentence?
- Do I have punctuation at the end of my sentence?
- Does my sentence make sense when someone else reads it?
- Do I need a comma to separate thoughts in my sentence?

When using the following handouts make adjustments and give support to students as needed. Hesitant writers may need additional prompting or adjustment of a topic to encourage ideas.

## Expanding a Sentence Handout A:

Students fill in the blanks to expand the kernel sentence.

## Expanding a Sentence Handout B:

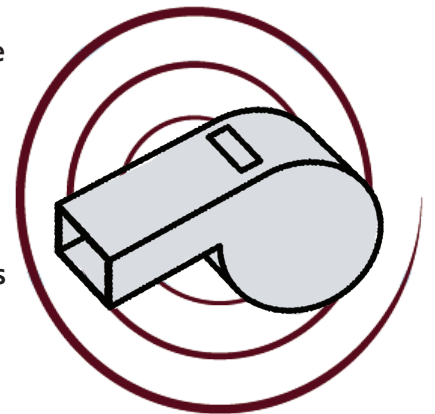
Students are given a word bank of subject and verb choices. Students circle their choice and write the basic sentence. Then students expand their sentences by choosing when and where their event happened and write the final sentence.

## Expanding a Sentence Handout C:

Students expand the sentence by answering the questions where, why and when.

After students have completed their sentences, encourage them to reread and check their writing. Display the following questions for students to check their work:

- Did I use a capital letter to start my sentence?
- Do I have punctuation at the end of my sentence?
- Does my sentence make sense when someone else reads it?
- Do I need a comma to separate thoughts in my sentence?



# Expanding a Sentence: Handout A

Name \_\_\_\_\_

Fill in the blank spaces to expand the sentence.

The fish swims.

(how? or where? or when?)

The fish swims \_\_\_\_\_.

(a word to describe the fish)

The \_\_\_\_\_ fish

swims \_\_\_\_\_.

(another word to describe the fish)

The \_\_\_\_\_,

fish swims \_\_\_\_\_



# Expanding a Sentence: Handout B

Name \_\_\_\_\_

Circle a subject and a verb.

**Pronoun**

She

We

He

**Verb**

ran

ate

jumped

Write your subject and verb sentence on the line.

\_\_\_\_\_

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\_\_\_\_\_

Circle where and when your event happened.

**Where**

outside

inside

**When**

today

yesterday

Now put your whole sentence together.

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_



# Expanding a Sentence: Handout C

Name \_\_\_\_\_

Expand the simple sentence by answering the questions when, where and why.

## Example: The dog barks.

**When?** In the morning **the dog barks**.

**Where?** In the morning **the dog barks** in the house.

**Why?** In the morning **the dog barks** in the house to go outside.

Read the simple sentence below.

## The boy played.

Answer these questions about the sentence.

When did the boy play? \_\_\_\_\_

Where did the boy play? \_\_\_\_\_

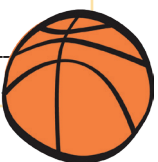
Why did the boy play? \_\_\_\_\_

Now write your expanded sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## Write a List

In this video, students will learn about what a list is, the importance of lists and how to make a list.

### Vocabulary:

**List** — A series of items about one topic.

### Discuss:

Use the following questions as a guide for a class discussion after viewing the video:

- *What is a list?* (A series of items about one topic.)
- *Why do we make lists?* (To help you remember things, such as a grocery list or picnic list, to show what you know, such as a list of planets and to have fun, such as favorite things to do.)
- *Why do we number lists?* (To keep them neat and organized.)
- *Have you ever made a list? What was it for?*

### Ohio Standards:

W.K.2, W1.2, W2.2, W3.2, W3.10

### Watch:



Watch the video "Write a List."

### Review:

- A list is a series of items about one topic.
- Lists can help you remember things or show what you know.
- Items on the list are placed one following the other.
- We use numbers to stay organized and keep track of how many items are on the list.



## About Student Handouts:

When using the differentiated handouts, teachers should model their own example using the student handout before students begin their own. As a class, model creating a list. Choose a topic your students can contribute to such as a list of colors, a list of books the class has read, a list of teachers' names in your building, a list of zoo animals, etc.

Model the importance of using numbers before each item and keeping items in alignment for easy reading.

