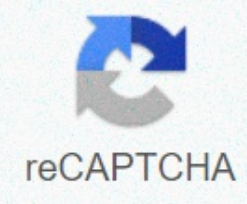




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2nd grade writing prompts

Second graders are rapidly expanding their writing skills. Inspire children to express themselves with these 50 fascinating 2-class writing prompts designed to excite the imagination and move those pencils. 50 Attractive 2nd degree writing prompts Second graders write longer magazine entries. So, they need really inspiring calls to encourage them to expand their ideas. Here are some to start with. Pretend you're in charge of dinner plans tonight. What? Do you like summer or winter better? Why? When was the last time you were sad? Describe the man you love. The tale gives you one wish. What do you want? What would you like to say to the President or the Prime Minister? What's good for you? Why do you like that? Do you like forests or the city better? Why? Come up with a vacation. How would people celebrate? Write a letter of thanks to someone who has done something for you. When it comes to using your imagination, second graders are incredible. They will come up with wonderful and creative answers to these what if the questions. What if cats could talk? What if an alien went to your school? What if you could travel to dinosaur time? What if you switched places with your mom or dad during the day? What if I woke up with wings? What if you had a substitute teacher who was a dog? What if she really did rain cats and dogs? What if you could go on a trip wherever you wanted? What if you didn't have a school year? What if your bedroom did not have a ceiling? The questions encourage second graders to consider new perspectives and ideas in their writing. This is perfect for writing longer answers and expanding their language use. If you could write a book about something, what could you write about? How do you think children will go to school after 50 years? What do you think was when your grandparents were little? Select a country. What do you know about the kids out there? If you could use a magic wand, what would you do with it? What is the best thing about your school playground? Why do you like that? What is your favorite thing to drink? What's his taste? What planet would you like to visit? Why? How did your grandparents meet each other? Has anyone done something like this for you lately? Second graders love stories, especially when they themselves can write hilarious parts. These short stories will make them agitated by creative writing. One day, two ducks go to the carnival. When they get to the first ride.... You're coming home from school. You see a box on the front porch. When you open it Your best friend comes to your house at night and says, I need your help! You go for a walk and find a little fawn without your mother.... On a class trip to the museum, a beautiful dinosaur comes to life.... Once upon a time, the tale gave the boy three wishes.... You to another house. How did you get there? If you wear all black, you are invisible.... For your birthday you will receive a baby baby through the telescope, you will find a new star. He's blinking.... As they write longer and more detailed stories and magazines, second graders are ready to learn a little more about exponential writing. These prompts will help them create summaries, tell how to do things, and just get inspired. Write a letter to a three-year-old about what you do at school. What's your oldest memory? What to do every morning to prepare? What do you need to do to take care of the dog? If you could choose to wear something, what would your outfit look like? What happens in your favorite book? How to make a peanut butter and jelly sandwich? Describe the perfect birthday party. Select the parent item. What does that father do all day? What are some ways to help someone who is sad? B.A. English Creative Writing is an important part of the academic writing career of any student. Creative writing not only allows students to engage in their imagination, but also allows them to develop vital skills that translate through disciplines. These creative writings encourage you to focus on narrative writing, which can help a student create a work that contains lots of detail, uses a larger vocabulary, works with a figurative language, and focuses on their five senses. Check out these 2nd-grade writing prompts to make your students quickly agitated by creative writing! Grade 2 writing prompts that create creative writing skills help your students learn to create a writing that is full of colorful descriptions and vivid details. These prompts will get their students' creative juices flowing and help them develop their writing skills. You can take any of these prompts and add illustrations of stories to create an awesome classbook that tells a great story! Writing #1: dogs have taken over the world. How is things changing? What would they allow people to do? This writing prompt helps students focus on specific writing of details by expanding their vocabulary, two important components of creative writing. Before you begin to immerse your students in this prompt, ask them to sit for a few moments and truly imagine what the world would look like if the dogs were to take over. Then, as they picturing it in the head, they write down a few words that come to mind on a piece of paper. Words can be anything from scary, funny, smelly or even weird. The goal is that they associate particular narrative words with the scene they will be writing about. Then your students begin to create an outline of important things they would like to do about what happens when dogs take over. Creating a structure will help them organize their ideas and follow their writing. After your students have an outline that they are satisfied with, complete with the information that they think is important, they can start writing about what the world will look like if the dogs take over. PROJECT IDEA Do your