

Oakland Unified School District
Writing Proficiency Project

Process Writing Assessment
(PWA)

First Grade

Spring

**Expository:
My Favorite Game**

<p><u>First Grade Spring Prompt</u> Expository: My Favorite Game</p>

Overview of week*:

Suggested time:

Day One	<p><i>Topic Introduction:</i> --Share read aloud --Develop vocabulary</p>	30 minutes
Days Two and Three (Optional)	<i>Research</i>	--
Day Four	<p><i>Pre-Write: Web Organizer</i> --Choose topic --Organize information</p>	30 minutes
Day Five	<p>ASSESSMENT DAY—DRAW and WRITE: --First draft for assessment</p>	40 minutes

* You may distribute the time allotted to each activity differently across the days, or combining or splitting lessons as seems appropriate, taking up to four weeks to complete them all. You may also wish to pause a lesson at a natural break, and then resume the lesson after a recess.

Summary of Activities:

The teacher introduces the topic with a class read-aloud of a book about games. Children’s ***background knowledge*** and ***oral language*** around the topic are developed as they brainstorm different games they know or would like to learn. The teacher uses ***modeled writing*** to record the names of games and words we use to talk about games in a ***word bank***.

At this point, the class may spend an optional day or more ***researching*** games by interviewing others, reading about games independently or as a class, and playing games at home or at school.

In the next session, each student completes a simple web ***graphic organizer*** to record what he or she knows about a favorite game.

Finally, each child is given a prompt paper and invited to ***draw*** and ***write*** about his or her favorite game. After initial ***revision*** and ***editing***, this first draft is collected for ***assessment***.

CA Standards Addressed by the 1st Grade Spring PWA

1.0 Writing Strategies

Organization and Focus

- 1.1 Select a focus when writing.
- 1.2 Use descriptive words when writing.

Penmanship

- 1.3 Print legibly and space letters, words, and sentences appropriately.

2.0 Writing Applications (Genres and Their Characteristics)

- 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

1.0 Written and Oral English Language Conventions

Sentence Structure

- 1.1 Write and speak in complete, coherent sentences.

Grammar

- 1.2 Identify and correctly use singular and plural nouns.
- 1.3 Identify and correctly use contractions (e.g., *isn't*, *aren't*, *can't*, *won't*) and singular possessive pronouns (e.g., *my/mine*, *his/her*, *hers*, *your/s*) in writing and speaking.

Punctuation

- 1.4 Distinguish between declarative, exclamatory, and interrogative sentences.
- 1.5 Use a period, exclamation point, or question mark at the end of sentences.
- 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.

Capitalization

- 1.7 Capitalize the first word of a sentence, names of people, and the pronoun *I*.

Spelling

- 1.8 Spell 3- and 4-letter short-vowel words and grade-level-appropriate sight words correctly.

Pre-Teaching: SUGGESTED MINI-LESSONS

If your writing program has not already included these mini-lessons so far this school year, you may want to take some time in the weeks preceding Assessment Day to teach any of the following lessons you think would be most beneficial to your students' success as writers.

Mini-Lessons on the Management of Writers' Workshop

- **How to use materials:** including where to find them, when they are available, how to share them, how to take care of them (cap pens, sharpen pencils, etc.), how to put them away
- **Think-pair-share**
- **Silent writing time**

Mini-Lessons on Conventions of Print

- **Directionality:** where to start writing, which direction to continue, return sweep (left-to-right, top-to-bottom)
- **How to find/copy/write your first and last names**
- **How to use the alphabet strip to write**
- **Letter formation review:** upper- and lower-case letters
- **Alphabetic principal:** using letters to approximate spelling by representing sounds heard in words
- **Beginning, middle and ending sounds**
- **Ending punctuation for sentences:** . ? !
- **Capitalization:** first word of a sentence, names of people, and the pronoun I.
- **Sight words**
- **How to use a Word Wall/Word Bank**
- **Vowel sounds and short vowel words**
- **Making nouns plural**
- **Contractions**
- **Singular possessive pronouns:** my/mine, his/her, hers, your/s
- **Leaving spaces between words**

Mini-Lessons on the Writer's Craft

- **Everyone is a writer**
- **Choosing a topic/focus**
- **Describe something real**
- **Important vs. interesting (relevant details)**
- **Notetaking**

Materials and Photocopies:

Day One: TOPIC INTRODUCTION

One read-aloud of your choice describing different games (see Suggested Books on pages 26 - 28.)

