



SHELL
EDUCATION

PRACTICE - ASSESS - DIAGNOSE

Level

2

180 Days of WRITING

for Second Grade

NAME: _____

Directions: Color in the lily pads that state facts about what frogs look like.

WEEK 25
DAY 1

Prewriting
Frogs

Tree frogs have pads on their feet.

Frogs are slimy.

Toads are sometimes confused for frogs.

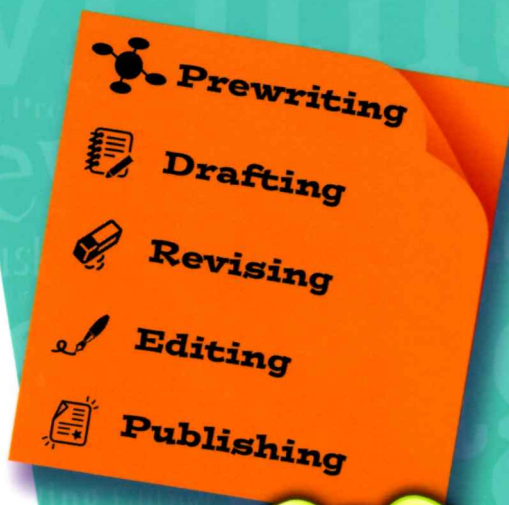
Frogs have large eyes.

Everyone thinks frogs are cute.

Frogs that live in water have webbed feet.

Frogs are shades of green.

have



PRACTICE - ASSESS - DIAGNOSE

**Daily practice activities
to build skills!**



180 Days of LANGUAGE

Levels K–6

Provides teachers and parents with daily practice to **build students' grammar skills**. Students gain regular language practice through these quick, diagnostic-based activities.



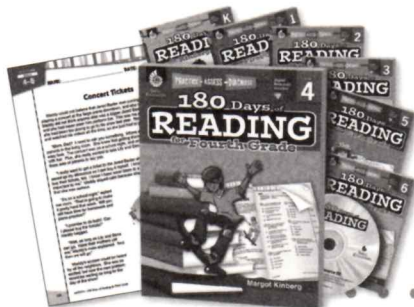
- ▶ Each question is tied to a specific language standard.
 - ▶ **Correlated to the Common Core and other state standards.**
 - ▶ The **digital resources** include assessment-analysis tools.
- 8.5" x 11" | 208pp. + CD | \$19.99 each

Level	ISBN	Item
Level K	9781425811723	IFC51172
Level 1	9781425811662	IFC51166
Level 2	9781425811679	IFC51167
Level 3	9781425811686	IFC51168
Level 4	9781425811693	IFC51169
Level 5	9781425811709	IFC51170
Level 6	9781425811716	IFC51171

180 Days of READING

Levels K–6

Provides teachers with **daily practice** to build literacy skills and provides short passages for students to practice reading comprehension, word study, and written responses to literature.



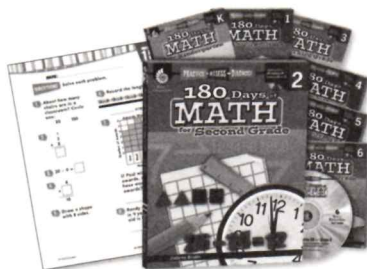
- ▶ Aligned to both fiction and nonfiction standards.
 - ▶ Helps build students' skills for reading complex texts **as required in the Common Core and other state standards.**
 - ▶ The **digital resources** include assessment-analysis tools.
- 8.5" x 11" | 248pp. + CD | \$19.99 each

Level	ISBN	Item
Level K	9781425809218	IFC50921
Level 1	9781425809225	IFC50922
Level 2	9781425809232	IFC50923
Level 3	9781425809249	IFC50924
Level 4	9781425809256	IFC50925
Level 5	9781425809263	IFC50926
Level 6	9781425809270	IFC50927

180 Days of MATH

Levels K–6

Provides teachers and parents with **180 days of math problems** to build and gauge students' mathematical fluency.



- ▶ Each problem is tied to a specific mathematical concept.
 - ▶ **Correlated to the Common Core and other state standards.**
 - ▶ The **digital resources** include assessment-analysis tools.
- 8.5" x 11" | 208pp. + CD | \$19.99 each

Level	ISBN	Item
Level K	9781425808037	IFC50803
Level 1	9781425808044	IFC50804
Level 2	9781425808051	IFC50805
Level 3	9781425808068	IFC50806
Level 4	9781425808075	IFC50807
Level 5	9781425808082	IFC50808
Level 6	9781425808020	IFC50802

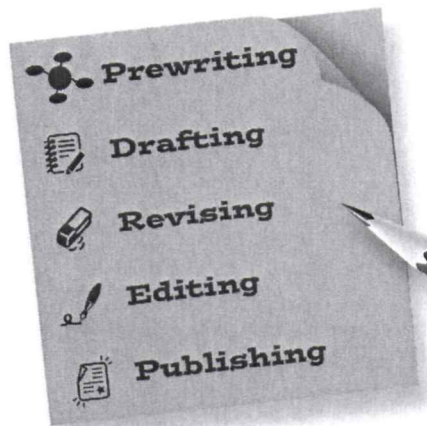


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PRACTICE - ASSESS - DIAGNOSE

180 Days of **WRITING** for Second Grade



Author

Brenda A. Van Dixhorn



SHELL EDUCATION

Standards

For information on how this resource meets national and other state standards, see pages 4–6. You may also review this information by scanning the QR code or visiting our website at <http://www.shelleducation.com> and following the on-screen directions.



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TABLE OF CONTENTS

Introduction.....	3
How to Use This Book.....	4
Standards Correlations	13
Daily Practice Pages	14
Answer Key	194
Writing Rubrics	202
Writing Analyses	205
The Writing Process.....	208
Editing Marks	209
Writing Tips.....	210
Writing Signs.....	213
Contents of the Digital Resource CD.....	216

INTRODUCTION

The Need for Practice

To be successful in today's writing classrooms, students must deeply understand both concepts and procedures so that they can discuss and demonstrate their understanding. Demonstrating understanding is a process that must be continually practiced for students to be successful. Practice is especially important to help students apply their concrete, conceptual understanding of each particular writing skill.

Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students' writing skills. This is important so that teachers can adequately address students' misconceptions, build on their current understandings, and challenge them appropriately. Assessment is a long-term process that involves careful analysis of student responses from a discussion, project, practice sheet, or test. When analyzing the data, it is important for teachers to reflect on how their teaching practices may have influenced students' responses and to identify those areas where additional instruction may be required. In short, the data gathered from assessments should be used to inform instruction: slow down, speed up, or reteach. This type of assessment is called *formative assessment*.

HOW TO USE THIS BOOK

With *180 Days of Writing*, creative, theme-based units guide students as they practice the five steps of the writing process: prewriting, drafting, revising, editing, and publishing. During each odd week (Weeks 1, 3, 5, etc.), students interact with mentor texts. Then, students apply their learning by writing their own pieces during each following even week (Weeks 2, 4, 6, etc.). Many practice pages also focus on grammar/language standards to help improve students' writing.

Easy to Use and Standards Based

These daily activities reinforce grade-level skills across the various genres of writing: opinion, informative/explanatory, and narrative. Each day provides a full practice page, making the activities easy to prepare and implement as part of a classroom morning routine, at the beginning of each writing lesson, or as homework.

The chart below indicates the writing and language standards that are addressed throughout this book. See pages 5–6 for a breakdown of which writing standard is covered in each week.

Note: Students may not have deep understandings of some topics in this book. Remember to assess students based on their writing skills and not their content knowledge.

College and Career Readiness Standards

Writing 2.1 —Write opinion pieces in which they introduce the topic they are writing about, state an opinion, support the opinion, and provide a concluding statement.
Writing 2.2 —Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Writing 2.3 —Write narratives in which they recount a well-elaborated event or short sequence of events.
Language 2.1 —Demonstrate the command of the conventions of standard English grammar and usage when writing or speaking.
Language 2.2 —Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Language 2.5 —Demonstrate understanding of word relationships and nuances in word meanings.

HOW TO USE THIS BOOK *(cont.)*

Below is a list of overarching themes, corresponding weekly themes, and the writing standards that students will encounter throughout this book. For each overarching theme, students will interact with mentor texts in the odd week and then apply their learning by writing their own pieces in the even week. **Note:** The writing prompt for each week can be found on pages 7–8. You may wish to display the prompts in the classroom for students to reference throughout the appropriate weeks.

Overarching Themes	Weekly Themes	Standards
Ready to Learn	Week 1: Rules for School Week 2: Friends at School	Writing 2.3 —Write narratives in which they recount a well-elaborated event or short sequence of events.
Where People Live	Week 3: In the City Week 4: In the Country	Writing 2.2 —Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Fall Fruit	Week 5: Why Eat Apples Week 6: How to Eat Apples	Writing 2.1 —Write opinion pieces in which they introduce the topic they are writing about, state an opinion, support the opinion, and provide a concluding statement.
A Walk in the Woods	Week 7: Rainforests Week 8: Temperate Forests	Writing 2.2 —Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Are They Scary?	Week 9: Jack-o-Lanterns Week 10: Scarecrows	Writing 2.1 —Write opinion pieces in which they introduce the topic they are writing about, state an opinion, support the opinion, and provide a concluding statement.
Thankfulness	Week 11: Being Thankful Week 12: Sharing Thanks	Writing 2.1 —Write opinion pieces in which they introduce the topic they are writing about, state an opinion, support the opinion, and provide a concluding statement.
Weird Weather	Week 13: Thunderstorms Week 14: Snowstorms	Writing 2.2 —Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Time to Give	Week 15: Gifts to Me Week 16: Giving to Others	Writing 2.3 —Write narratives in which they recount a well-elaborated event or short sequence of events.
Staying Warm	Week 17: Building Snowmen Week 18: Sledding	Writing 2.3 —Write narratives in which they recount a well-elaborated event or short sequence of events.
Black and White	Week 19: Zebras Week 20: Penguins	Writing 2.2 —Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Our Country	Week 21: Important People Week 22: Important Places	Writing 2.1 —Write opinion pieces in which they introduce the topic they are writing about, state an opinion, support the opinion and provide a concluding statement.