students write and include descriptive words that they wrote down earlier to create a world where dogs rule and place the reader in that exact moment. To do this, they will need to focus on descriptive words and details. When your students wrote about what they thought the world would be like if the dogs took over, they draw their scene visually. Creative descriptive writing and visual arts have so much in common that often combined into a single lesson, students can better understand the concept of descriptive writing. Invite students to visualize the scene they have just created and draw images that represent what they wrote. Then collect all the drawings of your students and publish them in the class book, which they can take home to their parents and their dog! Writing #2: If you could build the perfect house, what would it look like? What do you put in it? One of the keys to descriptive writing is learning how to use sensory details. This call is a great way to teach your students to add sensory details as they describe how their perfect house would look. Do your students think more than what the outside of the house would be. Do they think about specifics, for example; what color the walls are, what the kitchen smells, what carpets feel, and so on. Here are some questions that your students answer before you start writing. These questions will involve their students in five senses and may help them begin to think about narrative writing according to sensory details. What does your dream house look like? How does the inside and outside of the house smell? How does the weather around the house feel? What food in the kitchen? What sounds do you hear inside your dream home? What about the outside? How does your home feel? Is the exterior equal or rough? Is the inside soft and cozy? You may also want to provide your students with a list of descriptive sensory words that they can add to their prompting. Before you start writing, they write down different areas of their dream home that they want to describe and write down the words they want to associate with that room. PROJECT IDEA Will your students take you on a tour of your dream home through your writing. Do they start from the outside and then take you through the different rooms inside, describing how these rooms affect their senses. When your students have finished their writing, they put their words into action. Do your students draw their dream home and provide the descriptive words they choose in each of the areas they choose to write about. You can collect writing and illustrations and publish them to class. After your class books arrive, you can have your students create patterns for your dream home in a classroom or home, and you can have mini Home to celebrate your achievements. Writing #3: you have become monsters. Describe the type of monsters that you would be and what you would do. Descriptive writing comes with different ways to refer to it. Basically, descriptive writing is designed to creatively engage students and get them thinking about specific things that come together to create a scene or story. With this writing quickly, your students pretend that they are monsters and use aspects of their personality to describe what they would do. This call is a great opportunity to work with your students on physical descriptions, expanding their vocabulary and introspection. When your students think about what their monsters would do or how they would behave based on their personality, they ponder the following questions: Do they help their friends out a lot? Maybe they are useful monsters that help people solve problems? Do they like to play outdoors? Where do their monster live? Do they like people laughing? Why didn't I make a monster comedian? These simple reflections are a great way to get their students to think about their personalities and incorporate these aspects into their narrative creative writing. Of course, they can also include whimsical attributes and allow your monster to fly or grow flowers, attaching fingers, but monsters should reflect who they are at the end. PROJECT IDEA Click to view flipbook >> When your students describe what type of monster they would be, make them make a list of specific things they want to include; How many weapons do they have? How does their skin feel? Where are their eyes? This will allow your students to start working on specific information and include physical descriptions in their writing. Since your students pretend that they are monsters in their writing, why don't they actually become monsters? Do your students create masks based on the descriptions they wrote about in their prompt. Using googly eyes, feathers and building paper, your students can create pretty compelling monster faces. Do your students look in the mirror or take a selfie and draw a self-portrait as their monster. Take self-portraits and monster descriptions and create a class that they can share with their friends and families! Writing #4: you are a space explorer and have found a new planet with aliens. Describe your first day in this new place. This writing prompt is perfect for students to get acquainted with visual language types. As your students describe their first day on a new planet, they can do so using similes and metaphors. Before you start working on this writing prompt, make sure they get used to working with these types of figurative language using a similar worksheet. Here are some You can ask your students to help them start ideas about their new planet and how they can write about it using similes and metaphor: Can anyone on your new planet remind you of something at home? Can you compare the two? Do the aliens of your new planet look like any other type of creature you've seen before? How do they look like humans or animals? How are they different? What things do you need to do on your new planet? Are they like things you would do on