(Optional) Collection of books about games (see Suggested Books on pages 26 - 28)

Chart paper and markers

Days Two and Three(Optional): RESEARCH

(Optional) Collection of books about games (see Suggested Books on pages 26 - 28.)

Materials to play games

Day Four: PRE-WRITE—WEB ORGANIZER

Sample of blank Web Organizer for teacher (copy from page 16)

Class supply of Web Organizers (copy from page 17)

Class Chart: What I Know About My Favorite Game (copy from page 18)

Pencils

(Optional) Writing Folders

Day Five: ASSESSMENT DAY—DRAW and WRITE

Class supply of prompt paper (2-sided copies of pages 22 - 23 and 2-sided copies of pages 24 - 25 for prolific writers)

Crayons or fine markers for drawing

Pencils with no erasers

Erasers

(Optional) Writing Folders

Familiar spelling resources

Materials for sponge activities for early finishers

For Scoring: 6 copies each of rubric and completed half-page Cover Sheet (page 29)

Teacher Instructions: GETTING READY

1) Review all introductory material and instructions in this manual, and prepare materials for the lessons prior to beginning assessment. For all PWA lessons preceding Assessment Day, feel free to make any modifications that seem appropriate to the needs and abilities of your current class. This might mean adding, skipping or changing lessons/materials, according to your expert judgment as classroom teacher. See page 4 for some suggested mini-lessons you may wish to teach prior to beginning the assessment.

IMPORTANT: *On Assessment Day, be sure to follow instructions exactly, with NO modification of materials or procedure. See pages 7 - 9 for details.*

2) During your regular Writers' Workshop or Language Arts time, introduce the lessons over the course of one to four weeks.

3) After Assessment Day, collect assessments and evaluate in grade level teams, using the included rubric and forthcoming anchor papers to guide scoring.

4) SUGGESTED-Continue the writing process with the students, helping them to revise, edit and publish or present their work.

 **Teaching Tip:** Throughout the instructions, look for teaching tips marked with this symbol.

 **Say:** Throughout the instructions, look for the words you will say aloud to students marked with this symbol. Except on assessment day, feel free to modify the language you use with your students to suit their vocabulary, interest and understanding.

Teacher Instructions: ASSESSMENT DAY

1. *The assessment must be completed in one sitting.* You may wish to schedule the assessment before recess or lunch to accommodate students who need more time to finish the prompt (whether because they write slowly, want to complete very detailed drawings, have a lot to write, or have an IEP indicating extended time for assessments). Students who have not finished may get up, get their food, then return to their table to finish drawing and writing. Midway through the writing time, reassure students who are worried about running out of time about the plan to give them more time.

2. *It is essential that you transcribe all emergent student writing for later assessment.* Students who are not yet writing phonetically to create decipherable text should be asked to read their work aloud to you. Record what the student says below the text, even if it does not match. Use both the student writing and the transcription for assessment. See teaching tips on next page for management ideas.

3. *This assessment may be conducted entirely in students' primary language.* Student writing in the primary language may be assessed using the grade level rubric by a teacher literate in that language.

Teaching Tips for Assessment Day

 Have the children complete the assessment at a time when they normally write.

 If guidelines for a silent writing time have not already been established, be sure to establish them before beginning. Talk about how to get help and materials without disturbing other writers.

 Be sure children know what to do when they finish writing. It should be an independent, silent activity that is commonly available (so as not to provoke undue motivation to finish writing quickly in order to get to the second activity). Suggestions: silent reading or coloring a take-home book.

 Some students may need regular reminders about time elapsed or a time deadline in order to finish their writing. A timer may be helpful.

 You may wish to allow time for students to share their writing with each other or the class at the end of the activity or later in the day.

