Dog Story Planner

Students plan word ideas and connect subjects to matching action words before dictating a short dog story.

1.W.2.A.ii "With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation..."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 MATCH WORDS

Dog	•	•	**run**
Dogs	•	•	**plays**
Pup	•	•	**runs**

2 PLAN WORDS

Dog	
Dog	
Dog	

ANSWER KEY

Dog Story Planner

GRADE 1 · 1.W.2.A.ii

HOW TO RUN THIS PAGE

Read each part aloud and give spelling support as students add their own short words. Students use a simple word plan, then dictate a series of dog sentences that have a subject, a matching action word, and describing words.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · MATCH WORDS

SAY "Which action words agree with each subject? Draw one line from each left word, using each action word once. There is more than one correct set of matches. Say your sentences aloud; you may add "The" before Dog or Pup."

- **Dog** matches **runs**
- **Dogs** matches **run**
- **Pup** matches **plays**

PART 2 · PLAN WORDS

SAY "The word Dog is beside each box. What describing word can you write in the first box, what doing word can you write in the second box, and what other describing word can you write in the third box? Tell me a sentence for each word, and I will write your sentences."

- Box 1 (beside Dog): **Any short describing word that fits one dog, such as big, soft, or happy.**
- Box 2 (beside Dog): **Any short action word that fits one dog and agrees with Dog, such as runs, naps, or hops.**
- Box 3 (beside Dog): **Any short describing word that fits one dog, such as fast, small, or brown.**

WHAT TO ACCEPT

Accept BOTH sets: Dog/runs, Dogs/run, Pup/plays; OR Dog/plays, Dogs/run, Pup/runs. The listed matches above show one valid example. Accept sensible student-generated describing/action words in Part 2, then help the learner dictate focused dog sentences using them.