

**5 Minutes
to
WRITE!**

The Great Ant War over Peanut Butter or JELLY

Jeremy Cole

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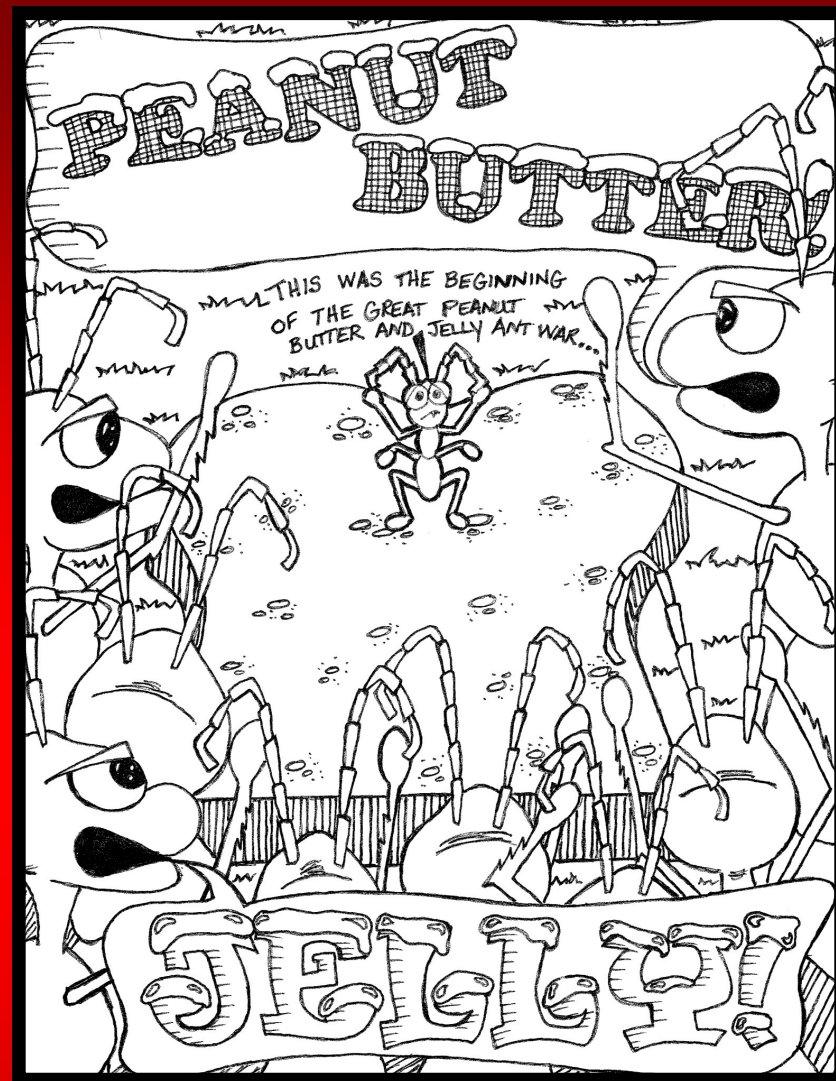


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5 Minutes to WRITE!

The Great Ant War over Peanut Butter or JELLY by Jeremy Cole



Dear Fellow Teacher,

I have developed this Differentiated Writing Station for my class next year and thought that I would make it available to you through Teachers Pay Teachers. As I make any changes, I will address them through my followers and postings on my website. I appreciate your purchase and please do not hesitate to contact me via e-mail with suggestions and questions.

Thank You,

JEREMY COLE

Print and Teach

If you have a Smart Board or document camera, you can go Page 16 and use this immediately in your classroom.

Preparation

Copying the correct pages for the students based on where they are in the writing process is the most difficult part of this packet, and that really isn't difficult. Most of my 3rd graders will be fluent writers so they will love taking pages 5 and 6 folding them in half, and creating their own published book. I have also included an extra page, Page 7, for those students who will create an extended response.

Depending on what your needs are in the classroom, take time to prepare. You may also want to use this in small group and model until your students are ready to try this during a station.

Page 4—Brainstorming Graphic Organizer

Before starting the Differentiated Writing Station for the 1-2 week period, I will present the graphic to the students and talk to them about what might happen "The Great Ant War over Peanut Butter or Jelly". I would record the ideas beside the graphic, and post them next to the writing station so that they can refer to it for ideas.

You can also place some books about reptiles and eggs (non-fiction or fiction) around the writing station to help the students. I do this after the brainstorming session so that the students don't duplicate ideas from the story that was just read.

Page 5 and 6 +7 —Template for Fluent Writers

As you can see, this template is designed for students who are fluent writers. Copy the page 5 and 6 front to back. When you are done, it will fold in half and make a book. I created p. 7 to be copied front to back also, if needed, for the writers who may write longer stories. You may want to copy 7 one-side so that students may create an illustration of their own on the blank side. They can also print pictures or cut them from magazines and use this space as they wish.

