

UNIT 1: FOUNDATIONS

WRITING LESSON 1.1
Pre-assessment

WRITING
I can write a pre-assessment.

GRAMMAR
I can identify nouns.

SELF-REGULATION
I can use positive self-talk.

LESSON SLIDES
WRITING IN OUR WORLD
labels

OVERVIEW

WEEK 1
WRITING HABITS
Writing skills
Writing tools
Pencil grip
Drawing pictures
Spelling words

WEEK 2
COMPLETE SENTENCES
Writing skills
Complete sentences
Subjects
Predicates

WEEK 3
TYPES OF SENTENCES
Writing skills
Statements
Questions

WEEK 4
TYPES OF SENTENCES
Writing skills
Commands
Exclamations

WEEK 5
ANSWERING A QUESTION
Writing skills
Answering a question with a complete sentence
I like, can, have, am, will sentences

WEEK 6
SIMPLE PARAGRAPHS
Writing skill
What is a paragraph?
Topic sentence
Body sentences
Ending sentence

GRAMMAR SKILLS
Nouns
Verbs
Endings
Punctuation
Capitalization

SELF-REGULATION
Positive self-talk
Positive self-talk
Positive self-talk

HANDWRITING
Aa, Bb, Ll, Oo, Ss

WRITING FOUNDATIONS PACING GUIDE

These foundational lessons are designed to gradually release responsibility over the course of each week. The suggested timing of each portion of the lesson varies across the lessons. The colored squares focus of that day's lesson. Use discretion to adjust based on what your students are showing they are ready for.

LESSON 1	LESSON 2	LESSON 3	LESSON 4
5 minutes	5 minutes	5 minutes	5 minutes
5 minutes	5 minutes	5 minutes	5 minutes
5 minutes	5 minutes	10 minutes	5 minutes
5 minutes	5 minutes	5 minutes	10 minutes

SCOPE & SEQUENCE

UNIT 1: FOUNDATIONS

WEEK 1
Writing habits
Writing skills
Writing tools
Pencil grip
Drawing pictures
Spelling words

WEEK 2
Complete sentences
Writing skills
Complete sentences
Subjects
Predicates

WEEK 3
Types of sentences
Writing skills
Statements
Questions

WEEK 4
Types of sentences
Writing skills
Commands
Exclamations

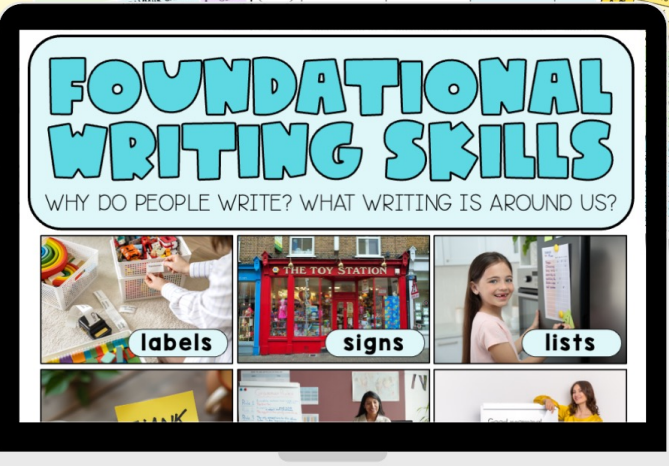
WEEK 5
Answering a question
Writing skills
Answering a question with a complete sentence
I like, can, have, am, will sentences

WEEK 6
Simple paragraphs
Writing skill
What is a paragraph?
Topic sentence
Body sentences
Ending sentence

GRAMMAR SKILLS
Nouns
Verbs
Endings
Punctuation
Capitalization

SELF-REGULATION
Positive self-talk
Positive self-talk
Positive self-talk


HANDWRITING
Aa, Bb, Ll, Oo, Ss



FOUNDATIONAL WRITING SKILLS

WHY DO PEOPLE WRITE? WHAT WRITING IS AROUND US?

labels signs lists



This guide will help you navigate the 1st grade writing curriculum!

Handwriting practice

Parts of Speech
Nouns
Verbs
Adjectives
Adverbs

Positive Self-Talk
I am improving every day!
I can learn things!
I will not give up.
I will be patient with myself.
I will try my best.
I can do it!

Pre-Assessment
Directions: Write three sentences to tell someone about yourself. Draw a picture to go with your writing.

Toy Box Nouns
Directions: Write three sentences to tell someone about your toy box. Write a noun in the sentence. Label your sentences with a toy box label.

Nouns at the Store
Directions: Write three sentences to tell someone about your favorite store. Write a noun in the sentence. Label your sentences with a store label.

Writing pages

Turn and Talk
One person talks about the topic.
The next person talks about the topic.
Listen quietly to each other.
Turn back.

Shapes to Pictures
Directions: Draw a picture from each shape. Write about the pictures.

Self-regulation

Writing Tools
Listen to your teacher explain the rules for each writing tool:
pencil
eraser
paper
sharpener

Anchor charts

Keep Your Pencil Sharp
Only use the sharpeners when you need to. Ask the teacher or wait your turn.

Erase Neatly
Use the eraser to erase your writing.



WRITING FOUNDATIONS PACING GUIDE

LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
5 minutes	5 minutes	5 minutes	5 minutes	5 minutes
5 minutes	5 minutes	5 minutes	5 minutes	5 minutes
5 minutes	5 minutes	5 minutes	5 minutes	5 minutes
5 minutes	5 minutes	5 minutes	10 minutes	10 minutes

Embedded grammar

Foundational Writing Skills
Why do people write? What writing is around us?