When working with your students on the list handouts, make adjustments and give support to students as needed. If the topic does not spark writing ideas for your students, offer other list topics that will encourage them to write. You may need to shorten the list to three or four items or allow students to work together to share ideas for their list. A class discussion about the topic on the handout will help students to generate their own ideas.

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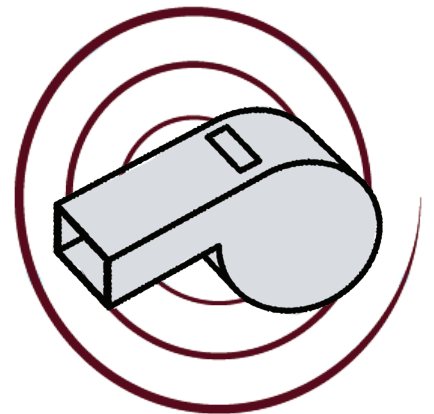
### Writing a List Handout A:

Students make a list of their favorite foods using words, pictures or both words and pictures.

### Writing a List Handout B:

Students are given two choices of different lists to write.


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# Writing a List: Handout A

Name \_\_\_\_\_

Make a list of your favorite foods.

Example:	<b>mac and cheese</b>	
1.	<hr/> <hr/> <hr/>	
2.	<hr/> <hr/> <hr/>	
3.	<hr/> <hr/> <hr/>	
4.	<hr/> <hr/> <hr/>	
5.	<hr/> <hr/> <hr/>	



# Writing a List: Handout B

Name \_\_\_\_\_

**Choose a topic to write about and circle it.**

Foods You Like **OR** Favorite Toys

Write your list below. Be sure to use numbers!

My List Topic: \_\_\_\_\_

1.	
2.	





# Writing to Express Feelings

Lesson three addresses different emotions and how writing can help you reflect and understand your emotions and even make you feel better.

## Vocabulary:

**Emotion** — Something we feel inside, such as anger, sadness or happiness.

## Discuss:

Use the following questions as a guide for a class discussion after viewing the video:

- *What is an emotion?* (Something we feel inside, such as anger, sadness or happiness.)
- *What feelings did Coach Write have in the video?* (Sad because the team lost the game, and mad because the pen ran out of ink.)
- *Why is it a good idea to write about your feelings?* (It can help you understand them, make you feel better and help you to share how you feel with others.)
- *Can you recall a time when you felt happy?* (Encourage several students to share, or have them share with a partner.)
- *Can you recall a time you felt surprised by something?* (Encourage several students to share with the class, or have students share one-on-one with a partner.)

## Ohio Standards:

W.K.3, W1.3, W2.3, W3.3

## Watch:



Watch the video “Writing to Express Feelings.”

## Review:

- Writing about your feelings helps you to reflect and understand them.
- Writing about your feelings can help make you feel better.
- You can share how you feel with others through writing.

## About Student Handouts:

The differentiated handouts provide students with choices to encourage writing about their personal feelings. Teachers should model their own example using the student handout, as in this think-aloud example:

“Have you ever looked in a mirror and seen your own reflection? That is kind of what reflecting on your feelings is like. It’s like taking a look inside yourself to see how you are feeling. Sometimes we have strong emotions such as happiness because we just had a really fun day at school. Or someone might feel sad because it is raining and they won’t be able to play outdoors. Either way, reflecting on your feelings can help you understand why you’re feeling that way and may help you figure out what you can do to feel better.”

“I am going to think about the different feelings on the handout and pick one that I can write about. I am going to choose ‘excited’ to write about. Hmm ... when is a time that I am excited? I am excited when I get to take a walk on a sunny warm day. I am also excited when I get to spend time with my friend. This time, I choose to write about taking a walk.”

**I feel excited when I take a walk on a sunny, warm day.**

“I am going to add more to my writing and explain why I am excited to take a walk.”

**Sometimes I see chipmunks and birds on my walk.**

“Writing about your feelings can make you feel good and sometimes helps you understand your feelings better. Look at all your choices of feelings and decide what you can write about.”

Provide adjustment and support to students as needed.

