

CREATE A BOOK CENTER

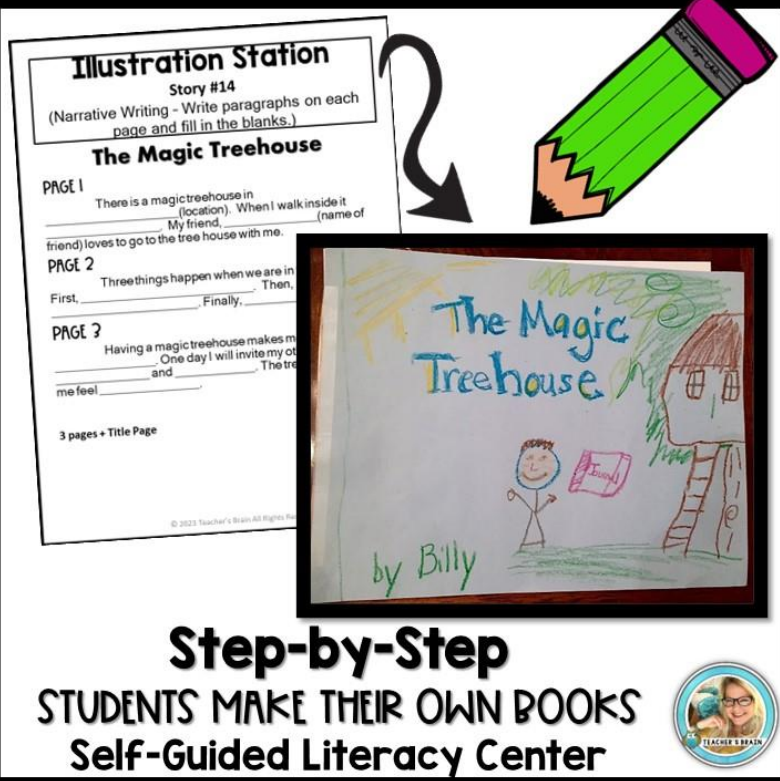


Illustration Station
Story #14
(Narrative Writing - Write paragraphs on each page and fill in the blanks.)

The Magic Treehouse

PAGE 1
There is a magic treehouse in _____ (location). When I walk inside it _____ My friend, _____ (name of friend) loves to go to the tree house with me.

PAGE 2
Three things happen when we are in _____ Then, _____ Finally, _____

PAGE 3
Having a magic treehouse makes me _____ One day I will invite my other _____ and _____ The tree _____ me feel _____

3 pages + Title Page

© 2023 Teacher's Brain All Rights Reserved

Step-by-Step
STUDENTS MAKE THEIR OWN BOOKS
Self-Guided Literacy Center



Students work up to independent writing!

ILLUSTRATION STATION

DIRECTIONS

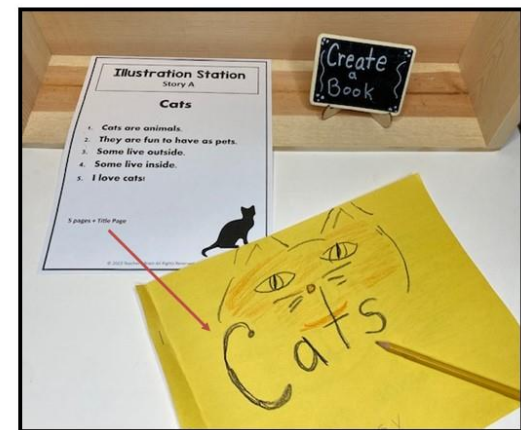
This is a "create a book" center that will save you time, create adorable individual books for students to keep, is aligned with standards, and teaches the writing process. It is differentiated according to students' needs and interest levels. You will have to MODEL this process for the children a couple of times, and then watch them take off on their own for the entire school year with no help or very little from you. It covers *opinion*, *informative/explanatory*, and *narrative* writing.

- STEP 1: Print all the pages out and laminate them. If students have more than one copy of the story.
- STEP 2: Only put out about 4 to 10 choices, to fit your kid's interests.
- STEP 3: Students pick out a story of interest.
- STEP 4: If the bottom of the page says, "5 pages + Title Page," take 5 pieces of blank paper and one more for the title page. Put them up this way, so students realize they must make a title page.
- STEP 5: Students will either staple, tape, or cut and fold pages together. I let my class use copy paper, but you can cut yours in half.

Once students have the book together, they decorate the cover. They write the title and add their name as the author and/or illustrator. Then, they write the sentence they write on PAGE 1 and **illustrate** the sentence (older students). I have them put numbers on the pages, so they know what page they are on, and it reinforces number skills for the little ones. They take the entire center to create just the cover page, or the whole book depending on how they work. When they finish, they show it to the class. **It is never-ending.** On Friday, I let students share their books with the class. When students get to Story #5 and up, the books start to take shape. It's very exciting to see the progress of the activity!

