

Tiny Story Plan

Students plan a tiny story, then choose details that make ideas clearer.

1.11 "Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions..."

NAME _____

DATE _____

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

1 ADD DETAILS

a	small	ran	yesterday
b	blue	quickly	they
c	today	happy	apples

2 PLAN WORDS

Topic	
Detail	
Action	

HOW TO RUN THIS PAGE

A student plans a small story by choosing key words, then revises a simple idea by adding a relevant detail. Briefly model with a different idea, such as a kite, and ask for a detail that tells more about it. Read every word and prompt aloud.

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

PART 1 • ADD DETAILS

SAY “I will read each sentence and the three words. Which word adds the detail I ask for?”

ROW	SAY	STUDENTS CIRCLE
a	Listen: “I see a bird.” The words are small, ran, yesterday. Which word tells more about the bird?	small
b	Listen: “The dog ran.” The words are blue, quickly, they. Which word tells how the dog ran?	quickly
c	Listen: “We ate.” The words are today, happy, apples. Which word names what we ate?	apples

PART 2 • PLAN WORDS

SAY “Think of a tiny story. What topic word will you write in the box beside Topic? What detail word will tell more in the box beside Detail? What action word will you write in the box beside Action?”

- Box 1 (beside Topic): **a student-selected topic word**
- Box 2 (beside Detail): **a student-selected detail word that fits the topic**
- Box 3 (beside Action): **a student-selected action word that fits the topic**

WHAT TO ACCEPT

Circle small, quickly, and apples. Accept reasonable plan words that can fit one story, including phonetic spelling or adult spelling assistance.