It is important to provide flexibility, as some students may have a feeling not provided on the page that they want to write. If students are struggling to develop an idea, having a discussion about feelings and prompting them to tell you about it verbally before writing may help. If students are reluctant not to write about themselves, writing about a character in a story may be a better option.

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### Writing to Express Feelings Handout A:

Students choose an emotion (happy, sad, surprised, mad, excited) from the top of the page and complete the sentence frame: “I feel \_\_\_\_\_ when \_\_\_\_\_.” Then they draw a picture related to their sentence.

### Writing to Express Feelings Handout B:

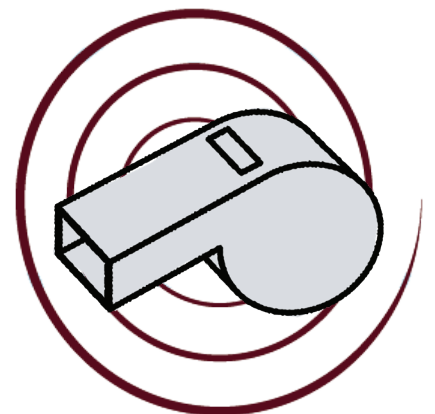
Students pick an emotion from the top of the page (happy, nervous, grumpy, angry, frustrated, surprised, excited) to write about a time they felt that way and explain why they felt that way. Space is given to draw a picture. Provide sentence starters for those who need more support.

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### Writing Checklist:

Provide students with a checklist to review their own writing or have a classmate check their writing.

- Did I use a capital letter to start my sentences?
- Do I have punctuation at the end of my sentences?
- Do my sentences make sense when someone else reads them?



# Writing to Express Feelings: Handout A

Name \_\_\_\_\_

Choose a feeling to write about.

 <b>sad</b>	 <b>mad</b>	 <b>happy</b>	 <b>surprised</b>	 <b>excited</b>
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(fill in the emotion)

I feel \_\_\_\_\_

(explain why you feel that emotion)

when \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.





Draw a picture about your sentence.



# Writing to Express Feelings: Handout B

Name \_\_\_\_\_

Choose a feeling. Write about a time you felt that way. Explain why you felt that way.

 <b>grumpy</b>	 <b>happy</b>	 <b>surprised</b>	 <b>excited</b>	 <b>nervous</b>	 <b>frustrated</b>
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Draw a picture about what you wrote.





# Writing to Inform

Students are introduced to informative writing. Coach Write leads students through the process of writing an invitation.

## Vocabulary:

**Facts** — Something you can prove to be true.

**Informational writing** — Writing that gives information to someone.

## Discuss:

Use the following questions as a guide for a class discussion after viewing the video:

- What is informational writing? (Writing that gives information.)
- What are some examples of informational writing? (A newsletter, report, invitation, recipe, nonfiction book or article.)
- What are the 5 Ws? (Who, what, when, where and why.)
- When would you need to write an invitation? (When you are having a party or event.)

## Ohio Standards:

W.K.2, W1.2, W2.2, W3.2

## Watch:



Watch the video “Writing to Inform.”

## Review:

- Informational writing is the main way we communicate with each other when writing.
- Informational writing is writing that gives information to someone.
- You write facts and details to help your reader understand the information.
- You may use informational writing to share new information or explain a process.



## About Student Handouts:

When using the differentiated handouts, teachers should model their own example using the student handout before students begin their own. Here is an example of a teacher think-aloud:

“Let’s pretend we are having a party for our class. This party is going to be about our favorite books. We can have everyone bring their favorite book to the party to share with others. How will people know about the party? We can write out an invitation to give each guest. We will use our invitation template to help us write our invitation. First, we need to decide what to call this party. I think calling it a ‘book party’ is a good idea so everyone knows what it is about. But just to be sure, I will write on the ‘What’ line: A party to celebrate your favorite books. I need to make sure I tell who is invited on the ‘Who’ line. I will write Our Class. The class needs to know where the party will be and when to arrive. I will fill in those facts on the ‘Where’ and ‘When’ lines.”

### **A Book Party!**

**What: A party to celebrate your favorite books**

**Who: Our class**

**Where: Room #123**

**When: Friday, March 7**

“Remember to use capital letters when writing the days of the week or the months.”