HOW TO USE THIS BOOK *(cont.)*

Overarching Themes	Weekly Themes	Standards
In the Present	Week 23: Little Red Riding Hood Week 24: Goldilocks and the Three Bears	Writing 2.3 —Write narratives in which they recount a well-elaborated event or short sequence of events.
Looking Green	Week 25: Frogs Week 26: Turtles	Writing 2.2 —Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Out in Space	Week 27: Planets Week 28: Sun, Moon, and Stars	Writing 2.3 —Write narratives in which they recount a well-elaborated event or short sequence of events.
Just a Day	Week 29: A Great Day Week 30: A Bad Day	Writing 2.3 —Write narratives in which they recount a well-elaborated event or short sequence of events.
Picnic Pests	Week 31: Ants Week 32: Bees	Writing 2.1 —Write opinion pieces in which they introduce the topic they are writing about, state an opinion, support the opinion, and provide a concluding statement.
Movement	Week 33: In the Wind Week 34: Push or Pull	Writing 2.2 —Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Free Time	Week 35: Watching TV or Reading? Week 36: Beach or Park?	Writing 2.1 —Write opinion pieces in which they introduce the topic they are writing about, state an opinion, support the opinion, and provide a concluding statement.

HOW TO USE THIS BOOK *(cont.)*

Weekly Setup

Write each prompt on the board throughout the appropriate week. Students should reference the prompts as they work through the activity pages so that they stay focused on the topics and the right genre of writing: opinion, informative/explanatory, and narrative. You may wish to print copies of this chart from the Digital Resource CD (filename: writingprompts.pdf) and distribute them to students to keep throughout the school year.

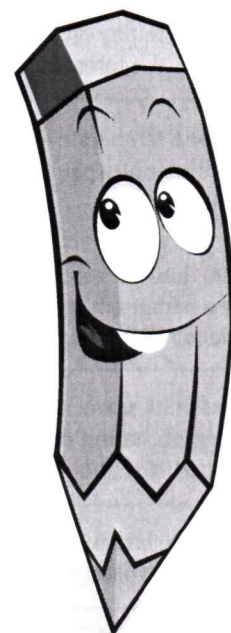
Week	Prompt
1	Many schools have rules that students should follow. Describe a time where your class set up rules for the classroom.
2	Describe a time when you have played with a friend at school.
3	Think about the city. Describe what it looks like and what happens there.
4	Describe what a countryside looks like and what happens there.
5	There are many reasons why people should eat apples. Describe why people should eat apples. Include reasons to support your opinion.
6	Describe the best way to eat apples. Include reasons to support your opinion.
7	Describe a rainforest. Include details about how the forest looks and smells.
8	Describe a temperate forest. Include details about how the forest looks and smells.
9	Do you think jack-o-lanterns are scary? Write a paragraph stating your opinion and details to help support your opinion.
10	Do you think scarecrows are scary? Write a paragraph stating your opinion. Add details to help support your opinion.
11	What is the best way to be thanked by someone? Explain why it is the best way.

Week	Prompt
12	What is the best way to give thanks to someone? Explain why it is the best way.
13	Describe what a thunderstorm is. Include details about what it looks like and the dangers it can cause.
14	Describe what a snowstorm is. Include details about what it looks like and the dangers it can cause.
15	Think about a time you received a gift. Write a narrative about what the gift was, who gave it to you, and what the gift means to you.
16	Think about a time you gave someone a gift. Write a narrative about what the gift was, how you picked it out, and how the person reacted when they opened it.
17	Describe a time you have either built a snowman or what you think building a snowman might be like. Include details about the day.
18	Describe a time you have either gone sledding or what you think sledding might be like. Include details about the day.
19	Write a paragraph about zebras. Include facts about where they live and their physical characteristics.
20	Write a paragraph about penguins. Include facts about where they live and their physical characteristics.

HOW TO USE THIS BOOK *(cont.)*

Week	Prompt
21	Write a paragraph about important people. Include details explaining why they are important.
22	Write a paragraph about a place that is important to you. Include details such as where it is located.
23	Write a modern version of <i>Little Red Riding Hood</i> . Include dialogue and a strong conclusion.
24	Write a modern version of <i>Goldilocks and the Three Bears</i> . Include dialogue and a strong conclusion.
25	Explain what frogs look like. Provide descriptive details using various adjectives.
26	Explain what turtles look like. Provide descriptive details using various adjectives.
27	Imagine you are on a trip in outer space. Write a narrative about the different planets you see on your adventure.
28	Imagine you are on a trip through outer space. Write a narrative about what you see and do on your adventure.
29	Have you ever had a great day? Describe what happened and what you did.
30	Have you ever had a bad day? Describe what happened and what you did to make the day better.
31	Do you think ants are useful? Explain your answer and give supporting details.
32	Do you think bees are useful? Explain your answer and give supporting details.

Week	Prompt
33	Describe how objects are affected by the wind. Include and describe types of objects that can and cannot be blown over by the wind.
34	Describe how objects are pushed or pulled. Include the differences between pulling and pushing.
35	Do you prefer watching television or reading? Explain why using strong supporting details.
36	Do you prefer the beach or the park? Explain why using strong supporting details.



HOW TO USE THIS BOOK (cont.)

Using the Practice Pages

The activity pages provide practice and assessment opportunities for each day of the school year. Teachers may wish to prepare packets of weekly practice pages for the classroom or for homework. As outlined on pages 5–6, each two-week unit is aligned to one writing standard. **Note:** Before implementing each week's activity pages, review the corresponding prompt on pages 7–8 with students and have students brainstorm thoughts about each topic.

On odd weeks, students practice the daily skills using mentor texts. On even weeks, students use what they have learned in the previous week and apply it to their own writing.

Each day focuses on one of the steps in the writing process: prewriting, drafting, revising, editing, and publishing.

There are 18 overarching themes. Each odd week and the following even week focus on unique themes that fit under one overarching theme. For a list of the overarching themes and individual weekly themes, see pages 5–6.

WEEK 1 DAY 1 NAME: _____

Directions: An author needs to write a narrative about rules at school. Place a check mark next to each rule you should follow at school.

- ☒ 1. Be on time for class.
- ☐ 2. Listen to your teacher.
- ☐ 3. Keep your hands and feet to yourself.
- ☐ 4. Chew gum every day.
- ☐ 5. Take good care of the classroom materials.
- ☐ 6. Leave the caps off the markers.
- ☐ 7. Walk at school.
- ☐ 8. Be kind to your classmates.
- ☐ 9. Run in the hallways.
- ☐ 10. Always do your best.

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Using the Resources

The following resources will be helpful to students as they complete the activity pages. Print copies of these resources and provide them to students to keep at their desks.

Rubrics for the three genres of writing (opinion, informative/explanatory, and narrative) can be found on pages 202–204. Use the rubrics to assess students' writing at the end of each even week. Be sure to share these rubrics with students often so that they know what is expected of them.

NARRATIVE WRITING RUBRIC

Directions: Evaluate students work in each category by circling one number in each row. Students have opportunities to score up to five points in each row and up to 15 points total.

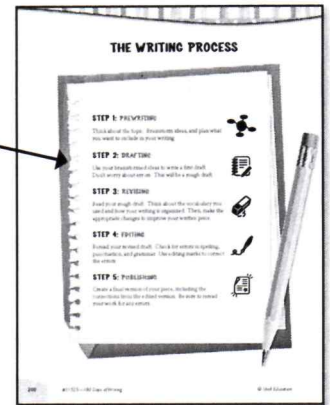
	Exceptional Writing	Quality Writing	Developing Writing
Focus and Organization	Identifies the topic of the story and maintains the focus throughout the writing. Develops clear settings, a strong plot, and convincing characters. Communicates a clear understanding of the intended audience and purpose of the piece. Engages the reader from the middle to the conclusion.	Identifies the topic of the story but has some trouble maintaining the focus throughout the writing. Develops settings, a plot, and characters. Communicates some understanding of the intended audience and purpose of the piece. Includes an interesting opening, a strong story, and a conclusion.	Fails to identify the topic of the story or maintain focus throughout the writing. Does not develop strong settings, plot, or characters. Communicates little understanding of the intended audience or purpose of the piece. Provides lack of clarity in the beginning, middle, and/or conclusion.
Written Expression	Uses descriptive and precise language with clarity and accuracy. Maintains a consistent voice and uses an appropriate tone that supports meaning. Uses multiple sentence types and functions effectively between ideas.	Uses a broad vocabulary. Maintains a consistent voice and supports a topic and feeling through language. Uses sentence variety and word choice.	Uses a limited or an advanced vocabulary. Provides an inconsistent or a weak voice and tone. Provides little to no variation in sentence type and length.
Language Conventions	Capitalizes punctuation, and spells accurately. Understands and correctly applies rules for commas, semicolons, and other punctuation. Understands and correctly applies rules for capitalization and spelling.	Capitalizes punctuation and spells accurately. Understands and correctly applies rules for commas, semicolons, and other punctuation. Understands and correctly applies rules for capitalization and spelling.	Understands and correctly applies rules for commas, semicolons, and other punctuation. Understands and correctly applies rules for capitalization and spelling. Understands and correctly applies rules for capitalization and spelling.
Total Points	15	10	5

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HOW TO USE THIS BOOK (cont.)

