

Bold Beginnings Bring Writing to Life! Poster

Congratulations on your purchase of the Really Good Stuff® **Bold Beginnings Bring Writing to Life! Poster**—the perfect way to introduce your students to six interesting ways to begin their writing.

This Really Good Stuff® product includes:

- **Bold Beginnings Bring Writing to Life! Poster**, laminated
- This Really Good Stuff® Activity Guide

Introducing the *Bold Beginnings Bring Writing to Life! Poster*

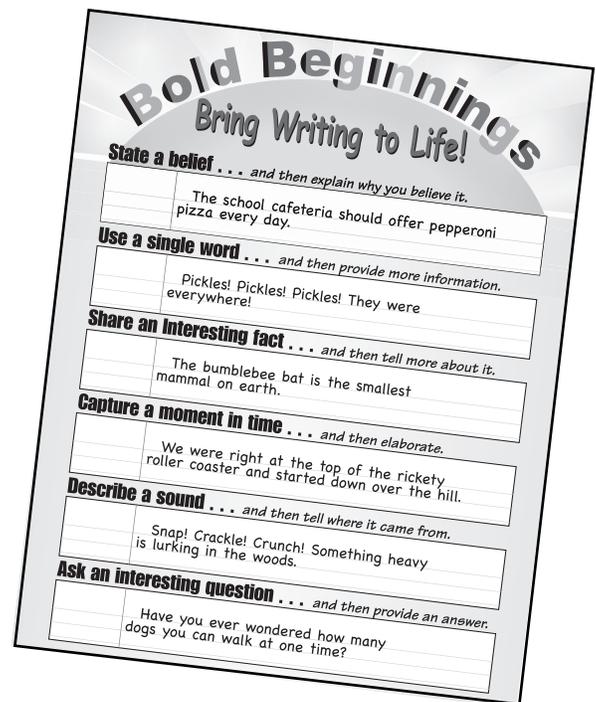
Make a copy of each page of this Really Good Stuff® Activity Guide, then display the poster in a writing center or where students can easily view it for writing activities. Share the poster with students and explain that when they use an interesting beginning in their writing, it helps “hook” the reader or get them interested in what they are reading. The hook makes the reader want to read more. Have students refer to the poster as you introduce each way to create a bold beginning to start a piece of writing.

State a Belief

Make copies of the *Bold Beginnings Reproducible* for your class. Begin by reading the *State a Belief* heading aloud on the poster for students. Then choose a student to read the example for the class. Discuss with students why this type of beginning would make them want to continue reading. Ask them if they want to know why the writer feels this way? Do they have an opinion about this belief? How would they explain why they believe it? Give each student a copy of the *Bold Beginnings Reproducible* and have them write, “*State a Belief...and then explain why you believe it*” in the box provided. Have students copy the bold beginning example from the poster onto the top few lines of the notebook paper pattern and use the remainder of the sheet to write a piece explaining why they believe the example. After students have completed their writing, have them use crayons or markers to illustrate their work by drawing in the blank frame. Ask volunteers to read their work aloud and then bind students’ work together in a booklet titled, *We Write with Bold Beginnings—Stating a Belief*. Place the booklet at a writing center for students to enjoy reading classmates’ stories.

Use a Single Word

Make copies of the *Bold Beginnings Reproducible* for your class. Read the *Use a Single Word* heading aloud for



students and choose a student to read the example for the class. Discuss with students why this type of beginning would make them want to continue reading. Ask them how they feel when they read the same word three times in a row. Would it be as effective if it were only used once? How about twice, or four times? Did the beginning catch their attention? Give each student a copy of the *Bold Beginnings Reproducible* and have them write, “*Use a Single Word...and then provide more information*” in the box provided. Have students copy the bold beginning example from the poster and use the remainder of the sheet to provide more information about pickles. After students have completed their writing, have them use crayons or markers to illustrate their work. Ask volunteers to read their work aloud and then bind the students’ work together in a booklet titled, *We Write with Bold Beginnings—Using a Single Word*.