 You may want to administer the assessment to small groups of six children at a time while the rest of the class works on their journals. This will make it easier for you to transcribe student writing. Or, you may choose to transcribe and score only six samples altogether. To determine which six samples to collect, do an alternate ranking of your students' writing ability. See next page for an example.

Alternate Ranking Example: For a class of 20, number a sheet of blank paper from 1-20. Write the name of the student who most excels in writing in the #1 spot. Then write the name of the student most challenged in writing in the #20 spot. Continue by listing the second-best writer in the #2 spot, and the second-worst writer in the #19 spot, and so on until every child has been assigned a "rank." Divide the list into thirds, and choose two students from the top, middle, and bottom third. Be sure to transcribe those student stories, make copies, and bring those six samples only to the collaborative scoring session. Keep in mind that an alternate ranking is a subjective assessment, and that collaborative scoring of a writing sample using a common rubric will produce a more accurate picture of each student's strengths and weaknesses in writing, as well as provide information about strengths and weaknesses in your writing program.

 As you listen to students read their work, you may wish to tape-record them for later transcription.

 Recruit classroom aides, parent volunteers or older students to help you with transcriptions. Train them to record exactly what the student reads aloud underneath the corresponding student writing.

 After Assessment Day, give students the opportunity to revise, edit and publish their work. In individual writing conferences, help students identify ways to improve their pieces by adding more detail or description, or correcting errors in spelling, capitalization or punctuation. With each student individually or in small groups, reread first drafts together and invite students to notice what they can do make their writing more interesting or readable. Focus on no more than 1-2 types of error, and use a color pen to correct them on the draft. Invite students to rewrite their descriptions using their best printing and spacing, making the corrections indicated on the draft. Alternatively, parent volunteers can type up the finished descriptions for students to illustrate. Bind published descriptions in a book, post them outside the classroom, or include them in students' writing portfolios.

Day One: TOPIC INTRODUCTION (30 minutes)

Academic language that students may need to know for this lesson: *board games, chapter,* _____

Share Read Aloud

1)  *Say: I have a book here that I think will interest you, because it's about playing! Let's read it and then talk about it together.* Show the students a book you have selected that features a game or a variety of games (see Suggested Books on pages 26 - 28).

2) Read Aloud

Students listen attentively to read-aloud.

3) Introduce Writing Project

 *Say: Reading this book gave me an idea: What if we write our own class book about games? We could each write a chapter in the book, and then share it with other kids in the school or even our parents.*

Activate Background Knowledge

4) Discuss

Initiate or refer to a previous discussion about games, using 1-3 of the following questions:

What do you know about games?

What are some of your favorite games to play?

What games would you like to learn?

What games have you made up?

What different kinds of games are there? (prompt students to think about different varieties of games, including:

- word games
- recess games
- board games
- card games
- math games
- games from around the world
- games you've taught them
- games they learned from their families

Students participate in a class discussion about games.

5) Brainstorm

Partway through the discussion, draw students' attention to a blank chart titled: Games We Know.

 *Say: We sure do know a lot of games. Let's see if we can make a really long list of all the different games we could write about in our class book.*

Students take turns sharing the names of games they know.

Write all the names of the different games on the chart in a list format, using large, readable print. You may wish to group games by type (board games, jumprope games, sports, etc.) but this is not necessary.

 *Teaching Tip:* You may also wish to start a list of “Words We Use to Talk About Games” on a second chart.

5) Conclusion

 *Say: Tomorrow we will begin work on our Game Book. We have so much to write about!*

CONNECTIONS TO OCR: If you are following the OCR Pacing Guide, this PWA should coincide with Unit 8: Games. This writing prompt deliberately corresponds with the Unit Investigation (see the Investigation Introduction on p. 101CC and the overview of Investigation Management on p. 123B of the Teacher's Guide). Use the lessons from the PWA to build on what students have already read, learned, discussed, and written. Reading Transparency 51 describes a menu of possible activities students may be working on for their Investigations, all of which would be good preparation for writing an expository piece about a game. Refer to the Concept/Question board when building vocabulary. If students have been completing the Writing Process Strategies activities in their Writer's Notebooks, they will have practice in writing descriptive pieces about an object used in a game and a game player. As you progress through the PWA activities, be sure that students understand the distinction between the descriptive writing that they've been doing about games in their Writer's Notebooks, and the *expository* writing they will be doing for the class book on games.