Using the Resources (cont.)

The Writing Process can be found on page 208 and on the Digital Resource CD (filename: writingprocess.pdf). Students can reference each step of the writing process as they move through each week.



Editing Mark	Symbol/Name	Example
addition mark	plus sign (+)	great published by the paper
deletion mark	minus sign (-)	My mother taught me to swim from
insert mark	caret (^)	The book doesn't sit in my
check spelling mark	circle with a dot (o)	for the story
margin note mark	curved arrow (hook)	How?
start mark	triangle (Δ)	Shouldn't you be your
end mark	inverted triangle (∇)	Don't forget to check the paper
insert paragraph mark	downward arrow (↓)	There's always a
delete paragraph mark	upward arrow (↑)	in the book. Please don't copy the
new paragraph mark	square (□)	can often be

Editing Marks can be found on page 209 and on the Digital Resource CD (filename: editingmarks.pdf). Students may need to reference this page as they work on the editing activities (Day 4s).

If you wish to have students peer or self-edit their writing, a *Peer/Self-Editing Checklist* is provided on the Digital Resource CD (filename: editingchecklist.pdf).

PEER/SELF-EDITING CHECKLIST

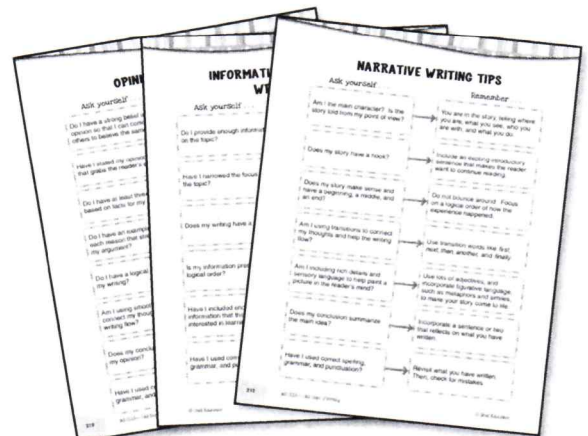
Directions: Place a check mark in front of each item as you check it.

- ☐ The writing clearly states an opinion. (opinion writing only)
- ☐ The writing clearly states the topic. (informational/explanatory writing only)
- ☐ The writing has an engaging beginning.
- ☐ The writing includes details to support the opinion/topic.
- ☐ The writing has a strong conclusion.
- ☐ The writing follows a logical order.
- ☐ Lots of interesting words are used.
- ☐ Words are capitalized correctly.
- ☐ Words are spelled correctly.
- ☐ There is correct punctuation.

Writing Signs for each of the writing genres are on pages 213–215 and on the Digital Resource CD (filename: writingsigns.pdf). Hang the signs up during the appropriate two-week units to remind students which type of writing they are focusing on.



Writing Tips pages for each of the writing genres can be found on pages 210–212 and on the Digital Resource CD (filename: writingtips.pdf). Students can reference the appropriate *Writing Tips* pages as they work through the weeks.



HOW TO USE THIS BOOK (cont.)

Diagnostic Assessment

Teachers can use the practice pages as diagnostic assessments. The data analysis tools included with the book enable teachers or parents to quickly score students' work and monitor their progress. Teachers and parents can quickly see which writing skills students may need to target further to develop proficiency.

After students complete each two-week unit, score each students' even week Day 5 published piece using the appropriate, genre-specific rubric (pages 202–204). Then, complete the *Practice Page Item Analysis* (pages 205–207) that matches the writing genre. These charts are also provided on the Digital Resource CD as PDFs, Microsoft Word® files, and Microsoft Excel® files (filenames: opinionpageitem.pdf, opinionpageitem.doc, opinionpageitem.xls; informativepageitem.pdf, informativepageitem.doc, informativepageitem.xls; narrativepageitem.pdf, narrativepageitem.doc, narrativepageitem.xls). Teachers can input data into the electronic files directly on the computer, or they can print the pages and analyze students' work using paper and pencil.

To Complete the Practice Page Item Analyses:

- Write or type students' names in the far-left column. Depending on the number of students, more than one copy of the form may be needed or you may need to add rows.
- The weeks in which the particular writing genres are the focus are indicated across the tops of the charts. **Note:** Students are only assessed on the even weeks, therefore the odd weeks are not included on the charts.
- For each student, record his or her rubric score in the appropriate column.
- Add the scores for each student after they've focused on a particular writing genre twice. Place that sum in the far right column. Use these scores as benchmarks to determine how each student is performing. This allows for three benchmarks during the year that you can use to gather formative diagnostic data.

HOW TO USE THIS BOOK *(cont.)*

Using the Results to Differentiate Instruction

Once results are gathered and analyzed, teachers can use the results to inform the way they differentiate instruction. The data can help determine which writing types are the most difficult for students and which students need additional instructional support and continued practice.

Whole-Class Support

The results of the diagnostic analysis may show that the entire class is struggling with a particular writing genre. If these concepts have been taught in the past, this indicates that further instruction or reteaching is necessary. If these concepts have not been taught in the past, this data is a great preassessment and may demonstrate that students do not have a working knowledge of the concepts. Thus, careful planning for the length of the unit(s) or lesson(s) must be considered, and additional front-loading may be required.

Small-Group or Individual Support

The results of the diagnostic analysis may show that an individual student or a small group of students is struggling with a particular writing genre. If these concepts have been taught in the past, this indicates that further instruction or reteaching is necessary. Consider pulling these students aside to instruct them further on the concept(s), while others are working independently. Students may also benefit from extra practice using games or computer-based resources. Teachers can also use the results to help identify individual students or groups of proficient students who are ready for enrichment or above-grade-level instruction. These students may benefit from independent learning contracts or more challenging activities.

Digital Resource CD

The Digital Resource CD contains digital copies of the activity pages, the diagnostic pages, and additional resources, such as the *Editing Marks* and *Writing Tips* pages, for the students. The list of resources on the Digital Resource CD can be found on page 216.

STANDARDS CORRELATIONS

Shell Education is committed to producing educational materials that are research and standards based. In this effort, we have correlated all of our products to the academic standards of all 50 states, the District of Columbia, the Department of Defense Dependents Schools, and all Canadian provinces.

How to Find Standards Correlations

To print a customized correlation report of this product for your state, visit our website at <http://www.shelleducation.com> and follow the on-screen directions. If you require assistance in printing correlation reports, please contact our Customer Service Department at 1-877-777-3450.

Purpose and Intent of Standards

Legislation mandates that all states adopt academic standards that identify the skills students will learn in kindergarten through grade twelve. Many states also have standards for Pre-K. This same legislation sets requirements to ensure the standards are detailed and comprehensive.

Standards are designed to focus instruction and guide adoption of curricula. Standards are statements that describe the criteria necessary for students to meet specific academic goals. They define the knowledge, skills, and content students should acquire at each level. Standards are also used to develop standardized tests to evaluate students' academic progress.

Teachers are required to demonstrate how their lessons meet state standards. State standards are used in the development of all of our products, so educators can be assured they meet the academic requirements of each state.

The activities in this book are aligned to today's national and state-specific college and career readiness standards. The chart on page 4 lists the writing and language standards used throughout this book. A more detailed chart on pages 5–6 correlates the specific writing standards to each week. The standards charts are also on the Digital Resource CD (filename: standards.pdf).

NAME: _____

Directions: An author needs to write a narrative about rules at school. Place a check mark next to each rule the author should include.



1. Be on time for class.



2. Listen to your teacher.



3. Keep your hands and feet to yourself.



4. Chew gum every day.



5. Take good care of the classroom materials.



6. Leave the caps off the markers.



7. Walk at school.



8. Be kind to your classmates.



9. Run in the hallways.



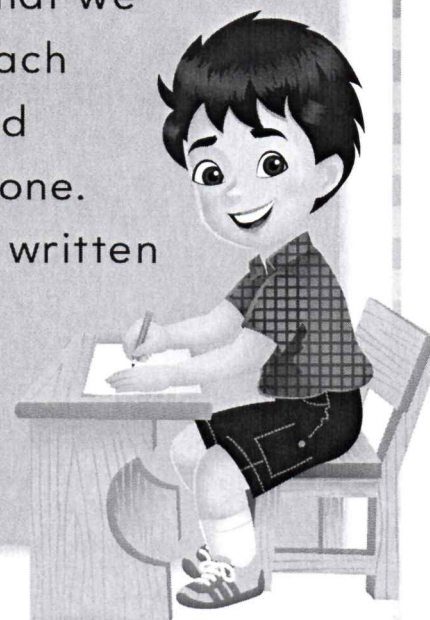
10. Always do your best.



NAME: _____

Directions: Read the narrative paragraph. Underline the steps that the class takes in setting rules for the classroom.