Story A, B, C = Beginning Kindergarten Students
Story #1-#6 = Kindergarten and First Graders
Story #7-#14 = Second and Third Graders

© 2023 Teacher's Brain All Rights Reserved



At the bottom of the page, it tells how many pages they need for writing and reminds them to add a TITLE PAGE.

Number 1 is the sentence that goes on page 1 in their book.

BEGINNER LEVEL

© 2023 Teacher's Brain All Rights Reserved



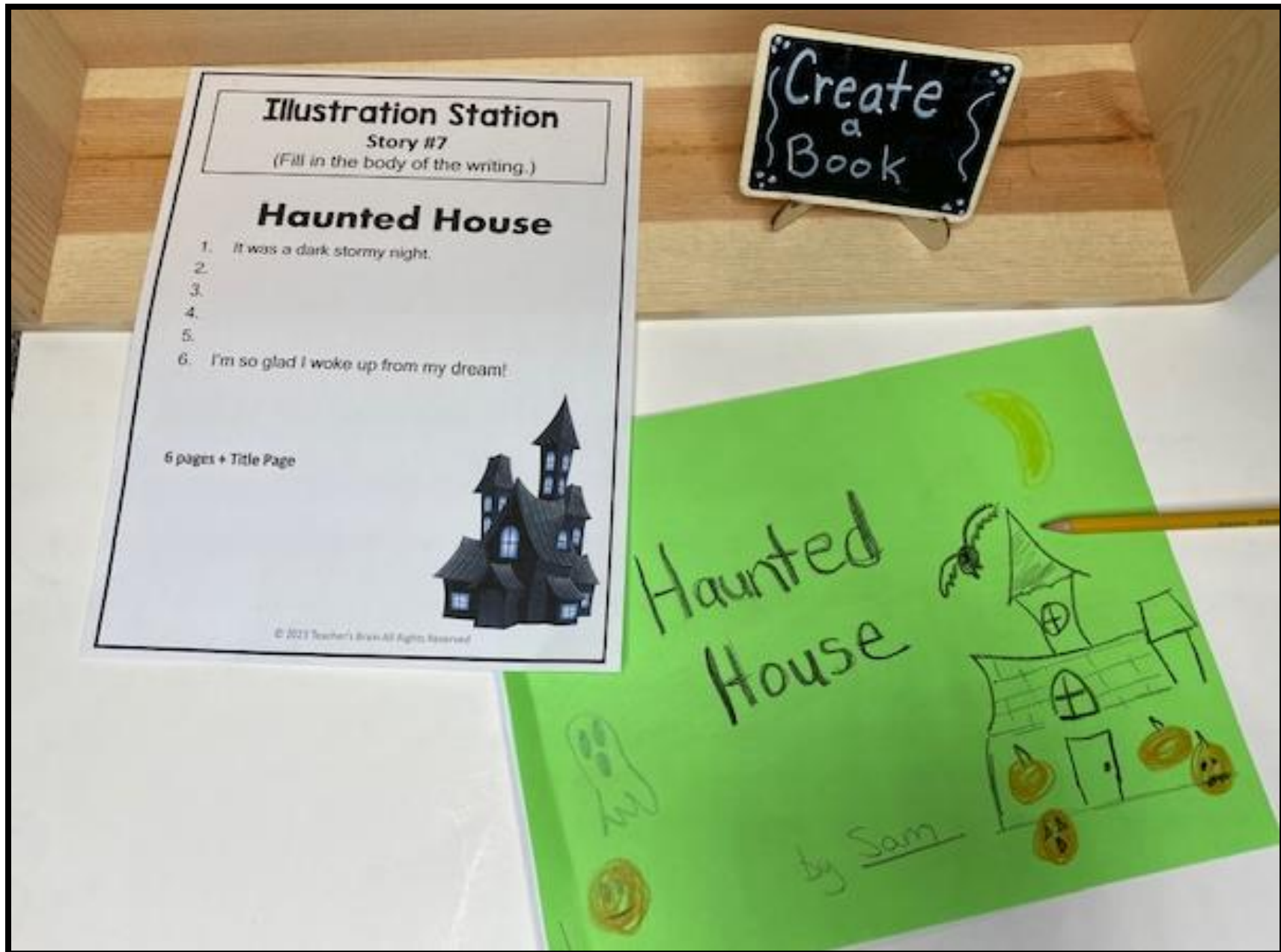
KIDS LOVE IT!

Students can pick from the stories you give them. The beginner level has students write one sentence per page and illustrate the sentence. They can spend a day, a week, or longer creating a book.

The stories begin to miss the body, introduction sentence, or closing. Students will have to create their own stories. They will eventually write a book without any help.

This story shows you need 6 pages and a Title Page

The body of the story is missing.



Stories A and B are for beginners. They gradually get more difficult.