Lesson plans

Teaching Slides
with visual directions

Teacher support



Hi there!

Thank you so much for your interest in my Lucky to Learn Writing curriculum! This document will help you get oriented to the resource.

— Angie

ABOUT THIS WRITING CURRICULUM

Writing is the subject teachers often loathe to teach, and the subject that schools/districts often don't provide curriculum for. Let's be honest, there are just not a lot of quality & engaging writing programs for 1st grade! Until now!

A few of our favorite things in this writing curriculum --

- **Students and teachers are going to love writing.** This curriculum is engaging, purposeful, and meaningful! Each week of lessons connects to real-world writing. The activities are fun and scaffolded, and they aren't overwhelming or tedious.
- **It's SO EASY for you to prep and teach.** The teacher slides are click and go! They have visual directions on the slide for students too! The one-page lesson plans will help you know just what to say & teach. Student materials are mainly print and go too!
- **The lessons utilize explicit instruction,** which sets all of your students up for success with writing! Say goodbye to the long line of kids at your desk who are frustrated because they don't know what to do. You'll explain, model, practice, and students will apply what you are teaching them.
- **Grammar skills are embedded in the lessons,** so you don't have to add a separate grammar time to your day. Research says teaching grammar this way will help students apply the grammar to their writing! Win-win!
- **Self-regulation strategies are integrated & practiced in each lesson** because writing is very complex for students. This helps build their stamina, resilience, goal-setting abilities, positive attitudes, and more.
- **Ideas for intervention and extensions are listed on the lesson plans** so you can easily differentiate as needed.
- **It fits perfectly into a 25-minute writing time,** or you can spend more than one day on a "lesson" if needed. Handwriting practice and letter formation pages are included for no-prep transcription practice during your literacy centers.
- **This curriculum is based on research and best practice.** It was developed by a team of master teachers who hold graduate degrees in literacy. This curriculum works seamlessly with your Science of Reading instruction.

Why?

Lucky to Learn WRITING

This is the research-aligned, explicit, systematic, easy-prep, & engaging writing curriculum you've been looking for!

This resource includes everything you need to teach writing effectively in first grade! Includes:

click-and-go teaching slides with visual directions, lesson plans, student printables, anchor charts, handwriting pages, assessments, rubrics, and more!

Are you wanting to improve your classroom writing instruction?

This resource will help you bring best practice in writing instruction to life in your classroom easily & effortlessly!

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2

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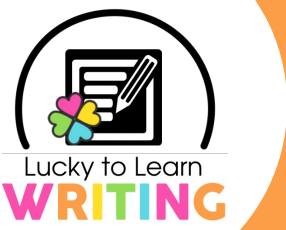
Wanting your students to see success with writing?

These lessons & activities will guide students to be successful with their writing and love it!

Looking for an explicit & systematic writing program?

We've put it all together with a scope & sequence and teaching slides that will guide you through each day! No more struggling through writing workshop!





GROWING RESOURCE FOR FIRST GRADE

LUCKY TO LEARN WRITING UNITS

UNIT 1: FOUNDATIONAL WRITING SKILLS

- writer habits
- sentences
- simple paragraphs

**AVAILABLE
JULY 24, 2025**

UNIT 2: INTRO TO INFORMATIONAL WRITING

- all about
- how to
- writing about learning

**AVAILABLE
OCTOBER 2, 2025**

UNIT 3: INTRO TO OPINION WRITING

- favorite
- review
- opinion letter

**AVAILABLE
DECEMBER 4,
2025**

UNIT 4: INTRO TO NARRATIVE WRITING

- personal narrative
- story
- fairy tale

**AVAILABLE
FEBRUARY 19,
2026**

UNIT 5: RESEARCH & REVIEW

- research report
- opinion piece
- biography/interview

**AVAILABLE
APRIL 23, 2026**

EACH UNIT INCLUDES:

✓ Unit overviews	✓ Lesson plans
✓ Assessments	✓ Teaching slides
✓ Scope & sequence	✓ Real-world writing examples
✓ Anchor charts	✓ Student printables
✓ No-prep handwriting pages	✓ Optional craft
✓ Explicit instruction	✓ Video lessons



UNIT		WEEK	WRITING FOCUS	GRAMMAR SKILLS	LETTERS
WRITING FOUNDATIONAL SKILLS AND AN INDEPENDENT WRITING	Week 1	Write a letter	Nouns	U, I, O, T	
	Week 2	Complete sentences	Subject & predicate	Q, U, Y, W, B, N	
	Week 3	Types of sentences	Ending punctuation	G, P, Z, M	
	Week 4	Types of sentences	Complete sentence	H, F, X	
	Week 5	Answer a question	Capitalization	J, V, I, C	
	Week 6	Simple paragraphs	Common & proper nouns	A, L, I, O, S	
	Week 7	All about book	Singular & plural nouns	E, V, I, C	
	Week 8	All About book	Expanding sentences	A, L, I, O, S	
	Week 9	How to writing	Explanatory pronouns	Q, U, Y, W, B, N	
	Week 10	How to writing	Verb tenses	G, P, Z, M	
	Week 11	Write about reading	Adjectives	H, F, X	
	Week 12	Write about reading	Prepositions	J, V, I, C	
	Week 13	Favourite writing	Positive nouns & pronouns	D, V, J, A	

PARTS OF SPEECH

NOUNS

NOUNS are words for people, places, & things.

					
baby	cook	hero	2008 New York City	burger	letter
PEOPLE			PLACES	THINGS	

VERBS

VERBS are words for action.

						
climb	swim	scream	open	jump	watch	plant

ADJECTIVES

ADJECTIVES are words that describe.

				
pink	huge	sharp	stinky	loud
COLOR	SIZE	TEXTURE	SMELL	SOUND

WRITING TOOL RULES

Use Your Pencil with Care
Hold your pencil the right way.
Use your pencil to write.
Throw away your pencil when you're done.