NOTE: Leave all Word Banks visibly posted prominently throughout assessment week.

Days Two and Three: RESEARCH

Academic language that students may need to know for this lesson: *research, internet, cursor, mouse, menu, button, website, click, card catalog, Dewey Decimal system, interview, _____*

Note to Teachers:

Students will come to this project with varying experience and expertise in games. One way to ensure that students have something to say is by requiring each student write about a *favorite* game. Another way is to allow extra time for students to recall, expand and organize their background knowledge about games. This step may be especially critical for students acquiring academic English, as it will create opportunities for vocabulary development and expose ELLs to speech and writing about games.

You may take anywhere from one learning period to several weeks to engage in research of games to prepare for this writing assessment.

Some ideas for research include:

- class read-alouds about games
- independent reading research about games
- library research
- internet research
- involving families through homework assignments
- interviews
- field trip to the Lawrence Hall of Science or Oakland Museum or other destination featuring games
- field trip to another Oakland school to observe “recess”
- playing a variety of games in class

By the end of the research period, each student should have identified one game to write about.

 **Teaching Tip:** See OCR Reading Transparency 51 for a list of more activities students might pursue individually, in small groups, or as a class to research games. If completing the Unit Investigation, students will already be engaged in this research prior to the week of PWA administration.

 Teaching Tip: The study of games offers many opportunities for family involvement. An effective homework assignment this week could be any of the following:

- students learn a game at school and teach it to their families
- students interview family members about games they played as children
- parents write a brief sentence or paragraph about a favorite game
- students bring a game from home to share

 Teaching Tip: See p. 153D of the OCR Unit 8 Teacher's Guide for tips on teaching students how to conduct interviews to research games (includes a list of potential interview questions).

Day Four: PRE-WRIT USING WEB ORGANIZERS (30 minutes)

Academic language that students may need to know for this lesson: *web organizer, graphic organizer, topic, “make notes”, equipment, history, variation, _____*

Choose Writing Topic

1) Before this session begins, make sure that each student has identified one favorite game that s/he wishes to write about. You can do a class survey while students are working independently on another project, or you can invite students to write their name on a post it and place it on the chart listing “Games We Know” next to the game they’d like to write about. It is perfectly acceptable for more than one student to write about the same game, although the class book provides a natural motivation for writers to seek unique topics for their chapters. Choose a simple, well-known game that none of the students have chosen for themselves as the game you will write about.

Introduce Web Organizer

2) Post a blank copy of the Web Organizer on page 16 on the board. Remind students that they have used this format before to record and organize their thinking before writing.

3) Modeled Writing

Demonstrate the completion of the web organizer using the game you have chosen.

Model:

- putting your name on the paper
- writing the name of your game in the center circle
- writing various facts about your game in the outer circles of the web
- using just 1-2 words to convey a complete idea
- sounding out words to approximate unknown spellings
- consulting posted spelling resources to spell known words

What I Know About My Favorite Game

Title of the game
Who plays the game
What equipment is needed
How to play the game
Where the game is from
History of the game
What makes the game fun
Variations of the game
Related games
Other facts

As you complete the web, also refer visibly to the chart: What I Know About My Favorite Game (see page 18). Include some facts inspired by the list on this chart.

 **Teaching Tip:** You may also use Reading Transparency 31 for the Web Organizers, especially if the students are already familiar with this format.

Complete Web Organizers

4) After reviewing expectations for the distribution and use of materials, and focus and volume of classroom conversations, dismiss students to work independently on their Web Organizers. Circulate to help students translate their ideas into note form, sound out unfamiliar words, and add more information to their organizers.

 **Teaching Tip:** You may wish to provide each student with a copy of What I Know About My Favorite Game (page 18) to refer to during this activity. Students may appreciate being able to check off the various items as they complete their webs.