Through my writer's workshop lessons I will determine the skills focus for the group, small group, or individual for this differentiated writing station.

Page 8 and 9 +10 —Template for Writers with Pictures and Written Response

These pages of the template are designed for students who may be writing with pictures and creating written responses with them. This template has a lot of flexibility with it. Fluent writers could use this because they want more illustrations with their writing. Students who are beginning to write more sentences with their writing could use this as well. Whatever you do with the student, make sure that it best addresses the student's needs.

Page 8 and 9 +10 —Continued

I created Page 10 for those students who may want to extend their responses. All templates are designed in a book format. When they are copied front to back and folded, the students will have a completed published work.

Page 11 and 12 +13

Pages 11 and 12 were designed for students who are using pictures to write and tell their stories. This template also has a place at the top of each page for the teacher or parent to record what the student is saying about his/her pictures. It also provides a place for the students to begin writing own their own. The place provided at the top of each page can also be used for notes and observations to prepare for needs based instruction.

Page 13 was created for those students who begin extended responses.

Page 14 and 15

I created this template for the beginning writer, the student who creates a picture and tells you about it. At the top of the picture is a place to document what is stated by the student. I also included page 15 for those students who begin creating a beginning, middle, and end.

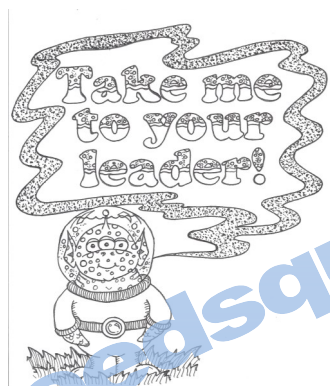
Page 16

Writing Prompt



Be sure to follow
me on Teachers
Pay Teachers
and CONNECT!

COMING SOON!



Thank You!