It was a great first day of school. I am in second grade at Elliott Grove Elementary School. My teacher is Mrs. Wright. Today, our class decided we should have class rules that we would all follow. Mrs. Wright gave each of us three sheets of paper and asked us to write a classroom rule on each one. Our class looked at the rules we had written and found many that were the same. We chose five rules for our class to follow this year. I know it is going to be a good year!



Drafting

Rules for School

Printing Practice abc

Directions: Use your best printing to write a sentence about one rule you follow at school.

NAME: _____

Directions: Read the paragraph. The sentences in the middle are out of order. Write the numbers 1, 2, and 3 to put them in the correct order.

Every classroom needs rules. ____ Then, we think about which rules we should have. ____ Finally, we follow the rules we create. ____ First, we decide we should have rules. This way, our classroom will be a safe environment.



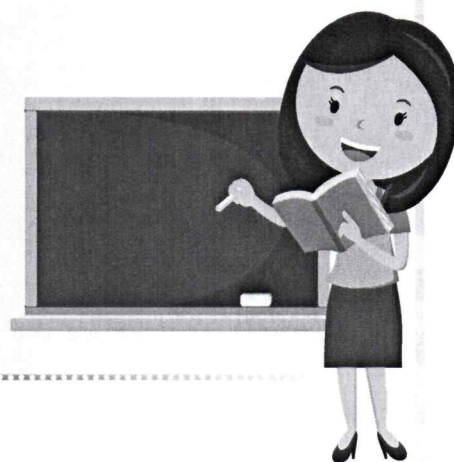
Boost Your Learning! 🚀

Sequence words help the reader know when things happen in a story. Add these words to your writing to help make it clear for the reader.

NAME: _____

Directions: Use the ≡ symbol to correct the words that should be capitalized.

1. My sister attends abraham lincoln Preschool and has to follow the rules.
2. Our teacher, mrs. gillespie, has worked hard to set up rules at park heights school.
3. mr. Bolander allows his class to set up their own classroom rules.
4. mrs. Eddy reminds her students how helpful rules can be.



Boost Your Learning! 🐙

Specific names of people and places should be capitalized in your writing.

Example: ≡ mrs. ≡ weldin teaches at ≡ springs
≡ elementary ≡ school.



NAME: _____

Directions: Revisit the narrative paragraph. Circle the words that are capitalized correctly. Underline the sequence words. Then, answer the question.

It was a great first day of school. I am in second grade at Elliott Grove Elementary School. My teacher is Mrs. Wright. Today, our class decided we should have class rules that we would all follow. Then, Mrs. Wright gave each of us three sheets of paper and asked us to write a classroom rule on each one. Our class looked at the rules we had written and found many that were the same. We chose five rules for our class to follow this year. I know it is going to be a good year!



1. What makes the paragraph above a strong narrative?

This week I learned: 

- to capitalize the names of specific people and places
- to use sequence words to help tell a story

NAME: _____

Directions: Think of three friends you have at school. Write the name of each friend. Then, list one thing you do with each friend at school.

My friend is: _____

Things I have done with my friend: _____

My friend is: _____

Things I have done with my friend: _____

My friend is: _____

Things I have done with my friend: _____



NAME: _____



Drafting

Friends at School

Directions: Describe a time when you have played with a friend at school. Use your notes from page 19 to help you.

Remember!

A strong narrative includes:

- an introductory sentence
- sentences that describe the events
- names of specific people and places

Remember!

A strong narrative includes:

- an introductory sentence
- sentences that describe the events
- names of specific people and places

Printing Practice abc

Directions: Use your best printing to write two adjectives about your friend.

NAME: _____

Directions: Circle the words that you like to use to help a reader understand the sequence of a story.

then
before
earlier
first
third
finally

next
after
second
last
later



Time to Improve! 🏆

Directions: Go back to the draft you wrote on page 20. Add sequence words to make it easier for the reader to know when things happened.

Example: ^{First,} ^ I played soccer with him.



Revising

Friends at School

NAME: _____

Directions: Use the ≡ symbol to show which words in the sentences below need to be capitalized.

1. It is fun to play with my friends amir, lily, and aisha.
2. We are all in second grade at fern hill elementary school.
3. My mom drives me to paul revere park to play with my friend, gabe.
4. ariel's little sister likes to play with us at the park, too.



Time to Improve! 🏆

Directions: Go back to the draft you wrote on page 20. Look for words that need to be capitalized.

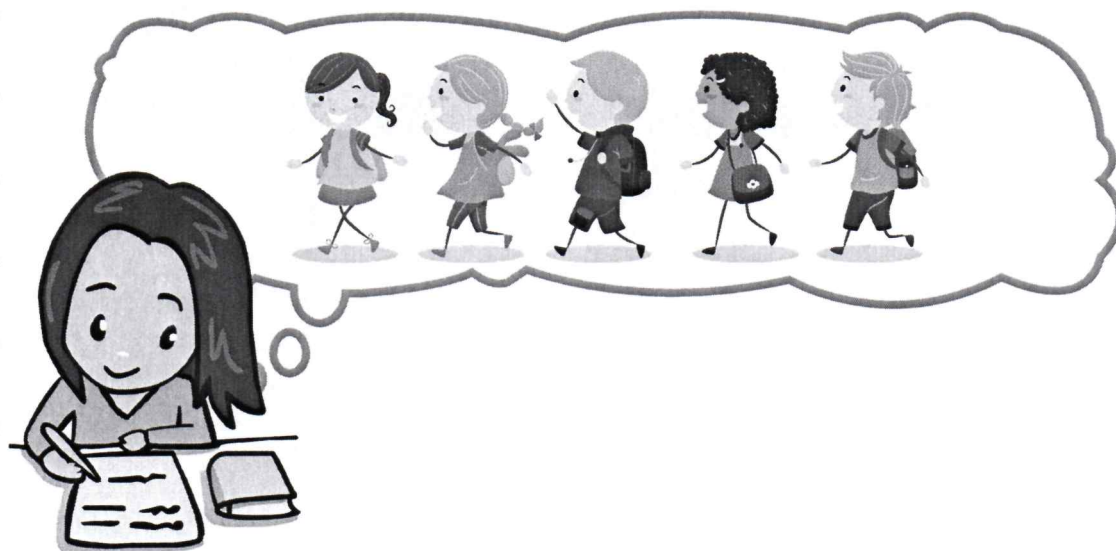


NAME: _____

Directions: Describe a time when you have played with a friend at school.



Publishing
Friends at School

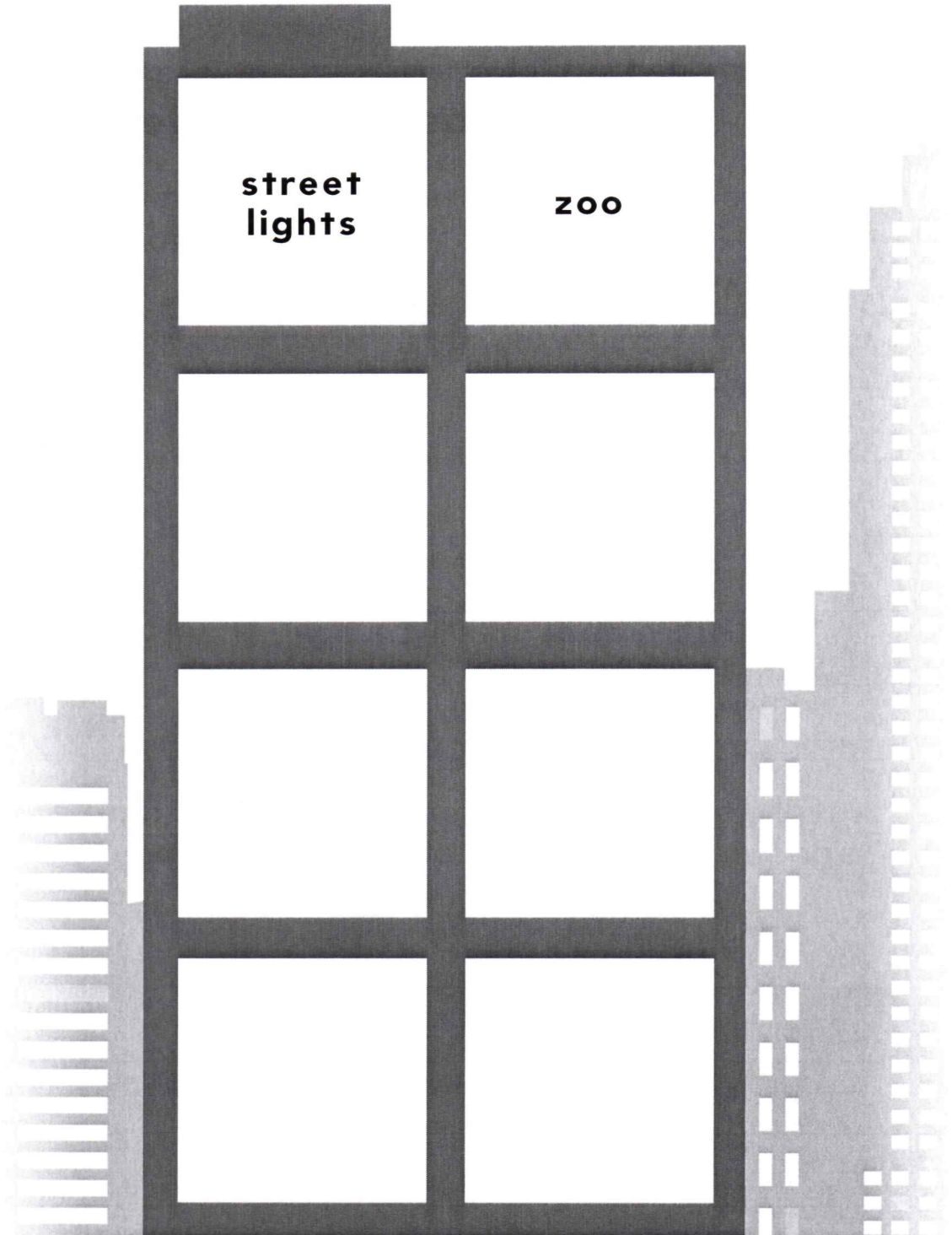


NAME: _____

Directions: In each window of the building, write one thing that is found in a city. Two examples are provided.