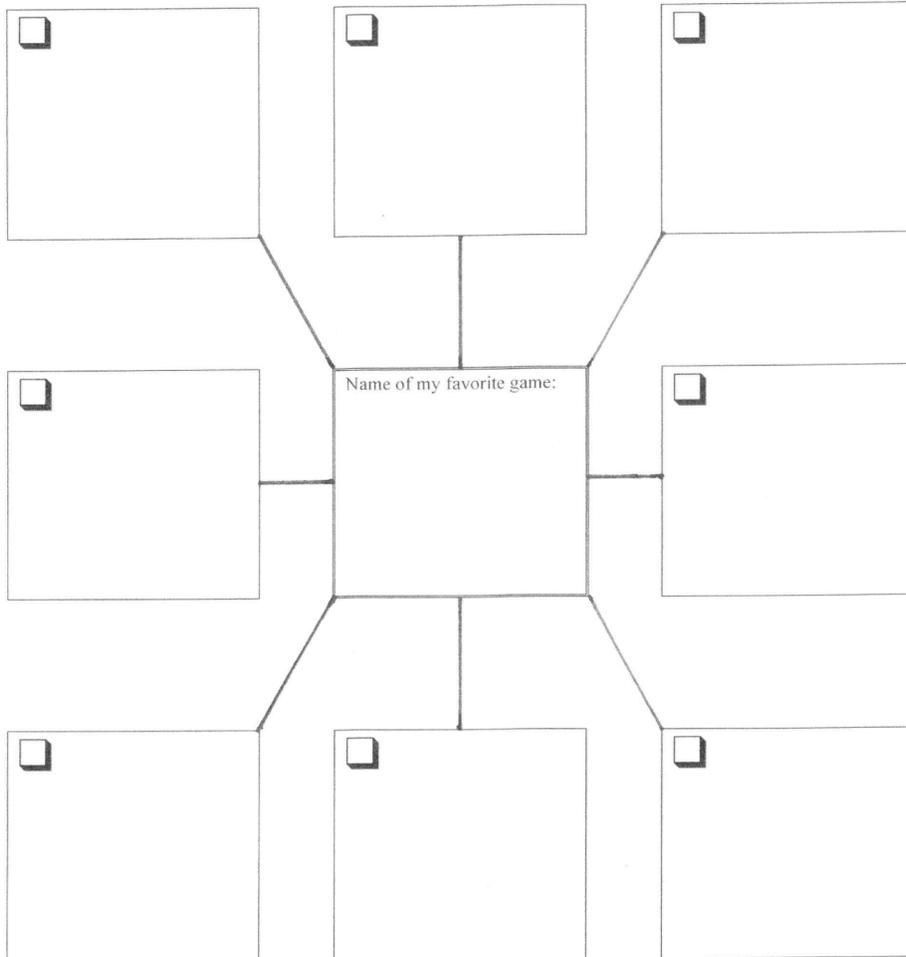
5. Conclusion

When students have finished, have them store their completed organizers in their writing folders for use later in the week.

 **Say:** *I can see from your organizers that you are all experts on your favorite games. Tomorrow we will write our chapters!*

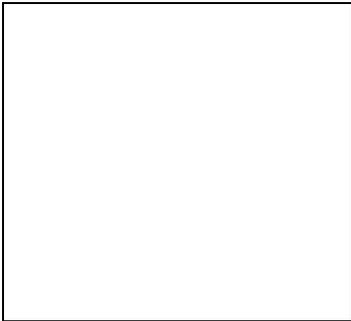
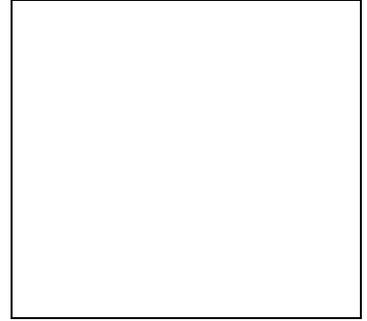
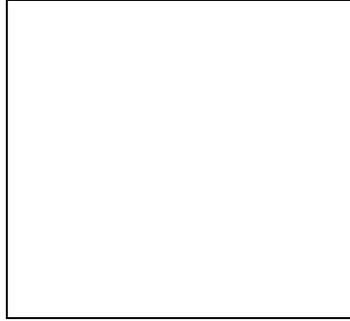
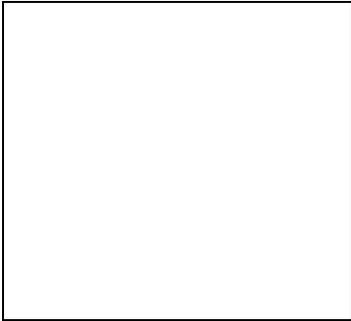
Name: _____