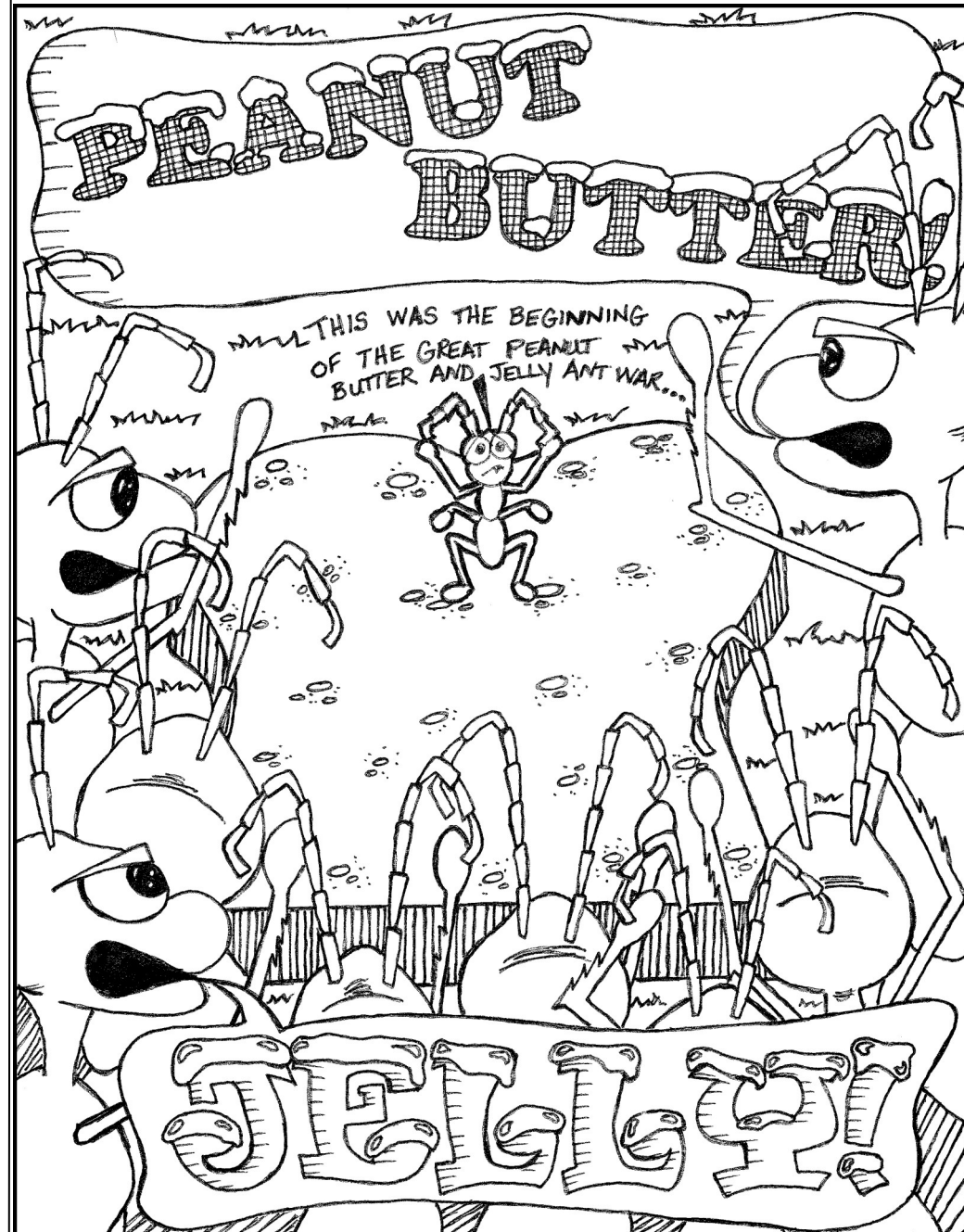
JEREMY COLE



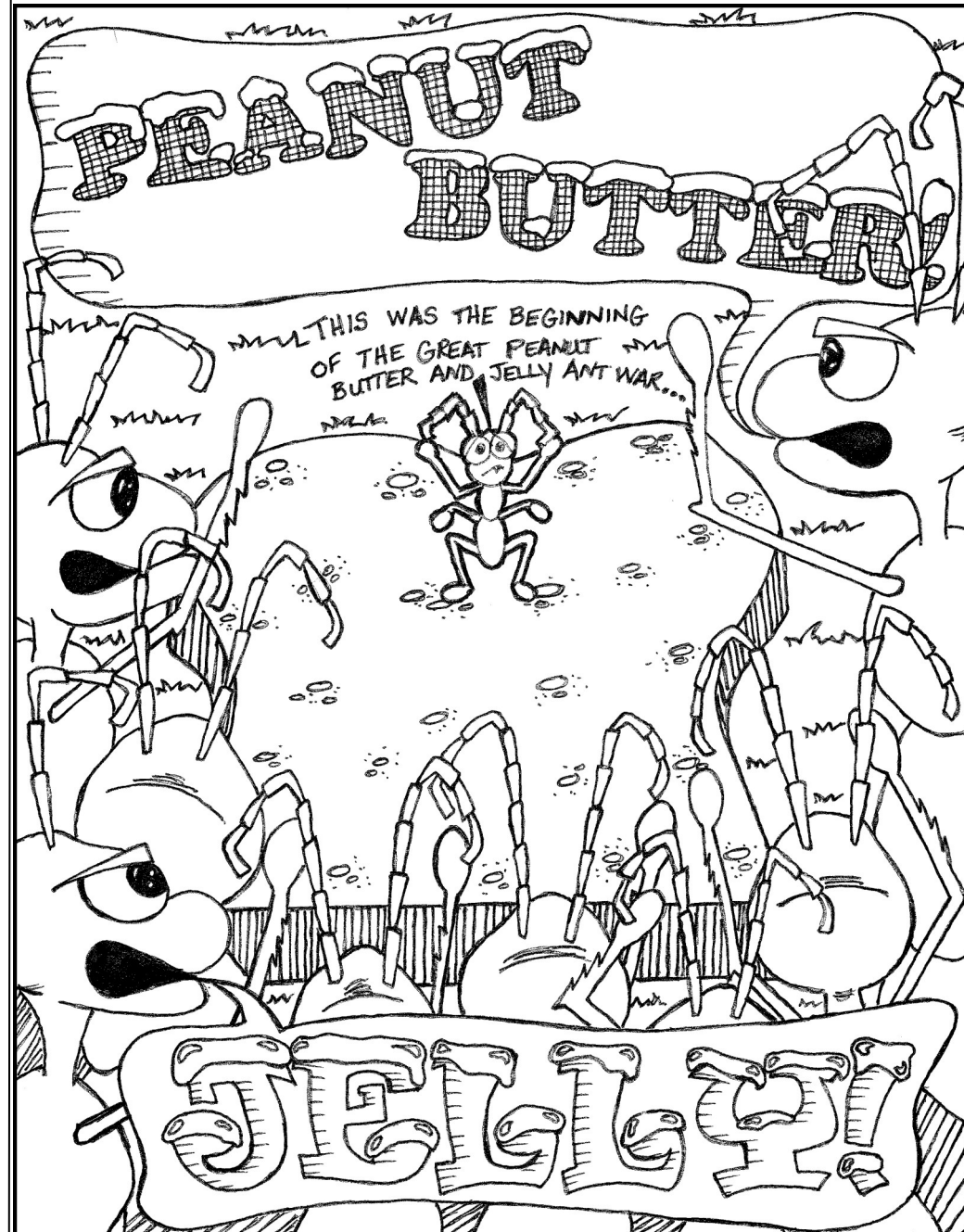
Brainstorming

Thoughts, Ideas, and Talk!