Share an Interesting Fact

Make copies of the *Bold Beginnings Reproducible* for your class. Read the *Share an Interesting Fact* heading aloud for students and choose a student to read the example for the class. Discuss with students why this type of beginning would make them want to continue reading. Ask them why they think the fact is interesting enough to keep them reading. What else might the writer share about the bumblebee bat? Give each student a copy of the *Bold Beginnings Reproducible* and have them write, “*Share an Interesting Fact...and then tell more about it*”

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in the box provided. Have students copy the bold beginning example from the poster and use the remainder of the sheet to tell more about bumblebee bats. Before getting started, talk with students about where they might find more information on this topic. After students have completed their writing, have them use crayons or markers to illustrate their work. Ask volunteers to read their work aloud and then bind the students' work together in a booklet titled, *We Write with Bold Beginnings—Sharing an Interesting Fact*.

Capture a Moment in Time

Make copies of the *Bold Beginnings Reproducible* for your class. Read the *Capture a Moment in Time* heading aloud for students and choose a student to read the example for the class. Discuss with students why this type of beginning would make them want to continue reading. Ask them why they think the moment shared by the writer makes them want to read the whole story. Have them brainstorm ways to elaborate on the moment. Give each student a copy of the *Bold Beginnings Reproducible* and have them write, "*Capture a Moment in Time...and then elaborate*" in the box provided. Have students copy the bold beginning example from the poster and use the remainder of the sheet to elaborate on that moment at the top of the roller coaster. After students have completed their writing, have them use crayons or markers to illustrate their work. Ask volunteers to read their work aloud and then bind the students' work together in a booklet titled, *We Write with Bold Beginnings—Capturing a Moment*.

Describe a Sound

Make copies of the *Bold Beginnings Reproducible* for your class. Read the *Describe a Sound* heading aloud for students and choose a student to read the example for the class. Discuss with students why this type of beginning would make them want to continue reading. Ask them what they think might have made the sound "snap, crackle, crunch." Take a few minutes to talk about using onomatopoeia as a way to add interest to writing. Give each student a copy of the *Bold Beginnings Reproducible* and have them write, "*Describe a Sound...and then tell where it came from*" in the box provided. Have students copy the bold beginning example from the poster and then use the remainder of the sheet to tell their versions of where the sound came from. After students have completed their writing, have them use crayons or markers to illustrate their work. Ask volunteers to read their work aloud and then bind it students' work together

in a booklet titled, *We Write with Bold Beginnings—Describing a Sound*.

Ask an Interesting Question

Make copies of the *Bold Beginnings Reproducible* for your class. Read the *Ask an Interesting Question* heading aloud for students and choose a student to read the example for the class. Discuss with students why this type of beginning would make them want to continue reading. Ask them why they think this writer's question is interesting. Can they predict what the writer's answer might be? Give each student a copy of the *Bold Beginnings Reproducible* and have them write, "*Ask an Interesting Question...and then provide an answer*" in the box provided. Have students copy the bold beginning example from the poster and then use the sheet to write a story telling what might happen when walking several dogs at the same time. After students have completed their writing, have them use crayons or markers to illustrate their work. Ask volunteers to read their work aloud and then bind the students' work together in a booklet titled, *We Write with Bold Beginnings—Asking an Interesting Question*.

Finding Bold Beginnings

Keep your students thinking about bold beginnings in their writing with a fun activity. Make copies of the *Bold Beginnings Scorecard Reproducible* and give one to each student. Divide students into working pairs or have them complete the activity individually. Explain to students that they are to look in classroom library books, textbooks, and other written materials to find examples of the six different types of bold beginnings shown on the poster. When they find one, they are to write it on their *Bold Beginnings Scorecard* and fill in the information. The first pair of students or individual to correctly fill in all six types of beginnings is the winner. Be sure to offer incentives so all students complete the activity. Display the *Bold Beginnings Scorecards* around the poster for a bold display.

Be Bold with Your Beginnings

Before each writing assignment, remind students to review the types of bold beginnings on the poster and think about which type of bold beginning is the right choice for their topic. When conferencing students about their writing, be sure to ask which type of bold beginning they chose and why they thought it would be the most effective.

Name _____

Bold Beginnings Scorecard

State a Belief

Book Title: _____	Page # _____
_____	_____
_____	_____
_____	_____

Use a Single Word

Book Title: _____	Page # _____
_____	_____
_____	_____
_____	_____

Share an Interesting Fact

Book Title: _____	Page # _____
_____	_____
_____	_____
_____	_____

Capture a Moment in Time

Book Title: _____	Page # _____
_____	_____
_____	_____
_____	_____

Describe a Sound

Book Title: _____	Page # _____
_____	_____
_____	_____
_____	_____

Ask an Interesting Question

Book Title: _____	Page # _____
_____	_____
_____	_____
_____	_____