

NOVEMBER WRITING PICTURE PROMPTS

Twelve November picture prompts, three pages each: a dotted sentence starter to trace, the same starter to read and finish, and the picture with its word bank only. Word banks with pictures, a word wall in color and ink saver, a tracker, a class grid and a family page. Print, or type the names and tracker. PDF.

PROMPT 1: TRACE IT THE TURKEY

NAME _____ DATE _____

Trace the words. Then finish the sentence. The word bank can help.



turkey



bread



butter



cake

The turkey is _____

PROMPT 1: FINISH IT THE TURKEY

NAME _____ DATE _____

Read the sentence starter. Finish the sentence. Use the word bank.



turkey



bread



butter



cake

The turkey is _____

PROMPT 1: WRITE IT THE TURKEY

NAME _____ DATE _____

Look at the picture. Write your own sentences. Use the word bank.



turkey



bread



butter



cake

WORD WALL: NOVEMBER WORDS

Every word from every word bank, 36 words, the same pictures the prompt pages use. Post it, or put a copy on each desk. An ink-saver copy is on page 7.

 turkey	 bread	 butter	 cake	 gift	 heart
 tag	 hand	 snow	 hat	 gloves	 boot
 scarf	 cocoa	 milk	 cookie	 candle	 bell
 apple	 book	 pencil	 tree	 house	 door

PROMPT 4: TRACE IT HOT COCOA

NAME _____ DATE _____

Trace the words. Then finish the sentence. The word bank can help.



cocoa



milk



cookie



bread

I like to drink _____

TRACKER: WRITING TRACKER

STUDENT _____ TEACHER _____ MONTH _____

PROMPT	DATE	PAGE USED (T / F / W)	SENTENCES	WORD BANKS USED	WHAT I NOTICED
1. The Turkey					
2. A Gift					
3. The Snow					
4. Hot Cocoa					
5. A Candle					
6. A Book					
7. My House					
8. The Bell					
9. My Heart					
10. An Apple					
11. The Tree					



One complete kit for a month of picture-prompt writing: 12 November prompts, each built around one picture a child can name, each printed three ways so the whole room writes about the same thing and nobody's paper is obviously the easy one.

THREE STEPS

1 Pick the prompt and the page

Every prompt has three pages in a row: **Trace It** (the sentence starter in dotted letters), **Finish It** (the same starter in solid print) and **Write It** (the picture and the word bank only). The contents on page 5 gives every page number. Hand out the three versions together; the picture and the word bank are the same on all three.

2 Talk first, then print or type the name

Say the picture's name, ask what the student sees, and say the sentence out loud before the pencil moves (the talk-first questions are on page 4). Every page prints clean in black and white. The name and date lines, the tracker, the class grid and the family page are type-in fields in any PDF reader; the writing rows are always pencil work.

3 Record it, send the family page

Date the page and note the version used on the writing tracker (page 46), roll the class up on page 47, and send the week's prompt home on page 48. A filled example is on page 49.

WHICH PAGE, WHEN

WHEN...	USE...
Copies the letters but does not yet write words	Trace It — the starter is traced, then finished with a word from the bank
Reads a sentence starter and can add words	Finish It — the starter is printed; the student reads it and finishes it
Writes a sentence on their own	Write It — picture and word bank only, six empty rules
Free writing or a fast finisher	My November Page, page 44 — a draw box and rules, no prompt
Posting the vocabulary	Word wall, page 6 (color) and page 7 (ink saver); checklists to cut apart, page 45
Writing a progress note or a note home	Phrase bank, page 50

Everything inside (52 pages)

- **36 prompt pages** — 12 November prompts, three pages each: Trace It, Finish It, Write It
- **12 word banks** with a picture beside every word, and a **36-word word wall** in color and in ink saver
- **1 free-writing page, 1 page of cut-apart sentence checklists, 1 binder cover** with spine label and six tabs
- **1 writing tracker** (one student) and **1 class grid** (whole class), type-in or print
- **1 family page, 1 filled example** (an invented student), **1 phrase bank**

How to read a page

Page 4 shows the parts of a prompt page — the picture, the word bank, the drawn sentence starter, the three writing rules — and how the three versions differ. The dots on the name line are the version code, there for you: no student page carries a level word, and every page is the same slate tone.





THE PARTS OF A PROMPT PAGE



- 
The picture and the word bank
 One object a child can name in a word, big enough to see across a table, with its word printed under it. Beside it, four to six bank words, each with its own picture, the same on all three versions and all on the word wall.
- 
Dotted starter (Trace It)
 The sentence starter in dotted letters on the first rule. The student traces it and finishes the sentence on the same rule.
- 
Solid starter (Finish It)
 The same words in solid print, drawn with the same letter shapes, so the traced and the read starter look alike. Write It has no starter at all.
- 
Three rules, name line, dots
 A solid top line, a dashed middle line, a heavy bottom line, six to a page. The dots by the name line are the only version code: one, two or three.