by _____



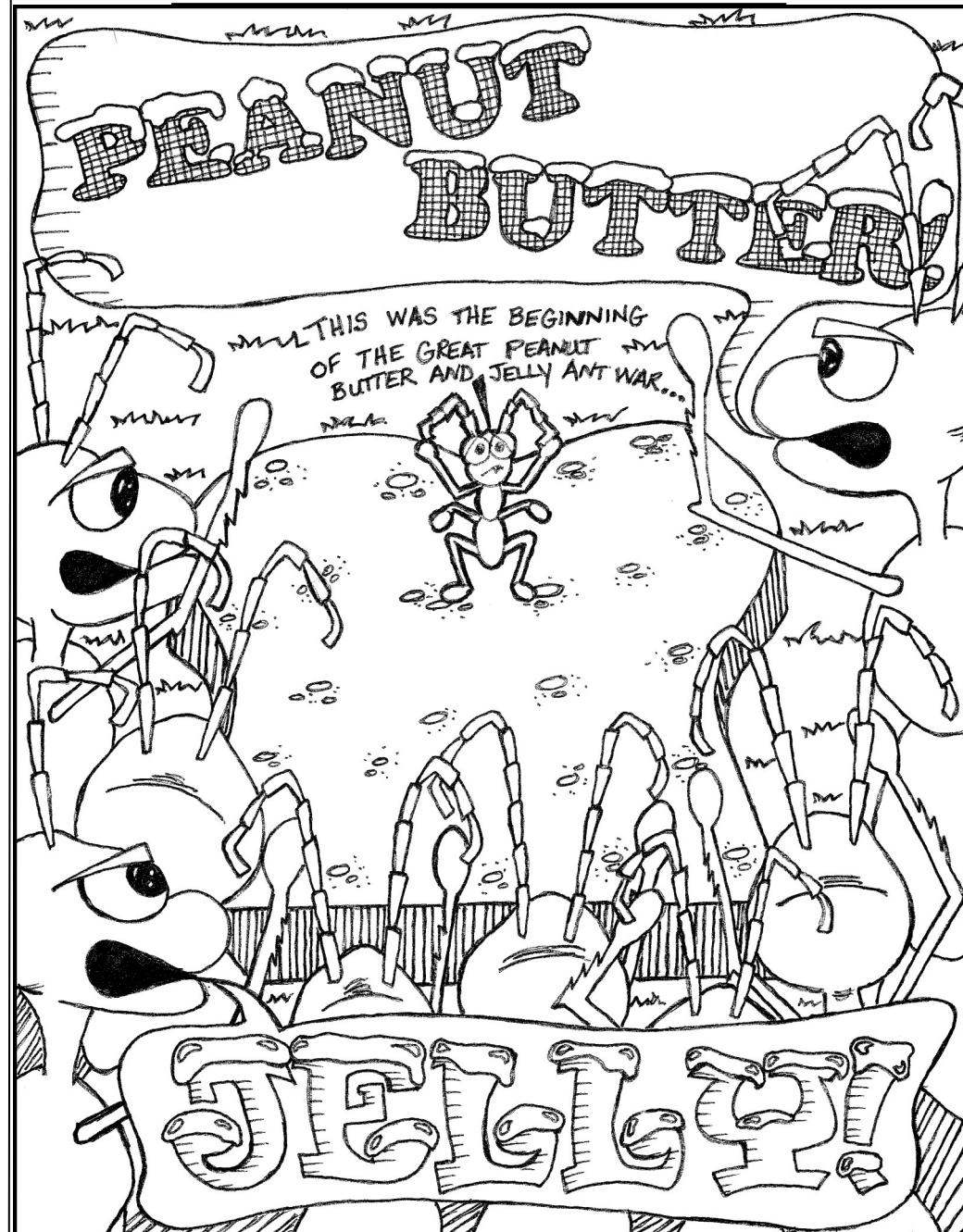
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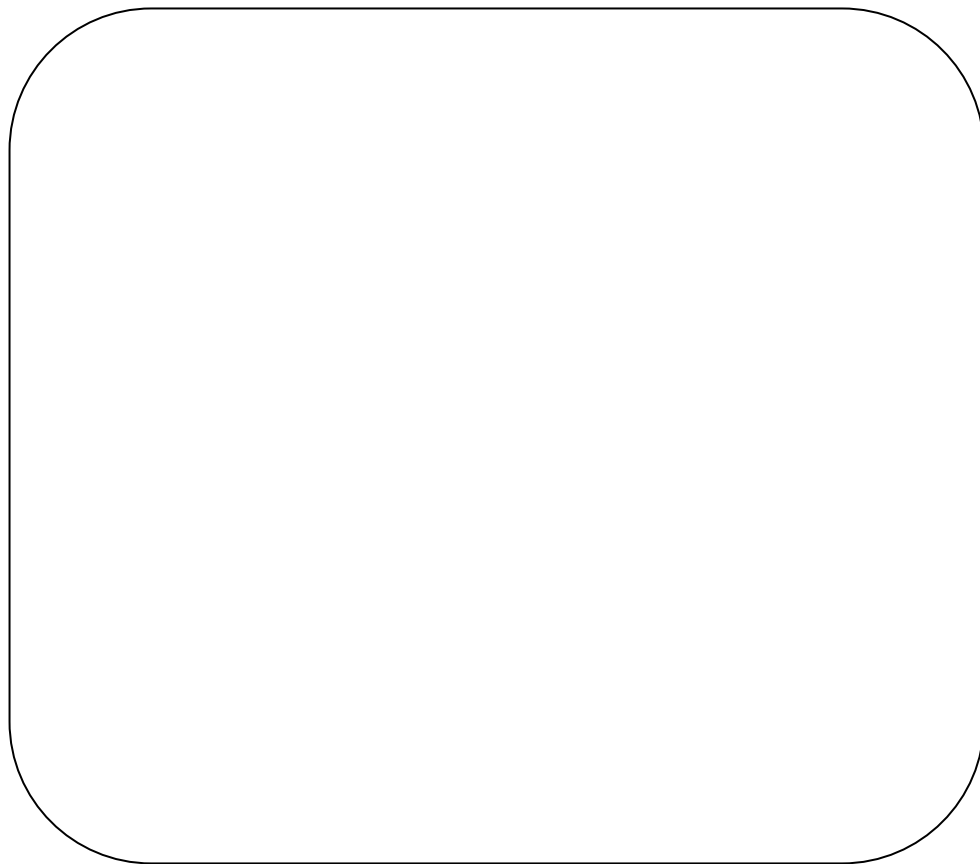