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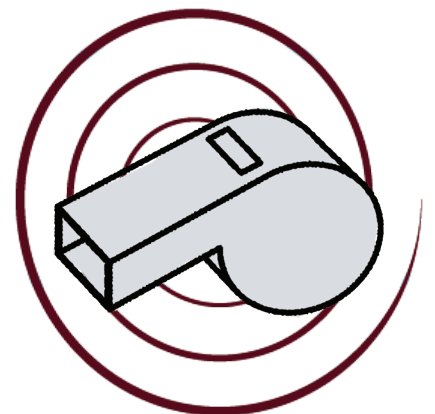
### **Writing to Inform Handout A:**

Students write an invitation to a pretend party using a provided template with Who, What, When and Where. Teachers may wish to complete this activity as a group to brainstorm answers and fill out the template together. If students will each fill out their own, allow time for discussion in partners or small groups to generate ideas for different types of parties.

### **Writing to Inform Handout B:**

Students write an invitation to a pretend party you are throwing. Teachers should determine the type of party or allow students to choose their own. If students will each fill out their own, allow time for discussion in partners or small groups to generate ideas for different types of parties. A template is provided with Who, What, Day, Time and Where. Space is also provided for drawing.

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# Writing to Inform: Handout A

Name \_\_\_\_\_

Fill in the invitation details.

**You Are Invited!**

**What:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Who:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Where:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**When:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Writing to Inform: Handout B

Name \_\_\_\_\_

Pretend you are having a party. Decide what kind of party it is and fill in the invitation details.

## You Are Invited!

What: \_\_\_\_\_

Who: \_\_\_\_\_

Day: \_\_\_\_\_

Time: \_\_\_\_\_

Where: \_\_\_\_\_





# Opinion Writing

In this lesson, students learn the basics of what opinions and reasons are and how writing about our opinion lets others know how we feel.

## Vocabulary:

**Opinion** — What you think or how you feel about something.

**Reason** — A detail that supports your opinion.

## Discuss:

Use the following questions as a guide for a class discussion after viewing the video:

- *What is an opinion?* (What you think or how you feel about something.)
- *Give an example of an opinion you have?* You can start by saying *I think*, or *I feel*. (Answers will vary.)
- *What feelings did Coach Write have in the video?* (Sad because they lost the game, and mad because the pen ran out of ink.)
- *How did Coach Write feel about EverBounce shoes?* (Coach Write loves the EverBounce 2000 shoes.)
- *Why does Coach Write love the shoes?* (They make him jump higher and shoot better baskets.)
- *Can sharing your opinion help others make a decision?* (Yes, but they may have a different opinion than you do.)
- *What is your opinion about ice cream? Do you like ice cream or dislike ice cream?* (You can prompt students to stand for “like” and sit for “dislike.” Try doing this with several different topics that interest your students, emphasizing that everyone has an opinion and sometimes it is different than yours.)

## Ohio Standards:

W.K.1, W1.1, W2.1, W3.1

## Watch:



Watch the video “Opinion Writing.”

## Review:

- An opinion is what you think or how you feel about something.
- Your opinion helps you make a choice.
- When we write our opinion we share what we think or how we feel and then give reasons or tell why we feel the way we do.
- Giving our opinion can help others make choices.

# About Student Handouts:

When using the differentiated handouts, teachers should model their own example using the student handout before students begin their own. Here is an example of a teacher think-aloud to model opinion writing:

“I am going to write about my favorite foods and make a list of my top three. Hmm, I really like macaroni and cheese so I will put that on my list.”

## 1. macaroni and cheese

“I also like pizza and apples. I will add them to my list.”

1. macaroni and cheese
2. pizza
3. apples

“Now that I have my list, I need to choose my favorite of all three. It is a tough decision, because I really like all of them! But I think my favorite food is pizza. I love the cheese and all the toppings you can put on it. I am going to write a sentence that gives my reason.

**I think the best food is pizza! The melted cheese is so tasty. Another reason pizza is the best is because you can add any toppings you like.**

“Now it is your turn to make a list and write about your favorite things. Your list will be about what animal makes the best pet. Even if you do not have your own pet, you can still think about which animals would make the best pet.”

Foster a discussion about pets to allow for pre-thinking before students write.

