DAILY SENTENCE BUILDING WITH SEASONAL IMAGES

GRADES 2–5

Name: _____ Date: _____

PICTURE PROMPT STRETCH

JANUARY

Look at the picture. Write a simple sentence to tell what is happening in the picture.



STRETCHING SENTENCES CHECKLIST

- ☐ Did I start with a capital letter?
- ☐ Did I use finger spaces?
- ☐ Did I use end punctuation?
- ☐ Did I add details to stretch my sentence?

Share your sentence with a partner. What did they add that you didn't?

What did they add that you didn't?

BRAINSTORM Add details to make it longer.

	My Ideas
Question	
Who or What?	
Did What?	
When?	
Where?	
Why? How?	

MY STRETCHED SENTENCE

PICTURE PROMPT STRETCH

Look at the picture. Write a simple sentence to tell what is happening in the picture.

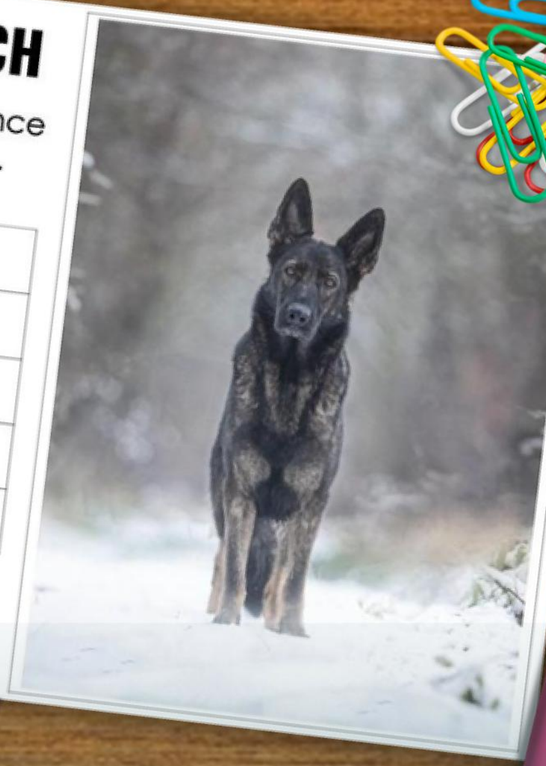
BRAINSTORM

Add details to make it longer.

Who or What?
Did What?
When?
Where?
Why? How?

Share your sentence with a partner. What did they add that you didn't?

DECEMBER



JANUARY PICTURE PROMPT STRETCH

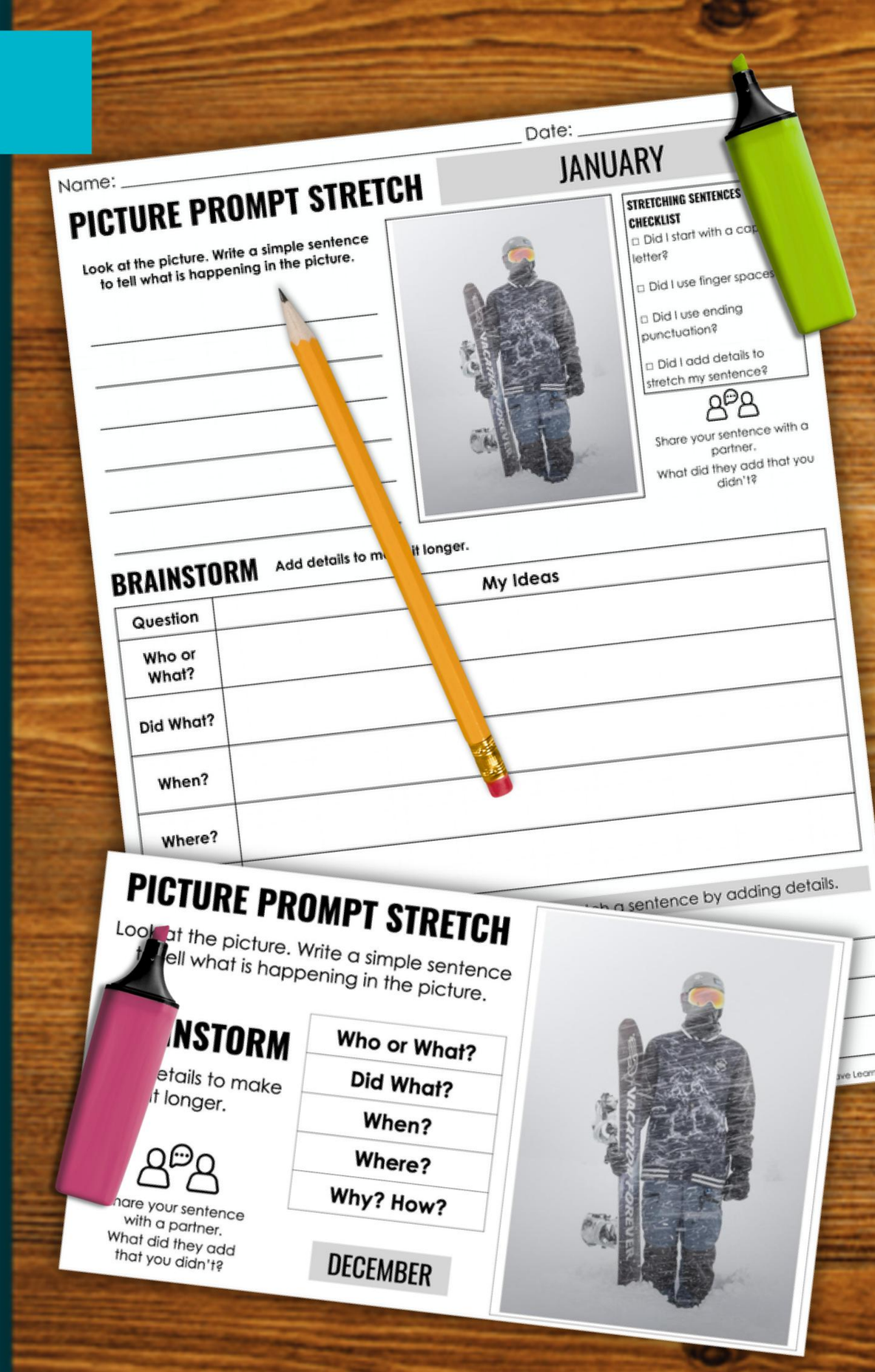
KEEP SCROLLING TO SEE WHAT'S INSIDE!