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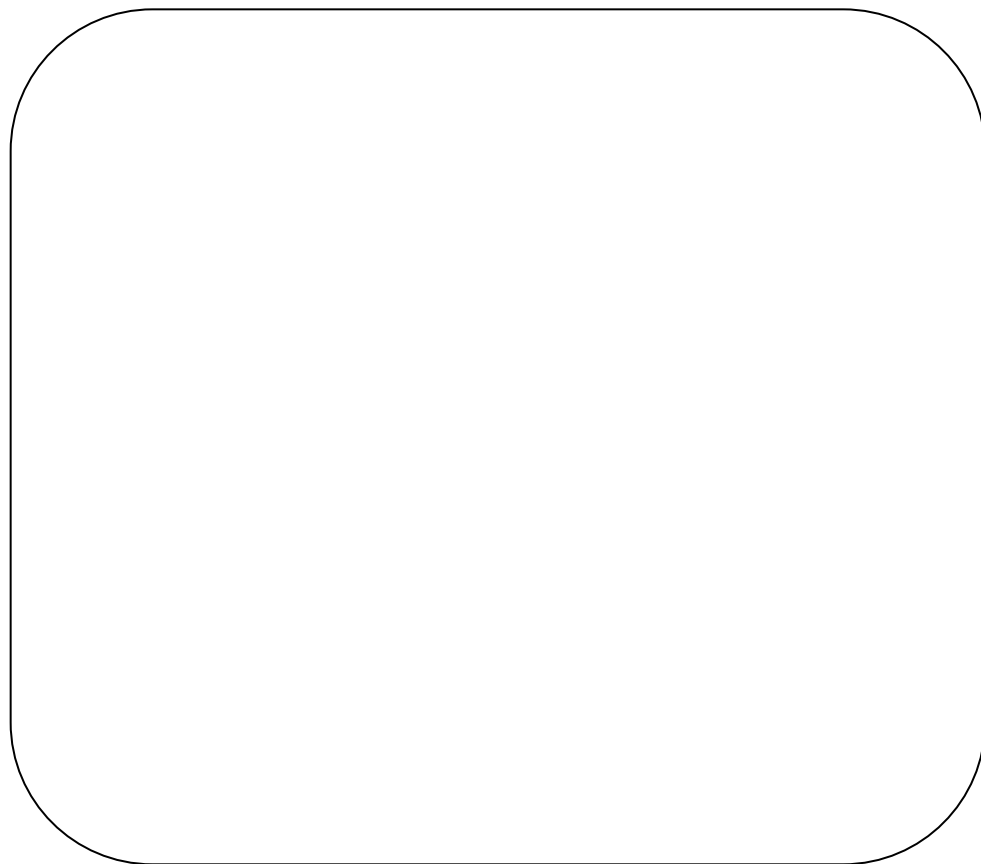
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