Keep Your Pencil Sharp
Only use the sharpener when you need to.
Ask the teacher or wait your turn.

Erase Neatly
Use your eraser to fix mistakes, not to play.
Erase gently so you don't rip your paper.

Use Your Paper the Right Way
Start at the top line. Write in the middle.
Use one page at a time.

Take Care of All Tools
Keep pens, pencils, erasers, sharpener in the right place.
Give them a good home when you're done.

ANCHOR CHARTS




CONSTRUCTION VERBS
Directions: Verbs are words for action. Write the labels in the boxes.
Write a verb to finish the sentence. Read your work.

draw	carry	
point	cut	

[illegible]

SHAPES TO PICTURES





Directions: Draw a picture from each shape. Write about the pictures.

I can try my best!

NOUNS AT THE STORE




Directions: Nouns are words for people, places, and things. Write the labels for each food. Write a noun in the sentence. Read your sentence.

bread	cookies	crackers	ice cream
			

I can try my best!

SHAPES TO PICTURES

Directions: Draw a picture from each shape. Write about the pictures.

I can try my best!




PRE-ASSESSMENT

Directions: Write three sentences to tell someone about yourself. Draw a picture to go with your writing.

I can try my best!

SHAPES TO PICTURES

Directions: Draw a picture from each shape. Write about the pictures.

I can try my best!

PRE-ASSESSMENT

Directions: Write three sentences to tell someone about yourself. Draw a picture to go with your writing.

I can try my best!



WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
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WRITING FOUNDATIONS SELF-REGULATION

taught throughout each unit of Lucky to Learn Writing.

Why self-regulation?

While teaching students writing and grammar skills and practicing transcription, we are embedding instruction and support with these self-regulation skills that will help them be successful writers. We hope you will find that this self-regulation instruction supports your students being in taking on an identity as a writer within your classroom and beyond.

WHY DO PEOPLE WRITE? WHAT WRITING?

labels

signs

lists

notes

rules

BINDER C

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UNIT	WEEK	WRITING FOCUS	GRAMMAR SKILLS	LETTERS
FOUNDATIONAL SKILLS	Week 1	Writer Habits	Nouns, verbs	a, l, i, o, s
	Week 2	Complete sentences	Subject & predicate	e, y, w, b, n
	Week 3	Types of sentences	Ending punctuation	g, p, z, m
	Week 4	Types of sentences	Complete sentence	h, k, r, x
	Week 5	Answer a question	Capitalization	u, t, f, c
	Week 6	Simple paragraph	Common & proper nouns	d, v, j, q
	Week 7	All about book	Singular & plural nouns	a, n, o, w, s
	Week 8	All about book	Exclamation sentences	e, l, l, o, n


Learning to write is a complex process for students! They need time daily to practice transcription skills in a way that doesn't require a lot of extra thinking in order to become fluent with their writing. When they are fluent they are with transcription, the easier it will be for them to get original thoughts and ideas into the writing block. We recommend a stamina station (or writing center) during your center time work. Here are some ideas and resources to help! Stamina station ideas are also included on

These foundational lessons are designed to gradually release responsibility over the course of each week. As the week progresses, the amount of support and scaffolding provided to students varies across the lessons. The colored squares are the suggested timing of each portion of the lesson varies across the lessons. Use discretion to adjust based on what your students are showing they are ready for.

LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
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	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
WARM UP 	5 minutes	5 minutes	5 minutes	5 minutes	5 minutes
LEARN 	5 minutes	5 minutes	5 minutes	5 minutes	5 minutes
TRANSFER 	5 minutes	5 minutes	10 minutes	5 minutes	5 minutes
APPLY 	5 minutes	5 minutes	5 minutes	10 minutes	10 minutes
ASSESS 	5 minutes	5 minutes	5 minutes	10 minutes	10 minutes

These are key skills to teach beyond the writing and grammar objectives. Teaching these explicitly will create a frustration-free writing block. These skills are used for the first time in the weeks listed.

Week	Skills to Teach						
Week 1	Turn and talk	Following visual directions	Sentence starters	Writing tools & pencil grip	Drawing pictures	Stretching words	Think, Say, Write routine
Week 2	Cutting	Gluing	Partner work	Color by code	Word banks	Checkmarks	Spinners
Week 3	Whole group movement activities		Hand gestures		<div></div>		
Week 4	Following along with slides on a printable						
Week 5	Checklists		Writing				
Week 6	Using an exemplar	Responding to a prompt	Taking notes and/or drawing ideas				
Any lesson	Transitions		Turning in assignments		Voice levels		When you

60 weeks • 180 lessons (2025)

Directions: Use this rubric to grade Unit 1 pre-assessments and post-assessments.