WHAT'S INCLUDED?

20 Worksheets

January-themed pictures

Google Slides Version



20 DAYS OF WORKSHEETS

#1 Look at the Picture

#2 Write a Simple Sentence

#3 Brainstorm

#4 Write a Complex Sentence

#5 Check Your Work

#6 Share with a Partner


Name: _____ Date: _____

PICTURE PROMPT STRETCH

JANUARY

Look at the picture. Write a simple sentence to tell what is happening in the picture.

BRAINSTORM Add details to make it longer.

Question	My Ideas
Who or What?	
When?	
Where?	
Why? How?	

STRETCHING SENTENCES CHECKLIST

- ☐ Did I start with a capital letter?
- ☐ Did I use finger spaces?
- ☐ Did I use ending punctuation?
- ☐ Did I add details to stretch my sentence?

Share your sentence with a partner. What did they add tha you didn't?

MY STRETCHED SENTENCE Goal: I can stretch a sentence adding details.

hat I Have Learned

CONSISTENT DAILY STRUCTURE

Name: _____ Date: _____

PICTURE PROMPT STRETCH

JANUARY

Look at the picture. Write a simple sentence to tell what is happening in the picture.



BRAINSTORM Add details to make it longer.

Question	My Ideas
Who or What?	
Did What?	
When?	
Where?	
Why? How?	

STRETCHING SENTENCES CHECKLIST
- ☐ Did I start with a capital letter?
- ☐ Did I use finger spaces?
- ☐ Did I use ending punctuation?
- ☐ Did I add details to stretch my sentence?

Share your sentence with a partner. What did they add that you didn't?

MY STRETCHED SENTENCE Goal: I can stretch a sentence by adding details.

PICTURE PROMPT STRETCH

DECEMBER

Look at the picture. Write a simple sentence to tell what is happening in the picture.



BRAINSTORM Add details to make it longer.

Who or What?
Did What?
When?
Where?
Why? How?

Share your sentence with a partner. What did they add that you didn't?

INCLUDES GOOGLE SLIDES



WAYS TO USE IN THE CLASSROOM

- **Morning Work –** Place one page on desks daily or weekly for a consistent bell ringer routine that builds writing fluency.
- **Writing Block Mini-Lesson** – Model how to go from a simple sentence to a stretched one, then have students practice with the picture.
- **Grammar Practice** – Use the stretched sentences students create to underline nouns, circle verbs, or highlight adjectives in context.
- **Writing Centers** – Add to a literacy center for independent or partner work; students can stretch a new sentence each rotation.
- **Homework** – Send home for quick writing practice; families can talk through the picture and help brainstorm details.
- **and more!**

YOU WILL LOVE THIS BECAUSE



Step-by-Step Progression

Each page guides students through writing a simple sentence, brainstorming details, and stretching it into a longer, more descriptive sentence.



Student-Friendly & Engaging

Seasonal picture prompts capture attention and make writing meaningful. Students connect what they see to what they write, encouraging creativity and confidence.



Flexible for Any Classroom

Use for morning work, writing centers, grammar mini-lessons, or quick homework practice. Perfect for scaffolding writing skills and building independence.



My passion is making learning accessible to all students. I love scaffolding learning, breaking down the concepts and building them up so that students can see the connections. I love figuring out the small components that build up to the big ideas and helping students see it all.



What I have LEARNED