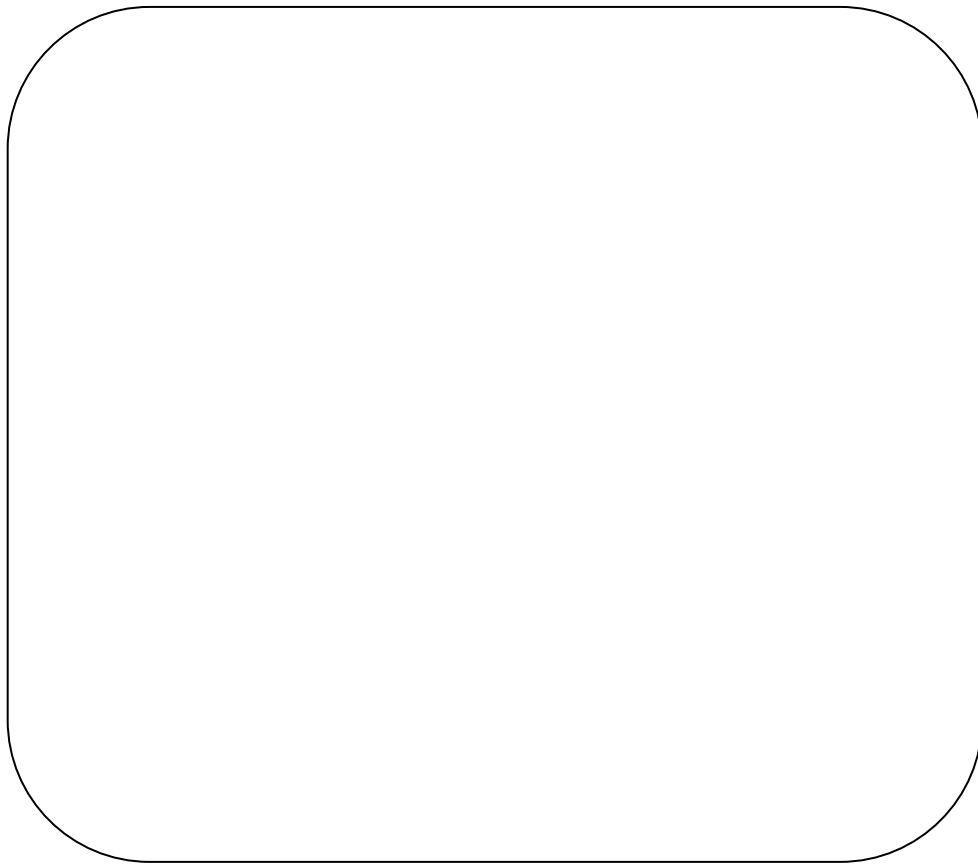
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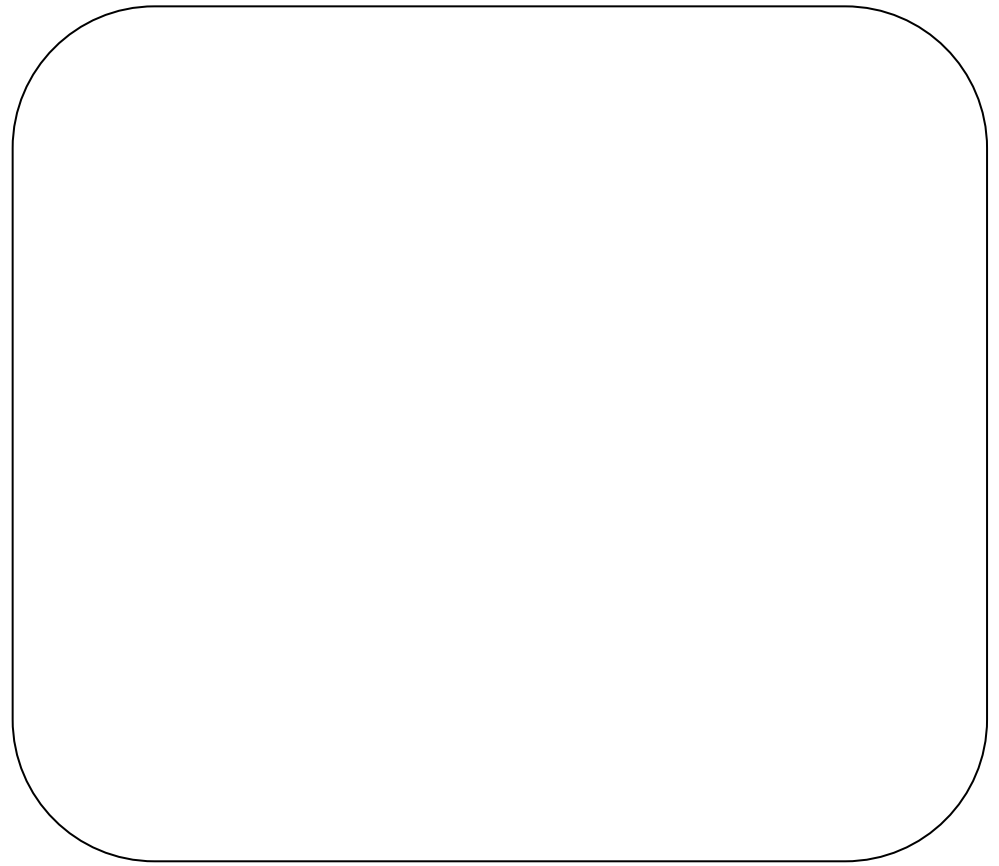