Prewriting
In the City



NAME: _____

Directions: Read the informative/explanatory paragraph. Underline the sentences that have facts in them. Then, answer the question.

The city is the best place to live. A city has parks where children can play. It is fun to go swimming. People can do many things in a city, such as go to a zoo or a museum. We have the best ball team in our city. Cities are busy places. Sometimes, the city can be too noisy. There is almost always something happening in a city.

Printing Practice

Directions: What do you think is fun to do in a city? Use your best printing to write your answer.

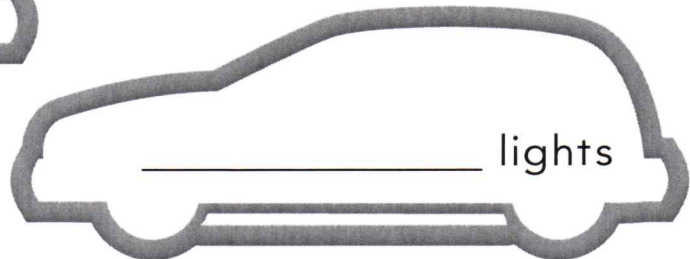
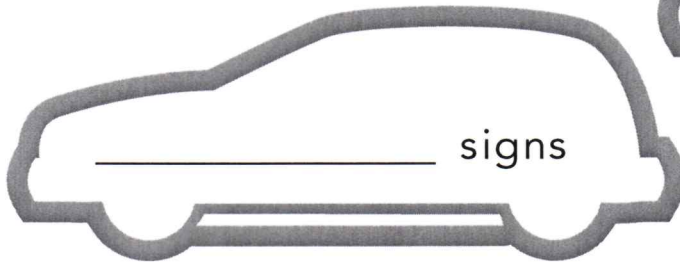
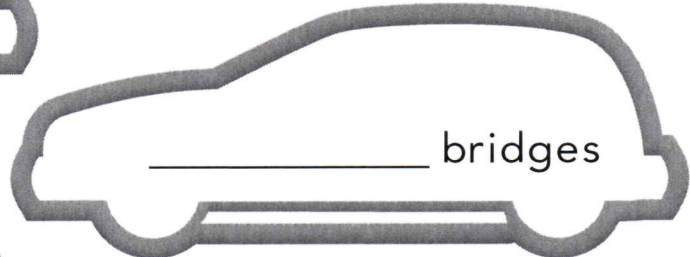
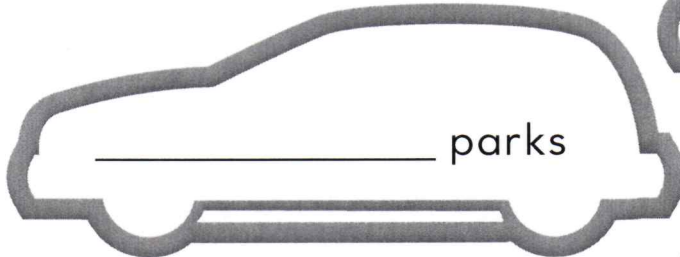
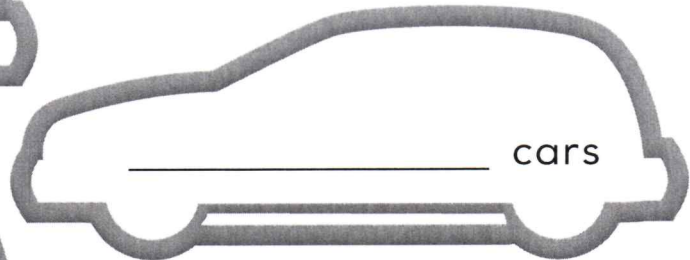
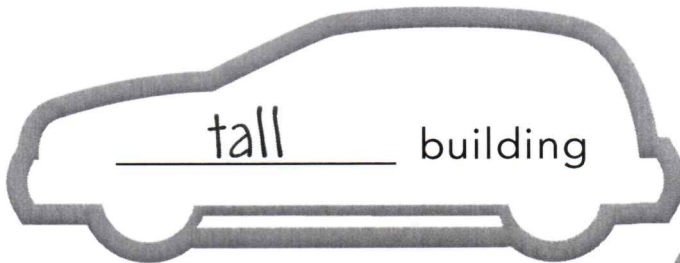
Boost Your Learning!

Use facts to tell true information about a place you are describing.



Drafting
In the City

NAME: _____

Directions: Write an adjective to describe each noun.**Boost Your Learning!** 🦋

Adjectives describe nouns. They tell what a person, place, or thing is like. Use adjectives to make your writing more interesting.

Revising
In the City

NAME: _____

Directions: Use the ^ symbol to add adjectives in the sentences.

1. You can ride on buses in a city.
2. Some people like to go to the store.
3. There are many signs on city streets.
4. They have food in restaurants in many places.
5. Buses, trains, and taxis can help you get around in a city.



Boost Your Learning! 🐸

Adjectives add details to your writing.

Example: When we went to the park, we swam in a pool with slides.

^
curvy

^
water



NAME: _____



Directions: Read the paragraph. Then, answer the question.

Many people live in the city. A city has big parks where children can play. It has large swimming pools, too. People can do many things in a city, such as go to a zoo or an interesting museum. Some cities have good baseball teams. Cities are busy places. Sometimes, the city can be noisy. There is almost always something happening in a city.

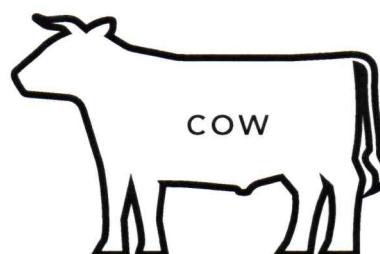
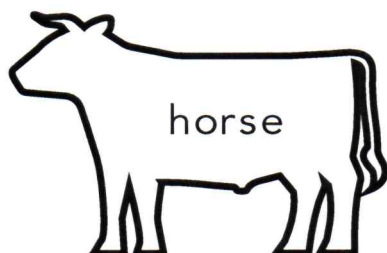
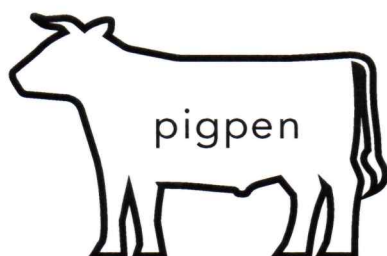
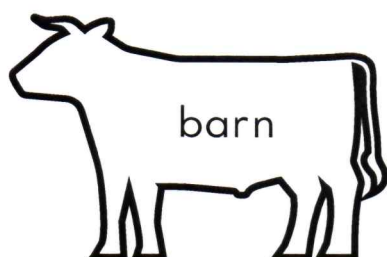
1. What makes this a strong paragraph?

This week I learned:

- to use facts in informative/explanatory writing
- to add adjectives to make writing more interesting

NAME: _____

Directions: Put check marks in the cows with words that would be included in a paragraph about the countryside.



NAME: _____



Drafting In the Country

Directions: Describe what a countryside looks like and what happens there. Use your choices from page 29 to help you.

[illegible]

- a topic sentence
- details to support the main idea
- a concluding sentence

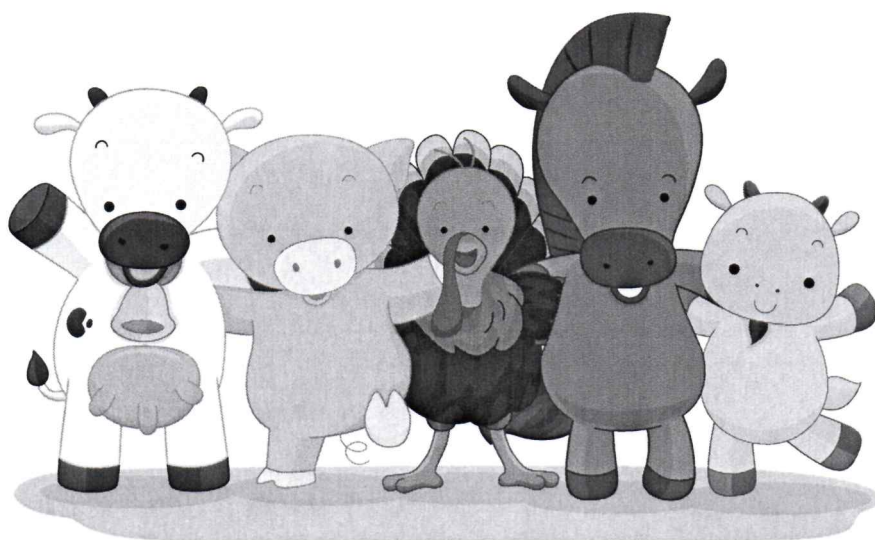
Printing Practice abc

Directions: What would you like to do in the countryside?