Web Organizer

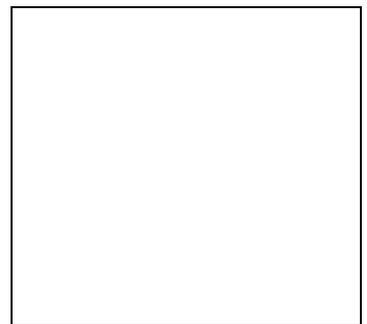
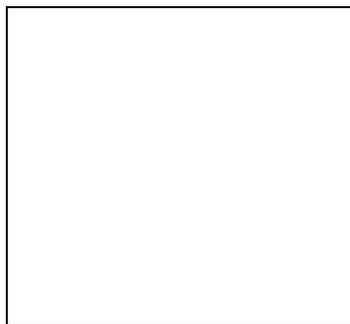
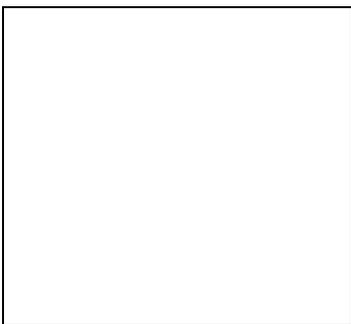
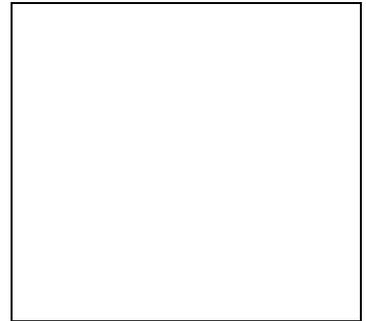


Name: _____

Web Organizer



Name of my favorite game:



What I Know About My Favorite Game

- Title of the game
- Who plays the game
- What equipment is needed
- How to play the game
- Where the game is from
- History of the game
- What makes the game fun
- Variations of the game
- Related games
- Other facts

Day Five: ASSESSMENT DAY—DRAW and WRITE **(40 minutes)**

Academic language that students may need to know for this lesson: *approximated spelling, sound it out, spaces, penmanship, illustration, capital letters, lower-case letters, Word Wall, sight words, period, question mark, exclamation point, apostrophe, _____*

NOTE: Leave all charts and other posted resources up throughout assessment week. Make sure that the students have access to all their notes and pre-writing, including their Organizers, during the assessment. Remind students about the location of dictionaries, sight word lists and any other spelling resources they know how to use prior to beginning the assessment.

Generate Interest

1)  **Say:** *All week, we have been talking about and getting ready to write about our favorite games. Today we are going to put all those ideas together and actually write our first drafts!*

Introduce Materials

2) Introduce prompt paper

Show samples of the prompt paper to the class. Indicate where to write first and last names, where to draw the illustration if desired, and where to begin writing the story. Show samples of fully lined paper (pages 24 - 25) for students who need more space for writing. Review expectations about use of drawing and writing materials.

 **Teaching Tip:** If most students are writing longer pieces by this time of the year, you may wish to express the expectation that everyone will use more than one piece of paper. You might choose to present the prompt paper to the students as a packet of two stapled pages, the first a 2-sided copy of pages 22 - 23 and the second a 2-sided copy of pages 24 - 25.