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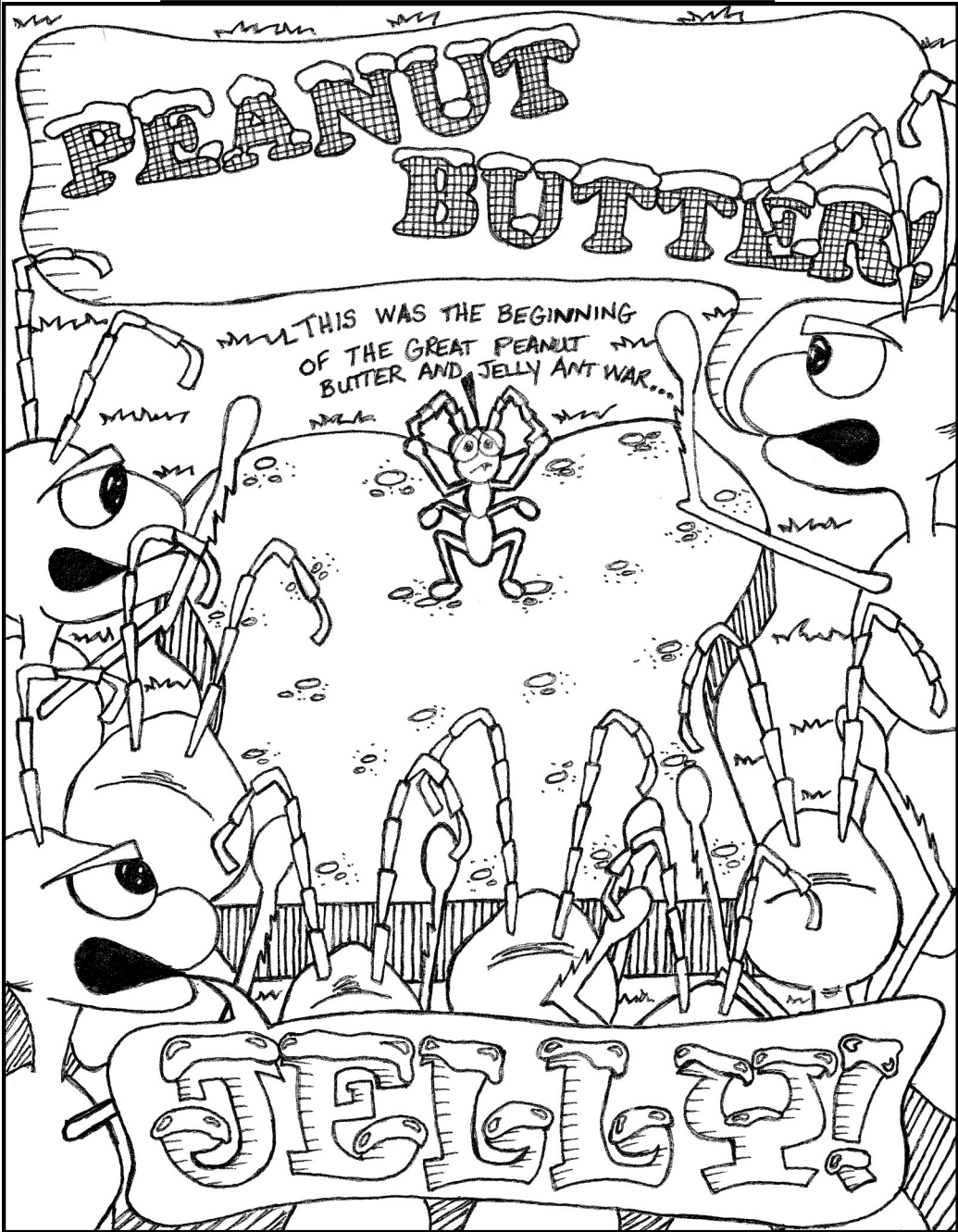