Illustration Station

Story A

Dogs

1. Dogs are c
2. They make
3. Some live
4. Some live
5. I love dog

5 pages + Title Page

© 2023

Illustration Station

Story B

Fish

1. Fish are good swimmers.
2. They live in water.
3. They can be colorful.
4. Some people swim with fish.
5. I love to see fish swim!

5 pages + Title Page



© 2023 Teacher's Brain All Rights Reserved

Illustration Station

Story #2

Magic Tree

1. I have a magic tree in my backyard.
2. One day I walked outside and sat under the tree.
3. I wished
4. BAM! An
5. I ate the
6. I wished
7. It started

7 pages + Title Page



Illustration Station

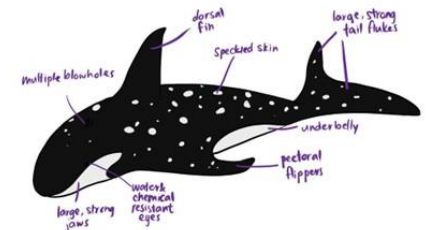
Story #13

(Informative Writing - Fill in the blanks)

Whales

1. Whales are _____.
2. They live _____.
3. They look like _____.
4. Whales eat _____.
5. _____ (create a closing statement)
6. (On this page draw a diagram of a whale with labeled parts)

6 pages + Title Page



© 2023 Teacher's Brain All Rights Reserved

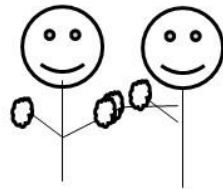
Illustration Station

Story #5
(Fill in the blanks.)

Best Friends

1. My best friend's name is _____.
2. We like to _____ and _____.
3. Our favorite game is to play _____.
4. When we are laughing it is because _____.
5. I really like having a best friend!

7 pages + Title Page



© 2023 Teacher's Brain All Rights Reserved



You model the first book.

Students will get used to the procedure and gain independence.

Number 1 is the first sentence on Page 1. Then, students illustrate the sentence.

Students will fill in the blank for this story.

Students will need 7 pieces of paper and one Title page that can be construction paper.

Print and Laminate



Illustration Station

Story #15
(Expository Writing)

How to Make a Sandwich

PAGE 1

Introduction Paragraph (Write 3 or more sentences with details and facts about what you need to make your sandwich.)

PAGE 2

Body (Write 3 or more steps with descriptions with details and facts about how to make a sandwich.)

PAGE 3

Conclusion (Write 3 or more sentences with details and facts about how to EAT the sandwich. Get a closing sentence.)

3 pages + Title Page



© 2023 Teacher's Brain All Rights Reserved

Illustration Station

Story #12
(Narrative Writing - Fill in the blanks)

My Magic Carpet

1. I found a beautiful magic carpet one day.
2. It did some amazing things.
3. First, it took me to _____.
4. Then, _____.
5. _____ (choose a transition word) _____.
6. After that, _____.
7. I could not wait to tell _____ about my adventure!



7 pages + Title Page

HINTS:

- Add descriptive details
- Transition Words signal event order

© 2023 Teacher's Brain All Rights Reserved

Illustration Station

Story #16
(Choice Writing)

YOUR CHOICE

PAGE 1

Introduction Paragraph

PAGE 2

Body

PAGE 3

Conclusion

3 pages + Title Page

© 2023 Teacher's Brain All Rights Reserved

POSTERS to REVIEW

POTATO CHIP BEGINNING

When you begin your story, you will need the first sentence to make the reader want more. Eating one potato chip makes you want another. When we talk about having a potato chip beginning, we want something that entices the reader to read the next sentence. This is also called the hook. There are several ways ideas to help you accomplish a good potato chip beginning.



DIALOGUE quotes

"Watch out!" called my mom from the house.

QUESTIONS Ask a question.

Have you ever had a day you stayed home?

ONOMATOPOEIA sounds



"Zap!" I heard the lightning hit the ground.

SETTING
Describe the location, if it's interesting.
It was a dark and stormy night....

TRANSITION WORDS

Transition words are words that help tell your story in the right order. We use transition words or phrases in the body of the writing. These words move the reader from the beginning to the middle and to the ending.

Beginning

Middle

End

First,
In the beginning,
It started,
Once upon a time,
One morning,
Soon,
To begin with,

Next,
Then,
Later,
After that,
Suddenly,
Secondly,
Also,
Another reason,

Last,
Finally,
In the end,
Eventually,
In conclusion,
To sum it up,
As a result,
You can see,

CLEVER CLOSINGS

A closing is the last sentence or paragraph in your writing. A closing is something that makes the reader feel like the story is over. A CLEVER closing can have feeling words, advice for the reader, a surprise, humor, facts or a question that ends the story.

Feelings

It always makes me smile when...

Advice

So now you know you should never touch anything hot.

A Surprise

In the end, I woke up from my dream!

Facts

...ation, we
w for
at plants
ter to

Questions

Have you ever wanted to have a pet goldfish?

© 2021 Teacher's Brain All rights reserved.

© 2021 Teacher's Brain All rights reserved.