Give Directions

3) Give prompt

 **Say:** *Each of you is going to write your own chapter about a favorite game on this special writing paper. Later we will publish a class book about games!*

 **Prompt:** Describe your favorite game. Be sure to include all the important details (use your Web Organizer to help you write).

4) Give guidelines

 **Say:** *This is a first draft. The most important thing is to get your ideas down on paper. But you will be publishing this eventually, so it's important that you and other people be able to read your writing. Do your best work on spelling, punctuation and handwriting, without erasing. Remember to use two fingers to leave spaces between words as you write. If you don't know how to spell a word, try sounding it out, or look on the Word Wall or our charts about games.*

Draw and Write!

5) After setting expectations for the activity (time, noise level, materials, getting help), distribute the prompt papers, students' completed illustrations from Day 2 and completed Story Outlines from Day 3, drawing materials and pencils.

Children work independently and silently on first drafts about their favorite games.

As students draw and write, circulate through the classroom to assist and encourage. Do not correct children's errors or prompt them to remember directionality, punctuation or spacing as they work. Do not provide spelling but encourage children to sound out words. Midway through the lesson, say, *If you haven't already begun to write your words, now is a good time to start.* Then move through the classroom helping children who are still drawing transition to writing by listening to them talk about their drawing or plan the words they will write. Make 2-sided copies of pages 24 - 25 available to prolific writers.

6) Give prompts for writing and revision

When students first indicate they are finished writing, individually give the following prompt for initial revision.

 **Say:** *See if you can add a few more descriptive details to your chapter about this game.*

When most students are nearly finished and have already gone back to add details, give the following prompt for initial editing to the whole class. Make erasers available.

 *Say: Before you turn your game description in, please reread it and check to make sure it will be easy for me to read. Did you use capital letters at the beginning of sentences? Did you put punctuation at the end of your sentences? Did you check your spelling?*

5) Conclusion

Collect all the papers after about thirty minutes of writing time and see instructions for scoring and reporting.

 *Say: Look at all this fabulous writing—I can't wait to read about all these games!*

 *Teaching Tip:* An excellent way to celebrate the publication of your class book about games would be to host a Games Day in your classroom. It could be strictly an in-classroom event, during which students could take turns presenting or teaching their games to the class. Students could also bring games from home to share. Or it could be an evening event to which extended families would be invited. It's an excellent opportunity to showcase not only the writing that students have done but also the educational games they have learned throughout the year.

AUTHORS: Please write your first and last name on the *back* of each page of your story, on the lines below. Do NOT write anything else on this side of the page.

Author's First Name: _____ Author's Last Name: _____

DO NOT WRITE IN THIS SPACE

Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dashed, bottom solid).

Teacher: Be sure to have the author read the story aloud and record a transcription here if necessary.

AUTHORS: Please write your first and last name on the *back* of each page of your story, on the lines below. Do NOT write anything else on this side of the page.

Author's First Name: _____ Author's Last Name: _____

DO NOT WRITE IN THIS SPACE

Suggested Books: Games

Books included in Open Court Level 1, Unit 8

A Game Called Piggie, by Crosby Bonsall.

Jafta, by Hugh Lewin.

Mary Mack, traditional rhyme.

Matthew and Tilly, Rebecca C. Jones

The Big Team Relay Race, Leonard Kessler.

The Great Ball Game, retold by Joseoh Bruchac.

What Game Shall We Play? by Pat Hutchins.

Art included in Open Court Level 1, Unit 8

Ballplay of the Sioux on the St. Peters River in Winter, Seth Eastman.

Game Board, Dan People

Soap Box Racing, William H. Johnson.

The Family of the Painter, Henri Matisse.

Books included in Open Court Level 1 Leveled Library

(See Open Court Teacher's Manual for story summaries.)

James and the Rain, by Karla Kuskin.

Leon and Bob, by Simon James.

Moongame, by Frank Asch.

Take Me Out to the Ballgame, by Jack Norworth.

This is Baseball, by Margaret Blackstone.

What's What? A Guessing Game, by Mary Serfozo.

Also recommended by OCR:

Don't Fidget a Feather, by Erica Silverman.