SKILLS	4	3	2	1
WRITING FOCUS	Writing answers the prompt and all sentences are on topic.	Writing partially answers the prompt, with one sentence off-topic.	Writing does not answer the prompt, or more than one sentence is off-topic.	Writing does not answer the prompt, with no sentences addressing the topic.
PARTS OF SPEECH	Writing uses nouns and verbs correctly.	Writing has one error with noun or verb usage.	Writing has two or three errors with noun and verb usage.	Writing has many errors with noun or verb usage or uses no nouns/verbs.
SENTENCE	All sentences are complete and correct.	Two of the sentences are complete and grammatically correct.	One sentence is complete and grammatically correct.	There are no complete sentences in the writing.
MECHANICS & FORMATS	Handwriting is neat and legible throughout the whole writing sample.	Handwriting is neat and legible throughout the whole writing sample.	Handwriting includes a few neat and legible words in the writing sample.	Handwriting is very difficult to read throughout the whole writing sample.
CAPITAL LETTERS	The pronoun I and the start of sentences are always capitalized correctly.	A few proper nouns, the pronoun I, and the start of sentences are capitalized correctly more than half of the time.	A few proper nouns, the pronoun I, or the start of sentences are capitalized correctly.	Many errors in capitalization.
ENDING PUNCTUATION	Proper punctuation at the end of every sentence.	Proper punctuation at the end of two of the sentences.	Proper punctuation at the end of one sentence.	No proper punctuation at the end of sentences.

FAQ

If you have another question about Lucky to Learn Writing that is not answered below or in the materials provided, please email us: allaccess@luckylittlelearners.com

Question:	Our recommendations:
<p>Only how time for writing four days a week. What do I do?</p> <p>Many of my students are below grade-level with handwriting. How can I adjust?</p>	<p>We don't recommend skipping lessons unless the majority of the class is mastering the objectives for the week already. Extend the week's lessons into the following week. It's okay to do a lesson 5 on a Monday, etc.</p> <p>Students need handwriting proficiency to be successful writers. These are some research-backed ideas:</p> <ul style="list-style-type: none"> - Make sure you have daily handwriting practice for students. - Use the printables with sentence starters and/or skip the Help activities until students are ready. - Provide students with alphabet charts or a sound wall to help them remember the correspondences. - Write what the student says with a highlighter and allow them to trace over the top. This is much easier than trying to copy from the board for young writers.
<p>What if a lesson takes longer than my daily writing time?</p> <p>Does this curriculum align with my state standards?</p> <p>I finished a unit, but some students didn't master the objectives. Now what?</p>	<p>It's just fine to have a "lesson" stretch over two days of classroom instruction! Try to pause after the Practice activity, and then assign the students to work on the writing piece at home, so if you only get through Units 1-4 you can go back and finish the unit for first grade and you can skip or repeat the lessons as needed.</p> <p>Becoming a skilled writer is a process. It takes time. We have a lot of resources with sentence-level writing, next level writing, and paragraph writing genres. Keep an eye on the students' progress, and continue to work with them as needed. Try to work on specific writing skills with struggling students, just like when you work on specific skills with students in math or science.</p>
<p>What else do I need to think about in my day to help my students with writing?</p>	<p>We love this question! During your phonics instruction, make sure you are having students write the words they are learning to read. During reading instruction, ask questions that students need to write answers to. The more you incorporate writing in your day, the deeper student learning will be and the easier it will be for your students to write!</p>

All the resources for you to become a rockstar writing teacher without losing your mind!

LESSON STRUCTURE



WARM-UP

- Writing and grammar objectives
- Warm-up slide with review or grammar practice



LEARN

- Explicit teaching for the writing skill
- Visuals
- Teacher models



PRACTICE

- Collaborative and/or scaffolded practice of the skill(s)
- Self-regulation strategy



APPLY

- Independent practice with the skill(s)
- Routines
- Embedded timers
- Sentence starters
- When you are done list

Lesson 2 Goals

Writing I can use writing tools appropriately.

Grammar I can write nouns.

Writing Tools

We use tools to help us write.

I use a **pencil**.
We write on **paper**.

TURN AND TALK
Finish the sentence about a writing tool you use.
I use _____.

Writing Tools

Listen to your teacher explain the rules for each writing tool:

pencil eraser paper sharpener

What writing tools is the student using? How is he using them?

Writing Tools

1. Watch me use writing tools to draw a picture from a shape.

2. Watch me label the picture.

Toy Box Nouns

1. Talk about toys you like to play with.

2. Circle the toys you like to play with.

3. Write the labels.

4. Write a noun to finish the sentence.

5. Read your sentence.

Positive Self-Talk

1. Read the positive self-talk.

2. Choose one to use when writing gets hard today.

3. Color it on your paper.

4. Say it to yourself.

I can do hard things!

I can try my best!

Shapes to Pictures

1. Think about the rules for writing tools.

2. Say a rule for writing tools to your partner. Listen to them say a rule.

3. Write and draw following the rules for writing tools. Use positive self-talk.

Sentence Starters

I play with _____.

This is _____.

I drew _____.

When you are done:







1. Read your writing to a partner who is also done writing.

2. Color the pictures on your paper.

3. Practice handwriting.

TOY BOX NOUNS




Directions: Nouns are words for people, places, and things. Write the labels for each toy. Write a noun in the sentence. Read your sentence.




truck yo-yo	instrument doll	stuffed animal blocks
		
		

I play with _____.

SHAPES TO PICTURES

Directions: Draw a picture from each shape. Write about the pictures.

I can do hard things!
I can try my best!