Speech bubble placeholder.

Large rounded rectangular placeholder for a drawing or image.

Two horizontal lines for writing.

by

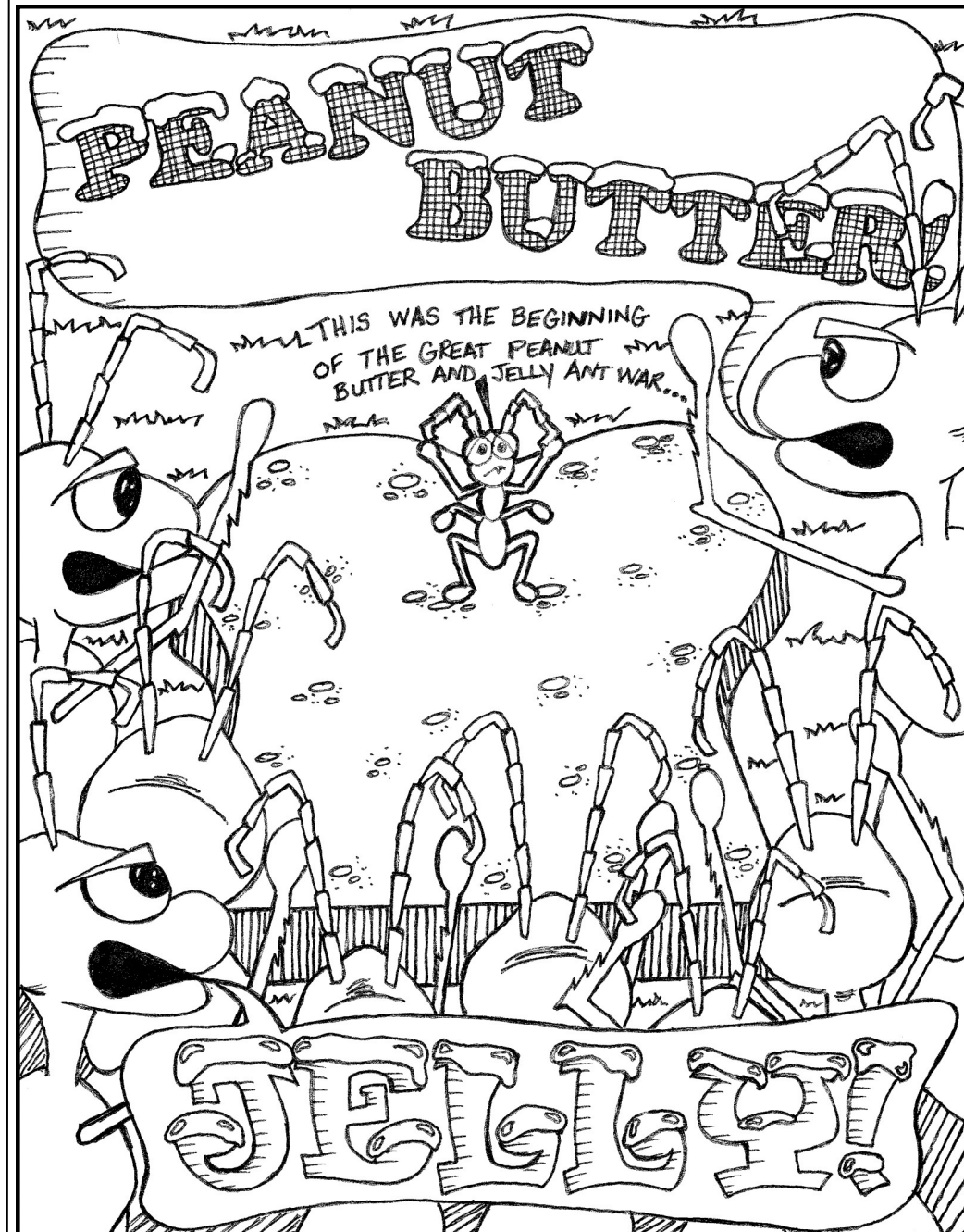



by






by





A rectangular box with a black border, intended for a title or header. A small speech bubble icon is located in the top-left corner.

A large, empty rounded rectangle with a black border, intended for a main body of text or a drawing.



A rectangular box with a black border, identical to the one on the left, intended for a title or header. A small speech bubble icon is located in the top-left corner.

A large, empty rounded rectangle with a black border, identical to the one on the left, intended for a main body of text or a drawing.

How many different ways
can you tell a story?
Think about the different
points of view and write
about...

The Great Ant War over Peanut Butter or JELLY