NAME: _____

Directions: Add a noun after each adjective.

tall	_____
high	_____
pretty	_____
smelly	_____
soft	_____
fuzzy	_____



Time to Improve! 🕒

Directions: Go back to the draft you wrote on page 30. Add adjectives to make it more interesting.

Example: There are ^{pink and yellow} flowers growing in the field.



Revising
In the Country

NAME: _____

Directions: Read the sentences. Add adjectives to the sentences to include more details. Rewrite the new detailed sentences on the lines.

1. The country is a place to live.

2. People take care of animals on farms.

3. There are not many people around in the country.

Remember!

Add more details to your writing by including adjectives!

Time to Improve!

Directions: Go back to the draft you wrote on page 30. Look for places where adjectives can be added to add more details.

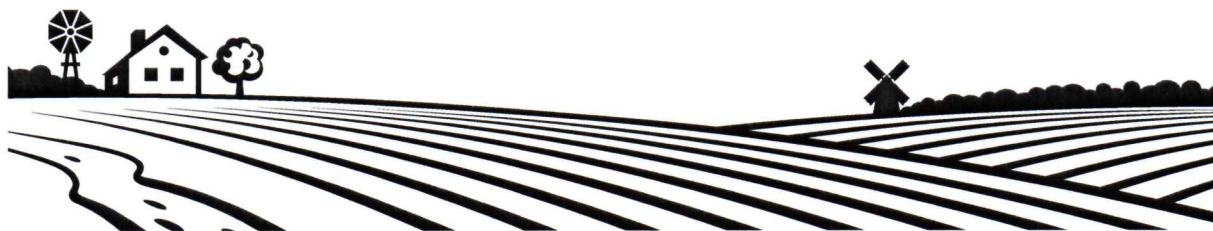


NAME: _____

Directions: Describe what a countryside looks like and what happens there.

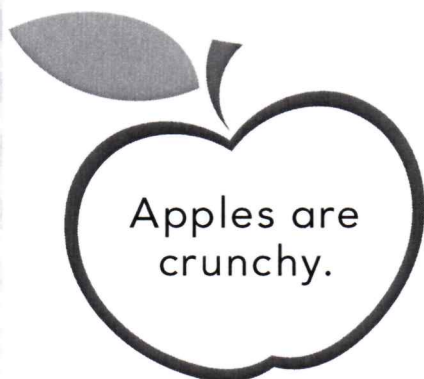
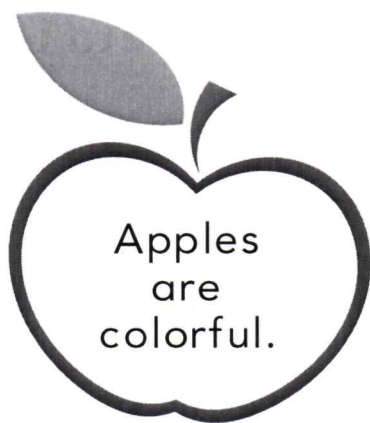


Publishing
In the Country



NAME: _____

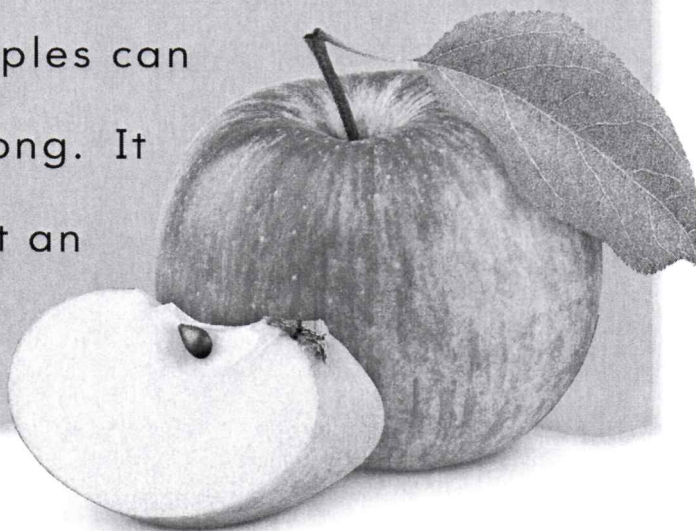
Directions: Place check marks in the apples that explain why eating apples is good for you.



NAME: _____

Directions: Read the paragraph. Circle two times where the author states her opinion about eating apples. Then, underline each sentence that supports the opinion.

Everyone should eat apples every day. Apples are colorful and crunchy. Apples are healthy snacks. They have vitamins that help keep you from getting sick. Apples are delicious. Eating apples can make your heart strong. It is a good idea to eat an apple every day.



Printing Practice abc

Directions: Use your best printing to write one reason you should eat apples.



NAME: _____

Directions: Draw a line through each statement that does not support the opinion.

Opinion: I prefer eating apples.

There is an apple in my lunchbox.

I had a banana for breakfast.

Opinion: The best thing about apples is that they are good for you.

Apples come in many different colors.

Apples help make your heart strong.

Opinion: I think apples make great snacks.

My mom gave me crackers.

Apples are easy to carry and eat.

Boost Your Learning! 🚀

Information that does not support the opinion sentence should be deleted. Show that you want to delete text by drawing a line through it.

Example: ~~Apples can be picked from trees in the fall.~~



NAME: _____

Directions: Write the nouns from the Noun Bank in the correct apples.

Noun Bank

apples

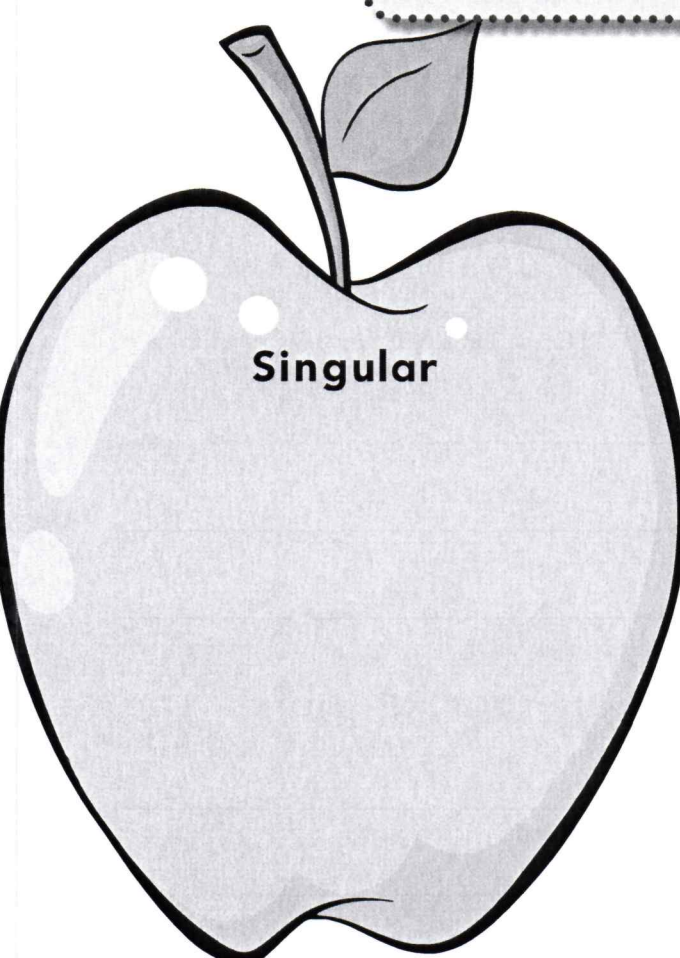
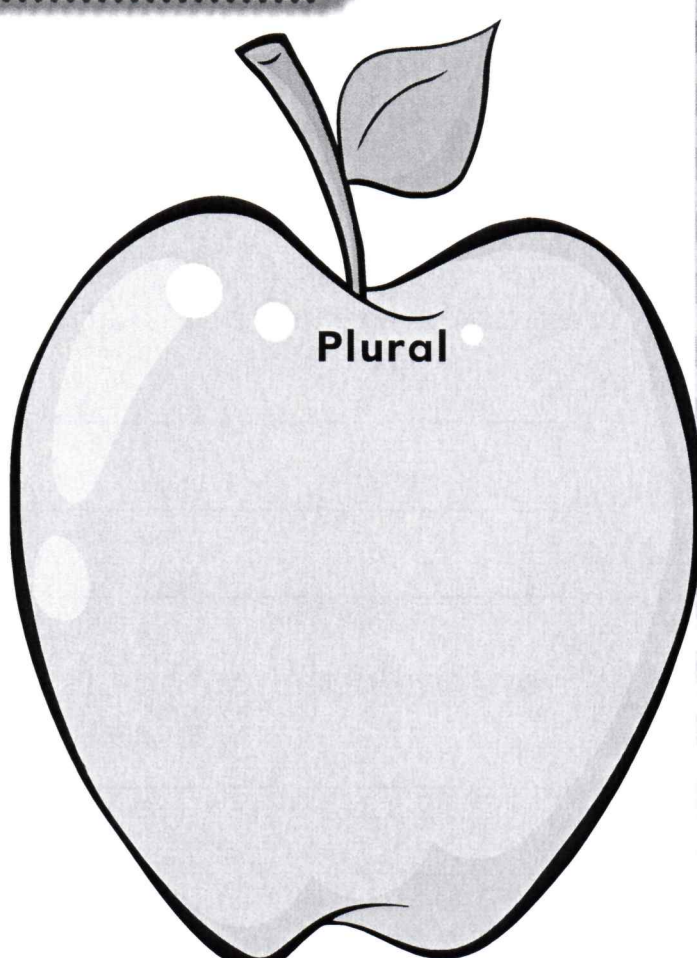
tree

basket

heart

leaves

stems

SingularPlural**Boost Your Learning!** 🚀

Nouns that tell about more than one are called *plurals*. A **plural noun** can usually be formed by adding an -s or -es to the end of a word.