LESSON PLANS

UNIT 1: FOUNDATIONS		WRITING LESSON 1.1 Pre-assessment	
WRITING I can write a pre-assessment.	GRAMMAR I can identify nouns.	SELF-REGULATION I can use positive self-talk.	
<p>Introduce the writing in our world (labels) and read the example sentence. SAY: Labels often have nouns written on them. No things. TEACH: Explain nouns using the examples of things we speak and write. Read the example sentence. STUDENTS: Turn and talk to tell their partner a noun.</p> <p>LEARN SAY: Watch me write a sentence to tell about this picture. TEACH: Model writing a sentence on the slide. Model your thinking as you write. <i>Example sentence: A boy buys food at the store.</i> STUDENTS: Identify nouns in the sentence.</p> <p>SELF-REGULATION SAY: Writing can be frustrating sometimes. TEACH: Explain positive self-talk.</p>			

LESSON SLIDES	LESSON VIDEO
WRITING IN OUR WORLD labels	
MATERIALS <input type="checkbox"/> Writing 1.1 Slides <input type="checkbox"/> Writing 1.1 Copies	
SENTENCE STARTERS I go to _____ I can _____ My friend is _____	
HANDWRITING Letter focus: Aa Verbal cues: "slant, slant, cross" "around, down"	

UNIT 1: FOUNDATIONS		WRITING LESSON 1.2 Writing Tools	
WRITING I can use writing tools appropriately.	GRAMMAR I can write nouns.	SELF-REGULATION I can use positive self-talk.	
<p>WARM UP Read the lesson goals with students. SAY: We use different tools to help us write. Which of these tools have you used to write? TEACH: Read the example sentences on the slide about using writing tools. Point out that the highlighted words are nouns. SAY: Finish the sentence about a writing tool they use. SAY: Which writing tool is he using? How is he using them? TEACH: Model writing a sentence about a writing tool.</p> <p>LEARN SAY: Watch me write a sentence using your writing tool. TEACH: Demonstrate writing with a tool appropriately. STUDENTS: Write a sentence about a writing tool.</p> <p>PRACTICE SAY: What toys do you like to play with? Circle the toys on the paper that you like to play with. TEACH: Explain the steps to the activity. STUDENTS: Write the labels for the toys on the page. Use the sentence at the bottom of the page. Read their sentence to the class.</p> <p>SELF-REGULATION SAY: Writing can be really hard! We might feel frustrated sometimes. TEACH: Explain positive self-talk. STUDENTS: Read the statement and choose one to use today. Color their paper. Say it aloud.</p> <p>INTERVENTION • Provide alphabet charts for students who need help with spelling and/or letter formation. • Prompt students to say what they will write before they write it.</p> <p>EXTENSION • Students can write additional words or sentences on the practice and apply activities. • Students can identify nouns in their writing.</p>			

LESSON SLIDES	LESSON VIDEO
WRITING IN OUR WORLD labels	
MATERIALS <input type="checkbox"/> Writing 1.2 Copies <input type="checkbox"/> Writing tools (pencils, erasers, paper, sharpeners)	
SENTENCE STARTERS I play with _____ This is _____ I drew _____	
HANDWRITING Letter focus: Ii Verbal cues: I: "down, across, across" i: "down, dot"	
ASSESSMENT Collect student work. Assess their ability to write nouns.	

Clear lesson objectives

Real-world writing

Easy to follow teacher instructions

List of materials

Teaching slides with visual directions

Sentence starters

Explicit instruction with a gradual release

Handwriting pages & cues

Differentiation ideas

Video version of each lesson

Assessments

TEACHING SLIDES

What is a verb?

VERBS are words for action.



climb



swim



scream



open



jump



watch



plant

We use verbs when we speak and write!



I write at school.



TURN AND TALK

Finish the sentence about an action you do at school.



I _____ at school.



**GOOGLE SLIDES
& POWERPOINT
AVAILABLE**

Construction Verbs

1. Talk about action words you know.
2. Circle the actions you have done before.
3. Write the labels.
4. Write a verb to finish the sentence.
5. Read your sentence.

Name: _____

CONSTRUCTION VERBS

Directions: Verbs are words for action. Write the labels for each picture. Write a verb to finish the sentence. Read your sentence.

draw	cut	pound

I can _____



Guide students through each lesson with an easy-to-follow, attractive, and kid-friendly slide format.

EXPLICIT INSTRUCTION

Writing Tools

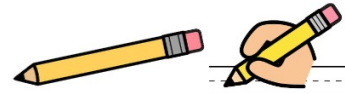


What writing tools is the student using? How is he using them?

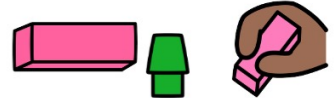


Listen to your teacher explain the rules for each writing tool:

pencil



eraser



paper



sharpener



Name _____







NOUNS AT THE STORE

Directions: Nouns are words for people, places, and things. Write the labels for each food. Write a noun in the sentence. Read your sentence.

Name _____

TOY BOX NOUNS

Directions: Nouns are words for people, places, and things. Write a noun in the sentence. Read your sentence.

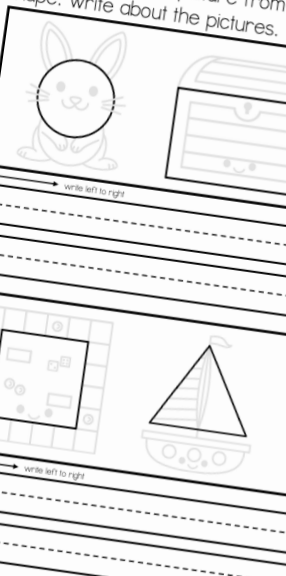
truck	instrument	stuff
yo-yo	doll	
		
		

write left to right
★ I play with _____

Name _____

SHAPES TO PICTURES


Directions: Draw a picture from each shape. Write about the pictures.