“What are some pets that you or someone you know have? What are some pets that you have read about? What makes a good pet—an animal that can play with you? An animal that is calm or active? Is it better to have a small pet that you can hold?”

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## Opinion Writing Handout A:

Students formulate an opinion by circling which image they prefer (taco or ice cream, summer or winter, playing inside or outside). Students can then verbally share their reason for their choice.

## Opinion Writing Handout B:

Students brainstorm three animals that make a good pet. Then students write a sentence about their favorite, giving one reason to support their opinion.

## Opinion Writing Handout C:

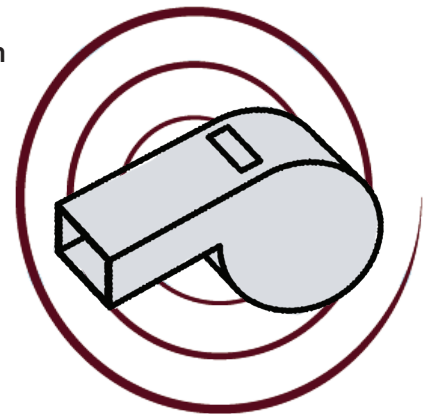
Students list three animals they think make a good pet and then write a final decision sentence on one animal using sentence starters: I think, I believe, My favorite, etc.). Then they give two to three reasons to support their opinion and add a drawing.

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## Writing Checklist:

Provide students with a checklist to review their writing, or have a classmate check their writing.

- Did I use a capital letter to start my sentences?
- Do I have punctuation at the end of my sentences?
- Do my sentences make sense when someone else reads it?
- Did I give a reason for my opinion?



# Opinion Writing: Handout A

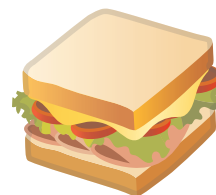
Name \_\_\_\_\_

**Circle the one you like best.**



ice cream

**OR**



sandwich



summer

**OR**



winter



play outside

**OR**



play inside



# Opinion Writing: Handout B

Name \_\_\_\_\_

**List three animals you think make a good pet.**

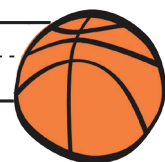
Draw	Write
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>

When finalized, there will be a sentence frame to fill in:

(choose an animal)

**I think** \_\_\_\_\_

**is the best pet because** \_\_\_\_\_



# Opinion Writing: Handout C

Name \_\_\_\_\_

**List three animals you think make a good pet.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Choose from your list the animal that you think makes the best pet and write your opinion with at least two supporting reasons.

**Example:** I think the best pet is a bird. Birds are great because they do not take up much space and can sing you a song. Another reason birds are the best is that they are easy to care for.

You can start your sentence with "I think," "I feel" or "My favorite."

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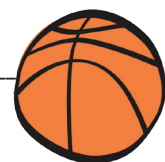
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# Narrative Writing

This lesson introduces narrative writing and how you can write a simple story and make revisions to your writing. Students will write simple stories using temporal words.

## Vocabulary:

**Narrative** — Writing that tells a story or describes an event, an experience or a sequence of events that can be real or made up.

**Moral** — The lesson that you learn from the story.

**Revise** — To fix a writing mistake that you made or to find a different or better way of writing what you mean.

## Discuss:

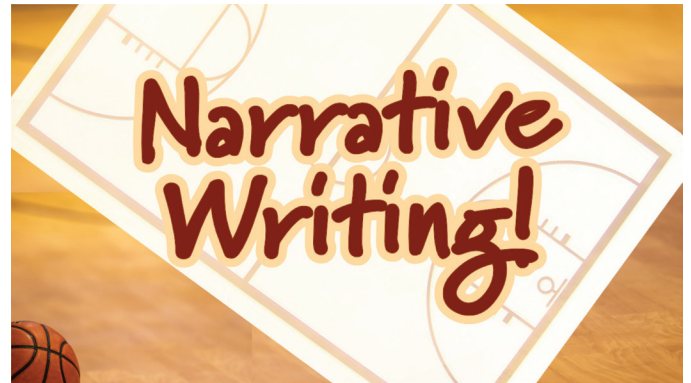
Use the following questions as a guide for a class discussion after viewing the video:

- What is narrative writing? (Writing that tells a story or describes an event, an experience or a sequence of events that can be real or made up.)
- Why do people write narratives? (Mostly to entertain readers; sometimes to teach a lesson within a story.)
- What happened at the beginning of Coach Write's story? (Hare challenged Tortoise to a dribbling contest.)
- What happened in the middle of Coach Write's story? (Hare took a nap while Tortoise dribbled.)
- What happened at the end of Coach Write's story? (Tortoise won the contest.)
- What was the moral of the story Coach Write told about the tortoise and the hare? (Never give up. Even though the tortoise was slower, it never gave up.)