Just a Little Bit, by Ann Tompert.

Piggies, by Audrey Wood

The Best Way to Play, by Bill Cosby.

The Field Beyond the Outfield, by Mark Teague.

See Professional Resources on p. 101K of Unit 8

Extended Annotated Bibliography

Anna Banana, by Joanna Cole.

The rhymes in this book began as a way to keep the rhythm while jumping rope, but they also lent poetry and humor to the game. Here are over one hundred traditional rhymes that will make rope jumping challenging and, best of all, fun.

Classroom Games, by Bobbie Kalman and Heather Levigne.

Classroom Games describes the fun and creative activities that teachers employed to grab the attention of their students in pioneer days. Explore games that made learning fun involving spelling, arithmetic, science, geography, history, art, drama, reciting, and creative writing.

Ebele's Favorite: A Book of African Games, by Ifeoma Onyefulu.

Ebele loves games, and she plays from morning to night in the village "ama." When she hears that her cousin Ngony is coming to stay and she wants to play her favorite games, she finds herself wondering what her favorite game is! Ten traditional Nigerian children's games are described.

Games from Long Ago, by Bobbie Kalman.

Games from Long Ago takes an entertaining look at the way board games, parlor games, and other games such as shinny and jackstraws were enjoyed by children in the 1800's.

Hand Clap! By Sara Bernstein.

Miss Mary Mack and 42 other Hand Clapping Games for Kids.

Hopscotch, Hangman, Hot Potato and Ha Ha Ha: A Rulebook of Children's Games, by Jack Macguire.

Games galore! From Capture the Flag to Stickball and Volleyball, from Jacks and Old Maid to Word Lightning, here are easy-to-use instructions, recommendations, and scoring for more than 250 popular games and sports for children.

Jump Rope Magic, by Afi Scruggs.

A delightful fantasy. In a bouncy, upbeat rhyme with irresistible rhythm, Scruggs tells the story of Shameka and her friends, the jump-rope experts of their city neighborhood.

Play! The Best Fun and Games from Many Lands, by Arlette N. Braman.

Filled with games and activities from places near and far, including China, Japan, India, Mexico, Bolivia, Italy, and Russia, among many others, this exciting collection also gives you plenty of fascinating facts about the history

and culture of each country. All the toys and games can be made or played with just a few simple materials easily found around the house. So get ready for tons of fun and excitement while you discover just how much you have in common with kids around the world!

Play With Us: 100 Games from Around the World, by Oriol Ripoll.

This sturdy, large-format paperback provides a bountiful selection of games from around the world. Typically, a section begins with an introduction to a type of game, such as games of strength or ball games, followed by several variations, each game identified by its name and place of origin as well as the rules that govern play. Colorful and playful illustrations brighten every page, illustrating a single game, or showing children in different countries playing their own variants.

Schoolyard Games, by Bobbie Kalman and Heather Levigne.

Settler children played Schoolyard Games that are similar to those still played by children today. Colorful illustrations help explain early versions of such games as tag, skipping and string games, hopscotch, hiding games, marbles, tops, and group games such as Sticky Apple.

String Figures and How to Make Them: A Study of Cat's Cradle in Many Lands, by Caroline F.

Jayne.

Fullest, clearest instruction on string figures from wide variety of cultures around the world: Eskimo, Navajo, Lapp, Europe, many others. Create such imaginative figures as a cat's cradle, a moving spear, a bolt of lightning, pointed stars and much more. 950 illustrations.

Toys and Games Around the World, by Godfrey Hall.

This guide to children's pastimes shows what games can be played using seeds, pebbles and fruit, and what games children play in Vietnam, Australia, Sri Lanka and other parts of the world. Simple text and color photographs are suitable for K-1 pupils.

TEACHER NOTES—Classroom Library Books:

Cover Sheet
First Grade Process Writing Assessment
Spring
Expository: My Favorite Game

Teacher Name: _____

School Name: _____

Date administered: _____

Fill in the above information before photocopying. Fill in the score once the assessment has been completed and scored. Attach completed score sheet to each scored prompt with a staple or paperclip.

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