Name _____

CONSTRUCTION VERBS

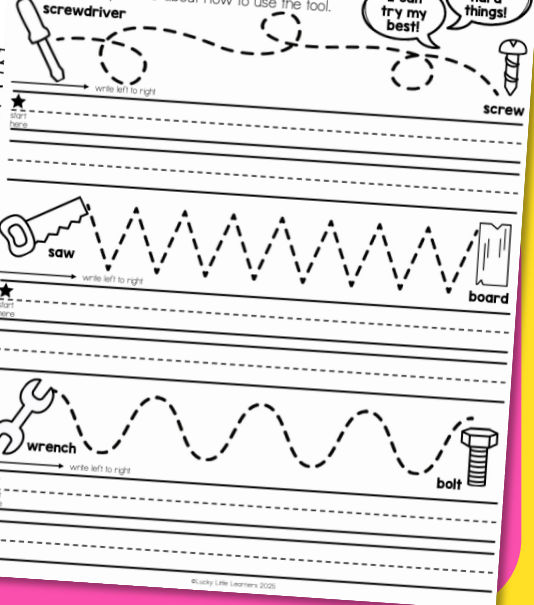
Directions: Verbs are words for action. Write the labels for each picture. Write a verb to finish the sentence. Read your sentence.

draw	carry	pound
point	cut	measure
		

write left to right
★ I can try my best!

TOOL TRACING LINES

Directions: Trace the lines next to each tool. Hold your pencil correctly. Write about how to use the tool.

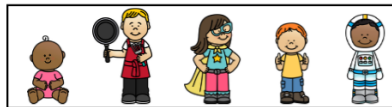


Guide students to be successful with independent writing without losing your teacher cool.

GRAMMAR

What is a noun?

Nouns are words for people, places, & things.



people



places



things

We use nouns when we speak and write!

I see a burger.

TURN AND TALK

Tell your partner a noun. Use the sentence starter.

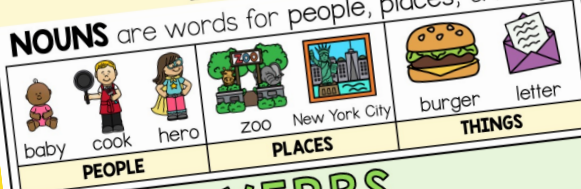


I see a _____.

PARTS OF SPEECH

NOUNS

NOUNS are words for people, places, & things.



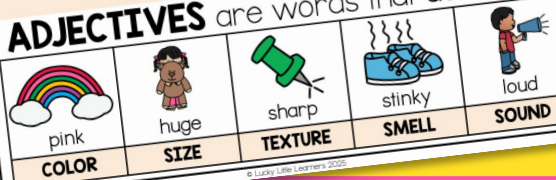
VERBS

VERBS are words for action.



ADJECTIVES

ADJECTIVES are words that describe.



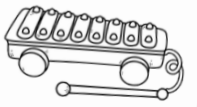
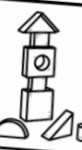




Name _____

TOY BOX NOUNS

WRITING 1.2
NOUNS

Directions: Nouns are words for people, places, and things. Write the labels for each toy. Write a noun in the sentence. Read your sentence.




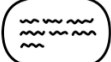
truck	instrument	stuffed animal
yo-yo	doll	blocks
		
		

→ write left to right
★ start here
I play with _____

Grammar is embedded in each lesson, so students apply it to their writing.

SELF-REGULATION

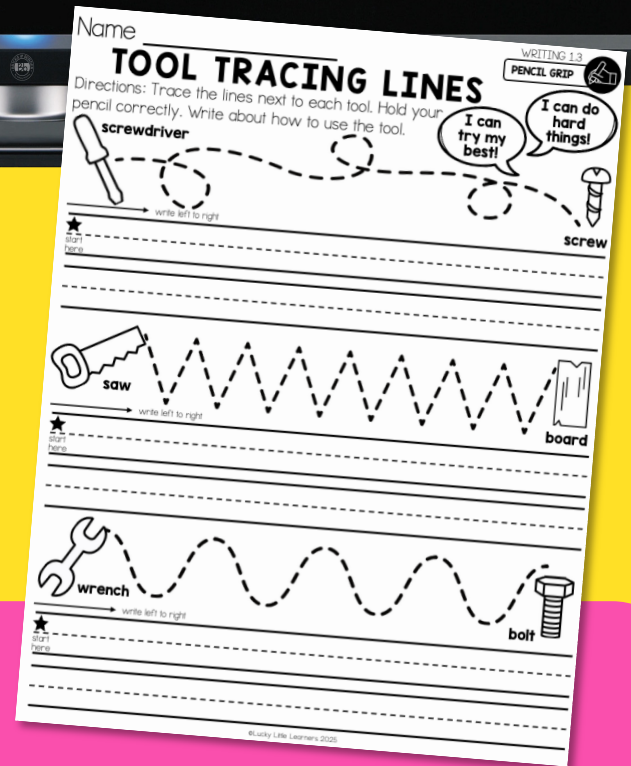
Positive Self-Talk

-  1. Read the positive self-talk.
-  2. Choose one to use when writing gets hard today.
-  3. Color it on your paper.
-  4. Say it to yourself.



POSITIVE SELF-TALK

Talk to yourself in an encouraging way like a kind teacher, parent, or friend would talk to you!



Self-regulation strategies are taught and practiced in each lesson, so students stay positive and learn to be resilient writers.