THE THREE PAGES FOR EVERY PROMPT

Trace It



Copies letters, not yet words: trace the starter, then add a bank word to finish it.

Finish It



Reads a starter and adds words: read it, finish it, keep going on the rules below.

Write It



Writes a sentence alone: the picture and the word bank are the only cue; six empty rules.

Talk first — the questions to ask before the pencil moves (for you, a paraprofessional or a volunteer)

- “What is this?” — the student names the picture. Point to the word under it.
- “What do you know about it? What does it do? Where do you see it?” — two or three answers out loud.
- “Say your sentence.” — the student says the whole sentence before writing a letter. Repeat it back once.
- “Which word bank word will you use?” — the student points to it. Then write.

Moving between the three pages

- Trace It → Finish It: the student reads the traced starter back aloud and the finish is a real word, not a copied bank word alone.
- Finish It → Write It: the student adds a second sentence on the empty rules without being asked.
- Going back is fine and expected: a student can be on Write It for one prompt and Trace It for the next. The tracker records each prompt on its own.
- Write your district's own criterion, if it has one, here:

Printing, copying and the type-in fields

The pictures are color and read in grayscale; the ink-saver word wall (page 7) is heavy black outline for a copier. In any PDF reader, click a name line, a tracker cell or a family-page box to type into it, then save; the writing rules are never fields. This is a PDF, not a slideshow or a word-processor file.



Every prompt has three pages in a row, in this order. The page number prints in the footer of every page.

#	PROMPT	SENTENCE STARTER	WORD BANK	TRACE IT	FINISH IT	WRITE IT
1	The Turkey	The turkey is ...	turkey, bread, butter, cake	8	9	10
2	A Gift	I got a ...	gift, heart, hug, hand	11	12	13
3	The Snow	When it snows ...	snow, hat, gloves, boot, scarf	14	15	16
4	Hot Cocoa	I like to drink ...	cocoa, milk, cookie, bread	17	18	19
5	A Candle	The candle is ...	candle, bell, cake, apple	20	21	22
6	A Book	I like a ...	book, pencil, tree, house	23	24	25
7	My House	In my house ...	house, door, heart, sun	26	27	28
8	The Bell	I hear a ...	bell, star, moon, cloud	29	30	31
9	My Heart	I show a ...	heart, hand, hug, leaf	32	33	34
10	An Apple	The apple is ...	apple, tree, grapes, butter	35	36	37
11	The Owl	The owl sits on ...	owl, moon, star, nest	38	39	40
12	The Spider	The spider makes ...	spider, web, feather, ant	41	42	43

Also in this file

Word wall, pages 6 (color) and 7 (ink saver) · free-writing page, 44 · cut-apart sentence checklists, 45 · writing tracker, 46 · class grid, 47 · family page, 48 · filled example, 49 · phrase bank, 50 · binder cover and tabs, 51.





Every word from every word bank, 36 words, the same pictures the prompt pages use. Post it, or put a copy on each desk. An ink-saver copy is on page 7.



turkey



bread



butter



cake



gift



heart



hug



hand



snow



hat



gloves



boot



scarf



cocoa



milk



cookie



candle



bell



apple



book



pencil



tree



house



door



sun



star



moon



cloud



leaf



grapes



owl



nest



spider



web



feather



ant



NAME

DATE



Trace the words. Then finish the sentence. The word bank can help.



turkey

WORD BANK



turkey



bread



butter



cake

The turkey is

Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle dashed, bottom) for writing practice.



NAME

DATE



Read the sentence starter. Finish the sentence. Use the word bank.



turkey

WORD BANK



turkey



bread



butter



cake

The turkey is

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines for writing practice.





DATE _____



turkey



bread



butter



cake



NAME

DATE



Read the sentence starter. Finish the sentence. Use the word bank.



gift

WORD BANK



gift



heart



hug



hand

I got a

Handwriting practice lines (dashed midline, solid top and bottom lines) for writing the sentence.



NAME

DATE



Draw something you see in November. Then write about it. The word wall can help.

MY PICTURE

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines provided for writing practice.