## Ohio Standards:

W.K.3, W1.3, W2.3, W3.3, W3.3c

## Watch:



Watch the video "Narrative Writing."

## Review:

- When you write a narrative you tell a story.
- You describe an event, an experience or a sequence of events.
- Narrative writing can be about real events that have happened or it can be a story that is made up.
- Good writers reread what they wrote to make revisions or changes that make it better.

# About Student Handouts:

When using the differentiated handouts, teachers should model their own example using the student handout before students begin their own. The following is a simple story to model through a think-aloud for children to see how you can develop a beginning, middle and end to a story.

"I am going to write a narrative today. It will be a story with a beginning, middle and end. Remember a narrative can be about real events or about something I made up from my own mind. I have an idea to write a story about a girl who plants a seed. I am going to draw you three pictures of my story."

Draw three simple illustrations. Depending on the student handout you are using, label the drawings "first," "then" and "last," or "beginning," "middle" and "end."

**Beginning — drawing of a seed on soil in a pot.**

**Middle — drawing of a sprout in the pot.**

**End — drawing of a flower growing from the pot.**

"Now I will use my pictures to write a story. My first sentence will tell you about the first drawing. I will write who is in my story and what is happening."

**A little boy is happy to plant and water a seed in a pot.**

"In my second drawing a sprout is growing. This took awhile to happen, of course, so I will tell that to my reader."

**A little boy is happy to plant and water a seed in a pot. A few days later a sprout appears!**

"I will end my story writing about the last picture that has a flower growing from the pot."

**A little boy is happy to plant and water a seed in a pot. A few days later a sprout appears! Weeks later, the proud boy has grown a red flower!**

"Good writers read what they wrote and check it over. Let's go through our writing checklist to see if I should make any changes." (You may want to purposely leave an error or two when writing to model revisions.)

- Did I use a capital letter to start my sentences?
- Do I have punctuation at the end of my sentences?
- Do my sentences make sense when someone else reads it?
- Do I have a beginning, middle and end to my story?

Make adjustments and give support to students as needed. Some students may find it easier to write first and then illustrate their pictures. Encouraging conversation with a partner will help students to develop their story ideas. Telling their story verbally can be a great start before writing it down. Students who are hesitant to write may be encouraged by providing them with three pictures to write about.

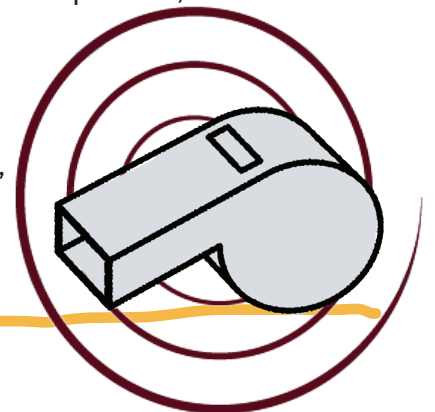
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## Narrative Writing Handout 1:

Students are given three pictures to write a story using a temporal word from the top of the page (first, then, finally.)

## Narrative Writing Handout 2:

Students draw three to four pictures, each for the beginning, middle and end of a story. Using transitional words or phrases (first, to begin, then, next, later, suddenly, in the end, finally), students write out their story.



# Narrative Writing: Handout A

Name \_\_\_\_\_

## The Bird

First,	Then,	Last,
		

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines provided for writing a narrative.



# Narrative Writing: Handout B

Name \_\_\_\_\_

## Write a story!

Draw pictures about the beginning, middle and end of your story.

Beginning	Middle	End

Write your story. Choose transitional words and phrases to include in your story.

**First, to begin, then, next, later, suddenly, in the end, finally**

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