NAME: _____

Directions: Revisit the opinion paragraph. Then, answer the questions below.

Everyone should eat apples every day. Apples are colorful and crunchy. Apples are healthy snacks. They have vitamins that help keep you from getting sick. Apples are delicious. Eating apples can make your heart strong. It is a good idea to eat an apple every day.

1. What is the author's opinion? How do you know?

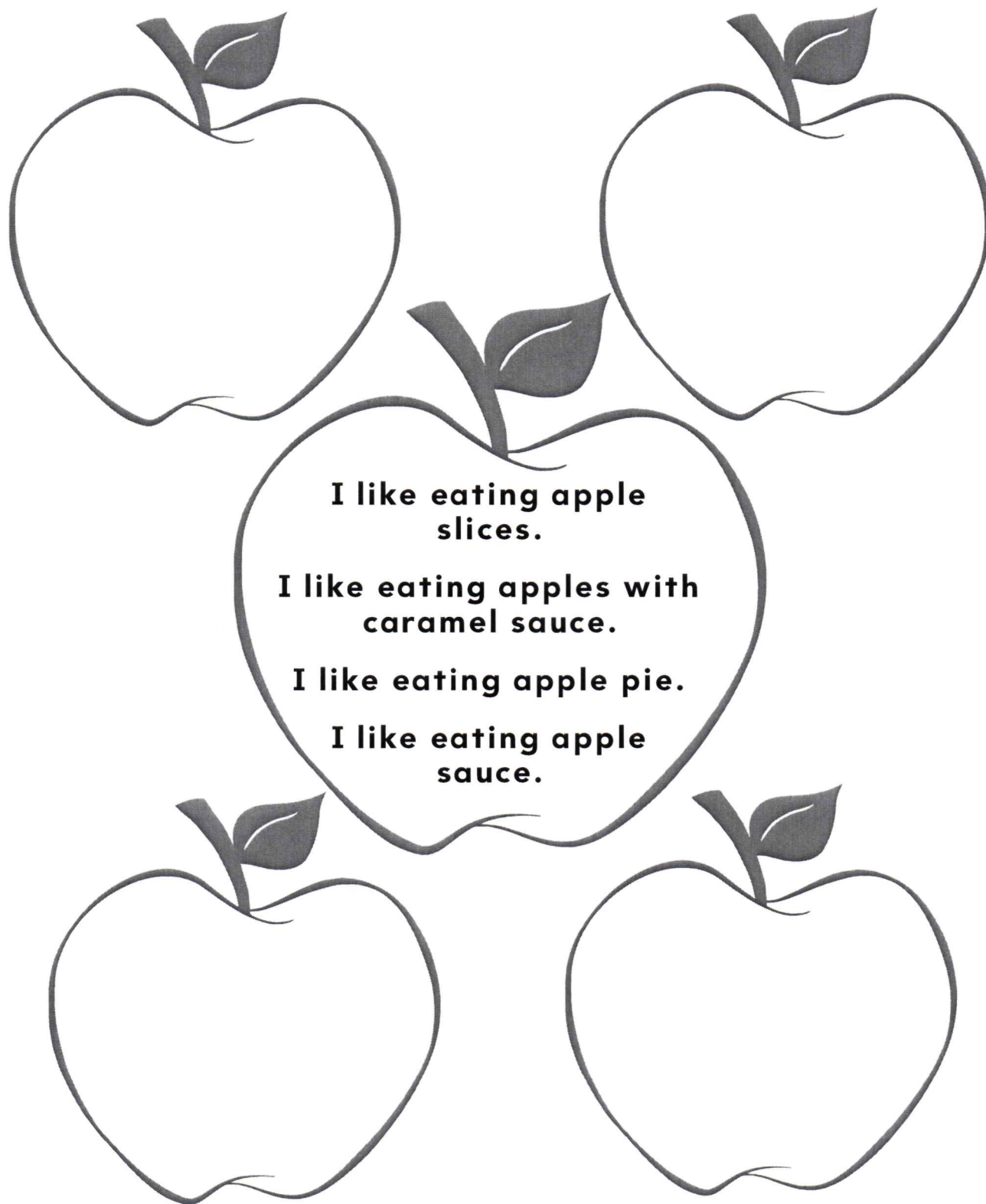
2. How could the author improve the paragraph?

This week I learned: 

- that sentences in a paragraph need to support the opinion sentence
- how to make nouns plural

NAME: _____

Directions: Circle your favorite way to eat apples in the middle apple. Then, write four reasons why you like eating apples that way in the outer apples.



NAME: _____



Drafting

How to Eat Apples

Directions: Describe the best way to eat apples. Include reasons to support your opinion. Use your notes on page 39 to help you.

Remember! 

A strong opinion paragraph includes:

- an introductory sentence stating your opinion
- support for your opinion
- a concluding sentence

Remember!

A strong opinion paragraph includes:

- an introductory sentence stating your opinion
- support for your opinion
- a concluding sentence

Printing Practice abc

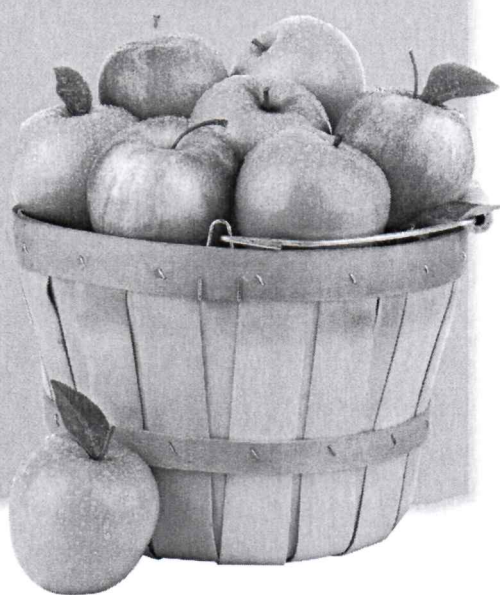
Directions: Use your best printing to write two different ways to eat apples.

NAME: _____

Directions: Draw a line through each sentence that does not support the opinion sentence.

The best way to enjoy apples is dipping them in caramel sauce. Apples are great snacks because there are so many ways they can be eaten. Each bite of a caramel apple is sweet and delicious.

Do you like baked potatoes?
I like when the caramel covers the entire apple. Apple pies, apple cake, and applesauce are good treats. Caramel apples are the best way to eat apples.

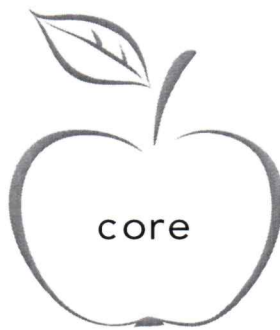
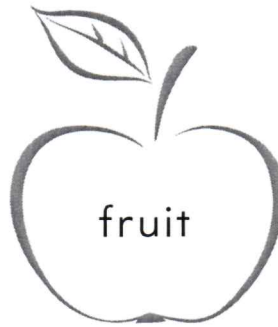
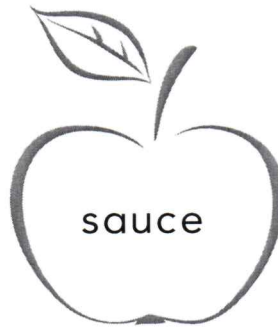
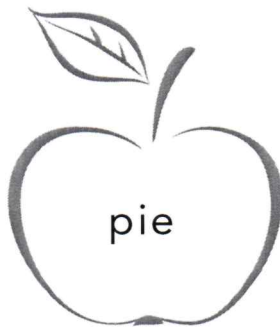


Time to Improve! 🏆

Directions: Go back to the draft you wrote on page 40. Look for sentences that do not support your opinion sentence, and draw lines through them.

NAME: _____

Directions: Use the $\wedge$ symbol to add an -s to each word to make it plural.



Time to Improve! 🏆

Directions: Revisit the draft you wrote on page 40. Look for nouns that need to be plural, and correct them.

Example: My favorite way to eat apple ^{$\wedge$} is to eat them in pie._s



NAME: _____

Directions: Describe the best way to eat apples. Include reasons to support your opinion.