earth? Will your students take a minute to think about each issue and visualize their planet. You can help your students organize their thoughts by having them divide a piece of paper in half; on the one hand, they will write about a few things that they visualized their planet by having and adding something like that that exists on earth on the other side. Do they visualize their aliens with very long legs? They can compare them to an ostrich! If they looked at their new planet as sandy and hot, they could compare it to the Sahara Desert or even sandbox on a hot summer day, but 1,000 times larger. Your students can really let their imaginations run wild with this writing quickly, just make sure they use some comparisons in their writing so that the reader can get a good picture of the crazy planet they dreamed of. PROJECT IDEA To help your students further visualize aspects of the planet they visit, create a map of what their new planet looks like, and use drawings to depict what they see on the planet. They can use this drawing as a guide to help them stay on the road while they write. After your students finish writing, you can use the maps they drew to really show readers what their planet is. Then showcase your work from this world class! Writing fast #5: You woke up this morning and were invisible. Tell me what it feels like and what you would do with your new power. This writing prompt is great for helping students improve the writing of sensory details and think about displaying rather than storytelling. How your students imagine themselves with this new power is an invisible, good way to explain to them how to write about it as if they were watching a movie. Comparing descriptive writing to a visual film is an easy way for them to understand the concept of display, not a narrative. Instead of telling the reader that you are invisible, show them through your writing and details. To get started, give them some examples of how they can show that they are invisible without saying it at all. Use exemplary sentences, for example, I waved with my hands to my mother and she completely ignored me. or I looked in the mirror and did not see my reflection. This call is also a great opportunity to replicate the importance of sensory details in creative writing. What does it look like to be invisible? Or lighter, lighter, Same? What are the sensations? Do you feel hot or cold? Can you walk through the walls? Does it hurt? Having students answer questions like this is a great way to make them think creatively and have the details included in their writing. Give your students the structure they need to work with. Here's an idea of what it will look like: What event happened that made you realize that you are invisible? Explain how the invisible made you feel physically different. What do you plan to do while you are invisible? PROJECT IDEA You can do an exercise to help each of your students get a sense of what it would like to be invisible, having everyone close their eyes, and one student doing what they want - through minds - around the classroom for 30 seconds. Do your students write down how they feel after being invisible, they can use these emotions to further enhance their writing. After your students write about being invisible, they draw a sequence of events they have experienced in their history. Do your students provide another detail or description that they wrote about with the corresponding illustration. Collect all your students' invisibility stories and illustrations together and combine them into fun and creative classmates! Writing #6: You go on a trip, but there may only be 5 items with you. Which items have you selected? Why did you choose those things? As with any type of writing, the order of importance and organization of the details your students write about is very important. This prompt allows your students to decide which details and descriptions are most important to their shared narrative. Before you start, your students think about three items they could take with them. Then write them descriptive words for each item, ordering them from what they think is the most important detail to the least important detail. For example, if one of their items was a raft, is it a more important detail that the life raft is yellow or that it has the ability to float? This type of exercise will not only help your students think about ways in which they can describe objects in words, but also what the best way to describe what are different objects. PROJECT IDEA Do your students think about what they would like to take and what items they will need on the trip and discuss those items as a group. One student may want to take their favorite stuffed animals, books and their ipad, while another may remind them that they may want clean socks. Do your students pay attention to each of their items. Then take them again to look at the descriptive details they decided to use in their writing and prepare them for details. If one of their details was that the thing was big, how does it look big? This will help your students better visualize details and descriptive words. Take all your drawings and collect them together in filled class book! One day they can go on a trip and remember how important it is to bring with them a fresh pair of socks. Descriptive writing is an important component of literature, whether it's academic or creative. These promptings allow students to learn more about how they can turn to descriptive writing, whether it's sensory details, visual language, or even physical descriptions. All these calls and projects are great opportunities to create a class to showcase the work of your students and save their stories! Additional resources: Our online teacher lounge is a great place for you to find more suggestions to improve student writing. Go to sign up and get a free classbook publishing kit to make a special memory of your class.