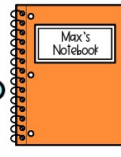
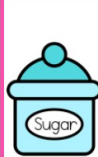
REAL-LIFE WRITING

WRITING FOUNDATIONS

Week 1



WRITING IN
OUR WORLD



labels



Name _____

FARMER'S MARKET

Directions: Write a label for each picture by stretching the sounds. Use positive self-talk.

Name _____

GROW A GARDEN

Directions: Look at each picture. Act out the action you see happening. Stretch the sounds to spell the action word (verb). Write each verb to complete each sentence. Read each sentence.

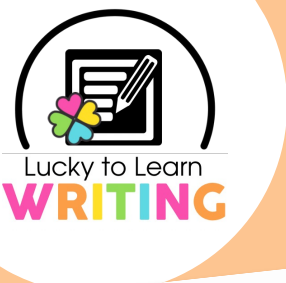
	I _____ a hole in dirt.
	I _____ seeds in the hole.
	I _____ the plants.
	My plant _____ tall!
	I _____ the vegetables.

Name _____

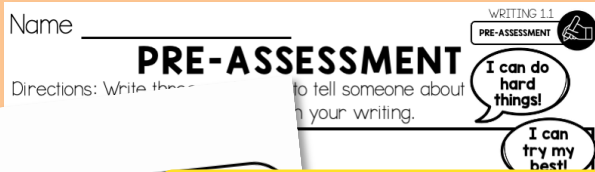
ART SHOW

Directions: Look at each picture. Say what or who the painting is of, it is doing. Stretch the sounds to spell the noun and verb. Label for each picture with a noun and verb.

Each week has a real-life writing example, showing students the writing all around them every day! This also embeds building knowledge of the world around them.