STUDENT

TEACHER

MONTH

PROMPT	DATE	PAGE USED (T / F / W)	SENTENCES	BANK WORDS USED	WHAT I NOTICED
1. The Turkey					
2. A Gift					
3. The Snow					
4. Hot Cocoa					
5. A Candle					
6. A Book					
7. My House					
8. The Bell					
9. My Heart					
10. An Apple					
11. The Owl					
12. The Spider					

Codes

T Trace It · **F** Finish It · **W** Write It. Write the page the student actually used that day; a student can sit at different pages on different prompts. Count sentences and bank words off the page itself. Filled example: page 49.

THIS MONTH WE ARE WORKING ON (CAPITAL LETTER, FINGER SPACES, PERIOD, A SECOND SENTENCE...)





STUDENT

WEEK OF

THIS WEEK'S PICTURE PROMPT

WORDS FROM THE WORD BANK

How to help at home, in three steps

- Talk first. Name the picture together and ask what your child knows about it. Two or three answers out loud is plenty.
- Say the sentence before writing it. Your child says the whole sentence; you say it back once; then the pencil moves.
- One sentence is enough. Write any word your child asks for in the "words we needed" box, and stop while it is still going well.

YOUR CHILD WRITES ONE SENTENCE ABOUT SOMETHING AT HOME

WORDS WE NEEDED

DAYS WE WROTE THIS WEEK

NOTE FROM THE TEACHER

NOTE FROM HOME





Kai is invented; nothing on this page describes a real student. The blank tracker is on page 46.

STUDENT

Kai J. (an invented student)

TEACHER

Ms. Rivera (invented)

MONTH

November

PROMPT	DATE	PAGE USED (T / F / W)	SENTENCES	BANK WORDS USED	WHAT I NOTICED
1. The Turkey	11/2	T	1	1	Traced the starter; finished with a bank word after pointing to it
2. A Gift	11/4	T	1	1	Read the traced starter back aloud on the first try
3. The Snow	11/7	F	1	2	Read the starter without help; capital letter, no period yet
4. Hot Cocoa	11/9	F	2	2	Added a second sentence on the empty rule without being asked
5. A Candle	11/11	F	2	1	Finger spaces on both sentences; period on 1 of 2
6. A Book	11/14	W	2	2	First Write It page; said both sentences aloud first
7. My House	11/16	W	1	1	Started a second sentence, ran out of time

How to read it

Seven prompts so far. Kai used Trace It for **2**, Finish It for **3** and Write It for **2**; the first Write It page was prompt **6**. **10** sentences and **10** word-bank words across the seven pages. Two sentences on prompts **4, 5, 6**. Next: prompt **8** on Write It again, with the period as the thing to watch. Every number here comes from the table above.

Two things the notes column is for

- What you saw, in plain words: read the starter alone, pointed to the bank word, finger spaces, a period. Prompts 3 and 5 above are that kind of note.
- What you did about it: a second sentence invited, the page moved up. Never a conclusion about the student — that is the meeting's job, with the whole record in front of it.

THE SAME SEVEN PROMPTS ON THE CLASS GRID (PAGE 47)

STUDENT	1	2	3	4	5	6	7	8	9	10	11	12
Kai J.	T	T	F	F	F	W	W	—	—	—	—	—

The family note this tracker would produce

"This week our picture prompt was my house. Kai is writing two sentences and saying them out loud first. At home, ask Kai to say the whole sentence before writing it. The thing to watch this week is the period at the end." — every fact in it is a row of the table.





THANK YOU FOR USING THIS RESOURCE

Everything here was built for the teacher who has thirty minutes of planning time and twelve students who each need something different. If this helped, leaving feedback on TPT helps other teachers find it.

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WHAT'S NEXT FROM THIS STORE

FALL WRITING JOURNALS

12 Prompts · 3 Levels

48
PAGES

Fall Differentiated Journals, 3 Levels

Twelve fall journal prompts, each at three levels, September to Thanksgiving.

LETTER FORMATION TRACING A-Z

3 LEVELS

Every letter, three pages: a guided trace with numbered start dots and arrows, a fading trace, then writing from a picture cue. Formation charts to post, alphabet review, a tracker, a class grid and a family page. Print or type the names and tracker. PDF.

Letter Formation Handwriting Tracing A-Z

The page before the sentence: every letter with start dots and arrows, traced, faded, written.

CVC WORDS

Cut and Paste, 3 Levels

41
PAGES

CVC Words Cut and Paste, 3 Levels

The first words: beginning, middle and ending sounds, sorted and glued.

WORD FAMILIES

Cut and Paste, 3 Levels

26
PAGES

Word Families Cut and Paste, 3 Levels

The pattern the vowel makes with the last sound, sorted into little houses.

Part of the K-2 Handwriting and Writing collection — new products in this collection are added regularly, including the next month of picture prompts. Click **Follow** on the store page and TPT will email you when they go up.

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