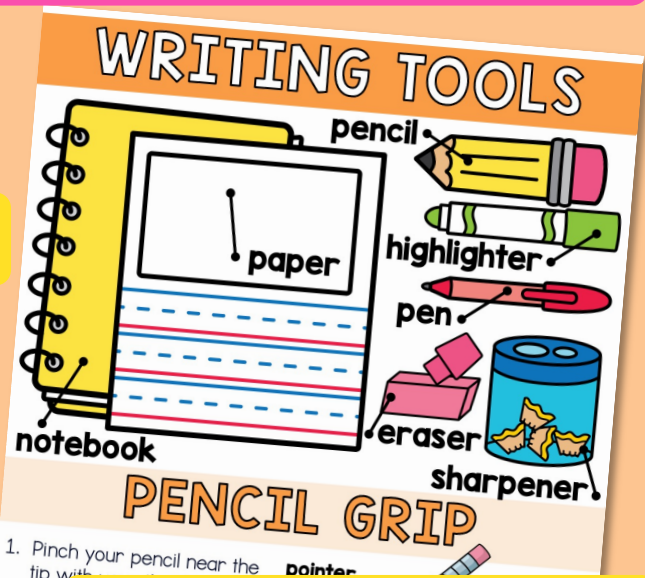
OTHER RESOURCES



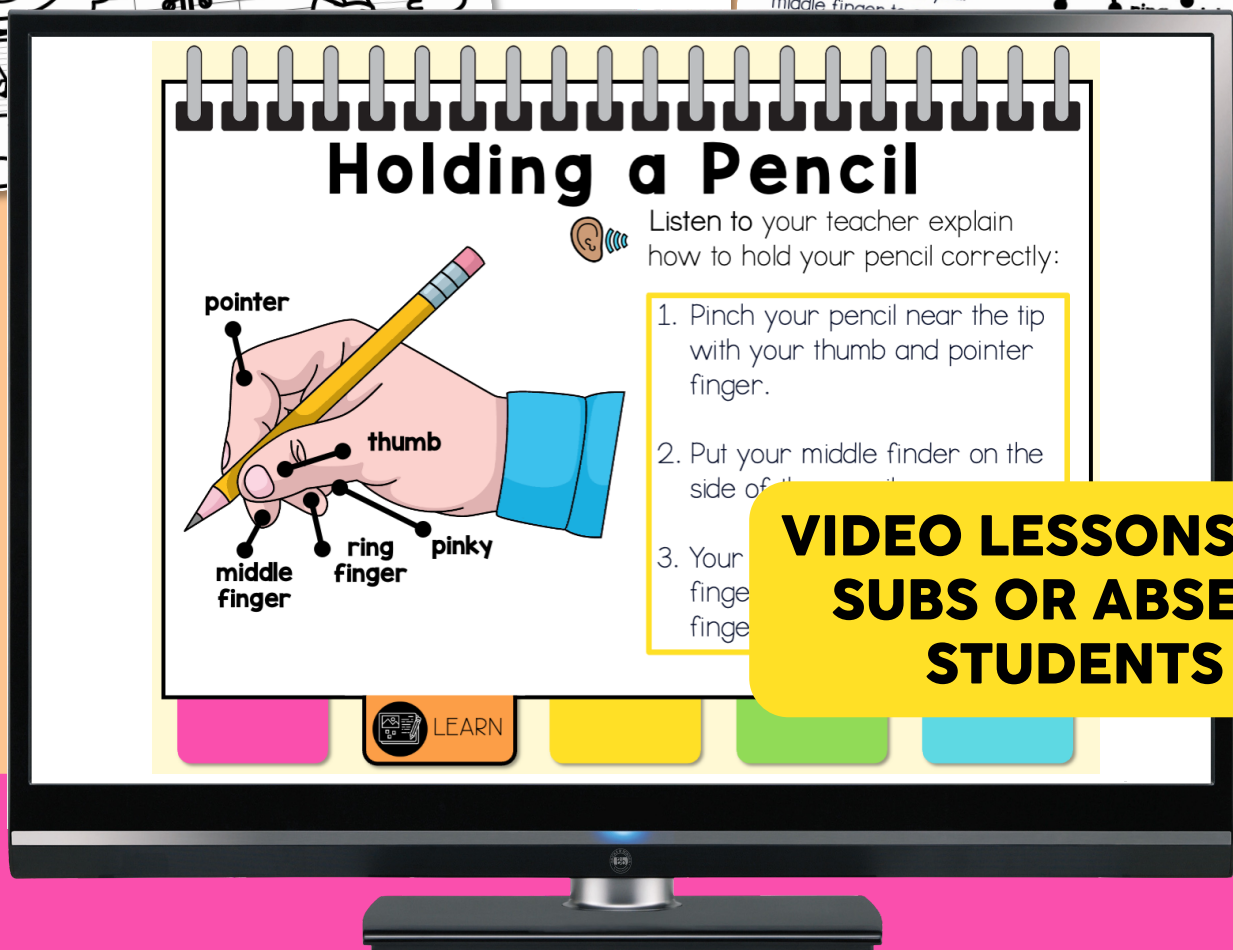
ASSESSMENTS



BOOKLET COVERS

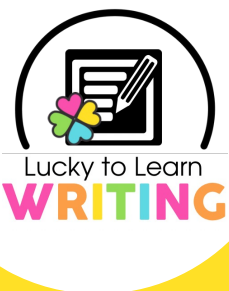


ANCHOR CHARTS

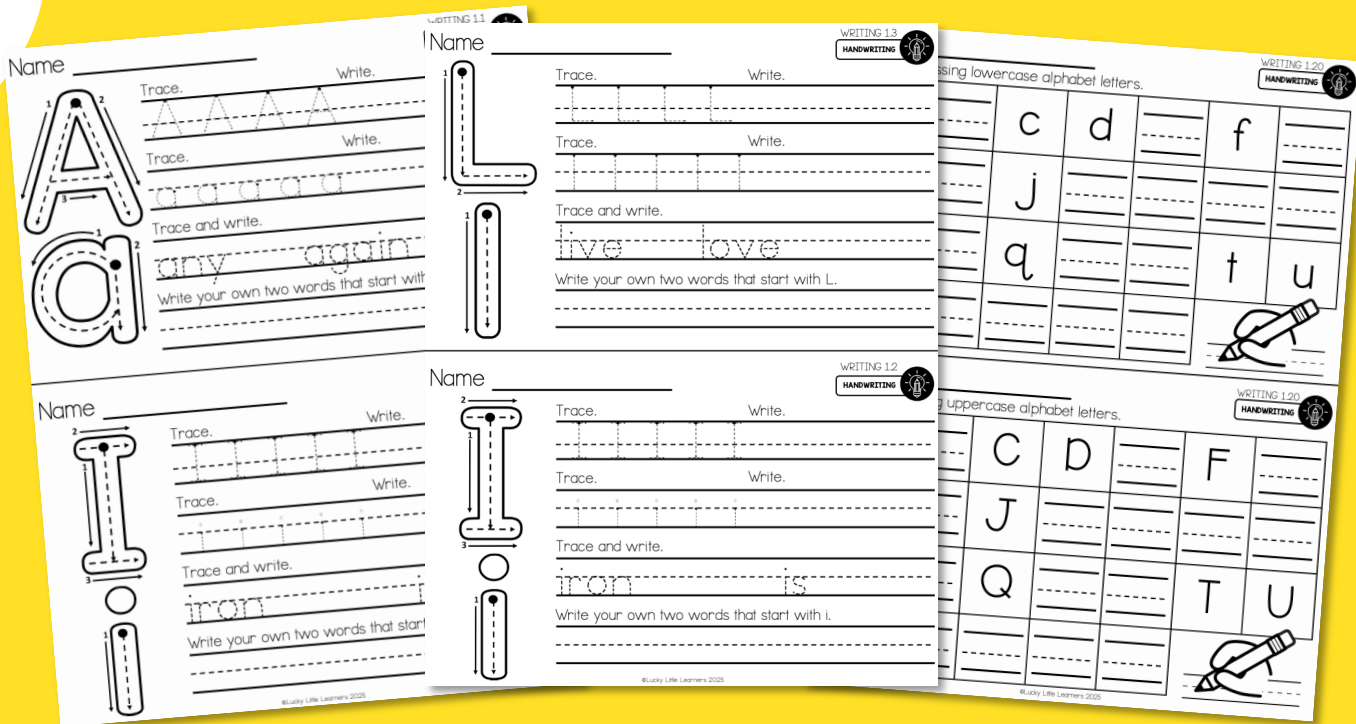


VIDEO LESSONS FOR SUBS OR ABSENT STUDENTS

Literally everything you need to boost writing success in your classroom!



HANDWRITING PAGES



No-prep pages for handwriting practice are included for each day! These pages allow you to support students becoming more fluent with transcription.

OPTIONAL CRAFT



Each unit includes an optional simple craft to support students in sharing their completed writing!

THANK YOU FOR DOWNLOADING!

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About the Author



Angie Olson has many years of classroom experience teaching grades kindergarten, first, and second grade. She earned her master's degree in mathematics and has presented for a variety of conferences at the national, state, and local levels. Over the years, Angie has employed teachers to help with Lucky Little Learners. She is proud of her talented team who strives to support the teaching community with her. Lucky Little Learners has created over 600 resources and is one of the top primary sellers on Teachers Pay Teachers.

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