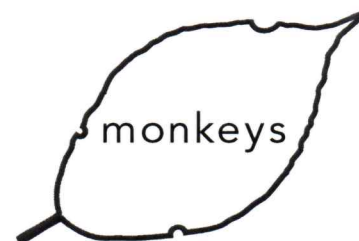
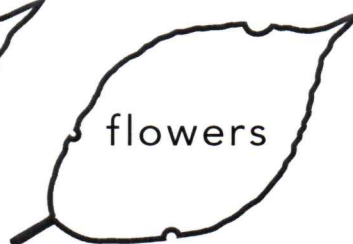
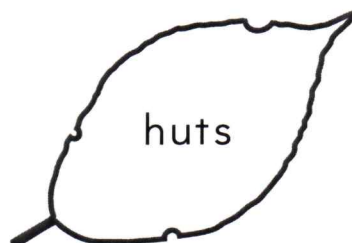
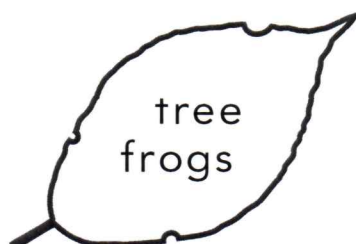
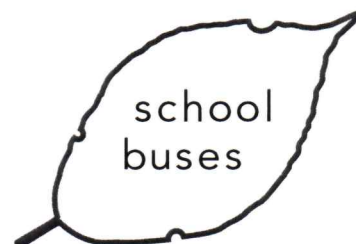
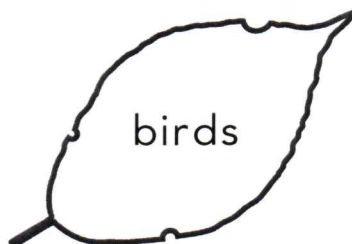
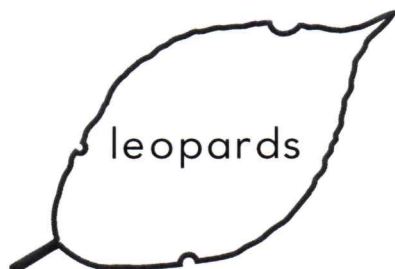
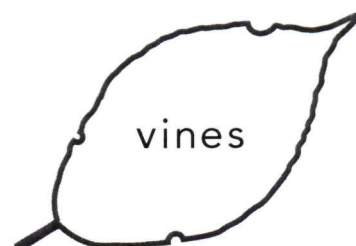
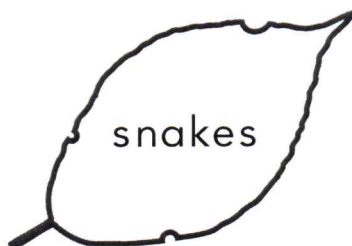
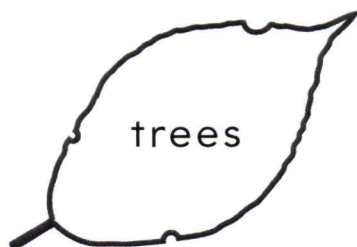


Publishing
How to Eat Apples

A large rectangular box with horizontal lines for writing, framed by a dark border. At the bottom of the box is a row of various apples.

NAME: _____

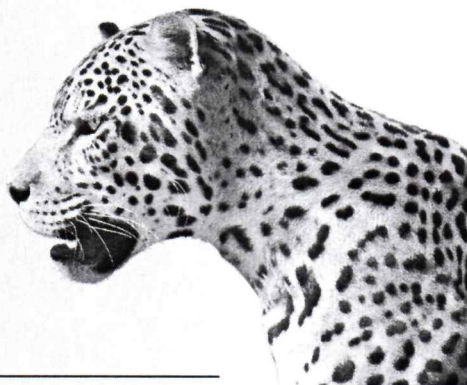
Directions: Draw an X on each leaf that does not belong in a rainforest.



NAME: _____

Directions: Read the informative/explanatory paragraph. Underline the topic sentence. Then, draft a concluding sentence that matches the topic sentence.

A rainforest is a feast for your senses. There are lots of plants, trees, and animals to see in rainforests. The flowers in rainforests have many smells. You can hear many noises that are made by the birds and other animals. Some plants feel smooth, while others feel quite bumpy. Some of the foods we taste, such as bananas, spices, and sugar, were first found in rainforests.



Printing Practice abc

Directions: Use your best printing to write two items that you would see in a rainforest.



NAME: _____

Directions: Read the sentences. The underlined words are repeated and should be replaced. Write synonyms on the lines to replace them.

1. You can see many plants in a rainforest, and you can see many animals.

2. People can hear birds flying, and people can hear the wind blowing in the trees.

3. There is a damp smell in the rainforest, and there is a smell of flowers, too.



Boost Your Learning! 🐸

Synonyms are words that are the same or similar in meaning. Rather than using the same word over and over, use synonyms to make your writing more interesting!



Revising

Rainforests

NAME: _____

Directions: Read the paragraph. Then, circle the misspelled words. Write the correct spelling on the lines below. **Hint:** There are six spelling errors.

Many diferent plants and animols make their homes in rainforrests. Some trees grow viry tall, and other plants are closer to the grond. Some of the animals in rainforests are leopards, froogs, snakes, and spiders. Rainforests give life to many things.

Correctly Spelled Words:

_____	_____
_____	_____
_____	_____

Boost Your Learning! 🦋

Always be sure to check words that may not be spelled correctly. To show that a word may be spelled incorrectly, draw a circle around it and write *SP*. Then, check a dictionary or a word wall to find the correct spelling.

Example: Tall ^{SP}(tries) make up the ^{SP}(canipy) of the rain forest.



Editing
Rainforests

NAME: _____

Directions: Reread the paragraph. Then, write a concluding sentence.

A rainforest is a feast for your senses. There are beautiful plants, trees, and animals to see in rainforests. The flowers in rainforests have many smells. You can hear lots of noises made by the birds and other animals. Some plants feel smooth, while others feel quite bumpy. Some of the foods we taste, such as bananas, spices, and sugar, were first found in rainforests.

This week I learned:

- to match the topic and conclusion sentences
- that using synonyms makes writing more interesting
- to look out for misspelled words

NAME: _____

Directions: Place check marks next to the sentences that you would include in an informative/explanatory paragraph about temperate forests.



1. Many people live near temperate forests.



2. It can be lots of fun to run through forests.



3. Temperate forests have four seasons.



4. I enjoy the scenery in the forests.



5. Good soil for growing plants can be found in temperate forests.



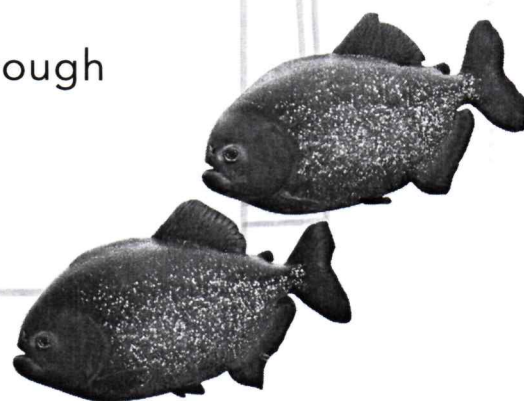
6. Temperate forests usually get lots of rain.



7. Some people live in cabins in temperate forests.



8. It is scary to walk through temperate forests.



NAME: _____



Drafting

Temperate Forests

Directions: Describe a temperate forest. Include details about how the forest looks and smells. Use the notes from page 49 to help you.

[illegible]

Remember!

A strong informative/
explanatory paragraph
includes:

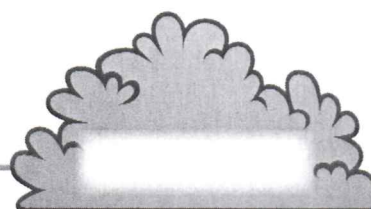
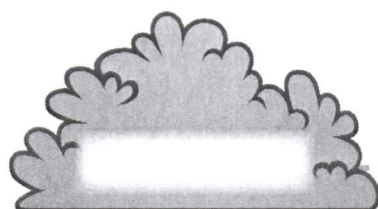
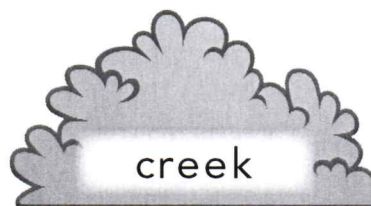
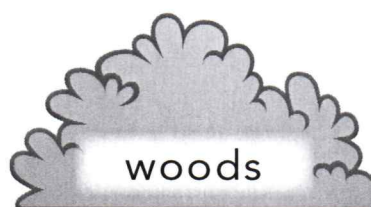
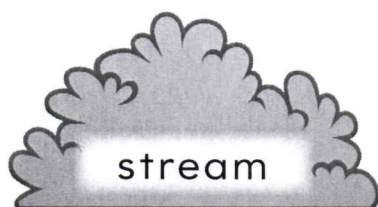
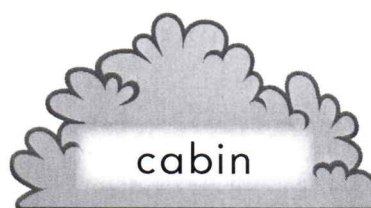
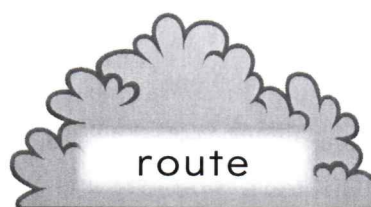
- a topic sentence
- details to support the main idea
- a concluding sentence

Printing Practice abc

Directions: Use your best printing to write a title of a story that takes place in a forest.

NAME: _____

Directions: Match each word on the left with its synonym on the right. Then, create your own synonym pair.



Time to Improve! 🏆

Directions: Revisit the draft you wrote on page 50. Look for repeated words, and replace them with synonyms.

NAME: _____

Directions: Read the paragraph. Circle the spelling errors. Then, write them on the lines below.

It can be rather spooky to visit a temperate forrest. These forests are rather dark, which makes it hard to see. Many anemals live in temperate forests, and you hear their unusual noises. The floor of a temperate forest can be damp and have a musty smel. Sometimes, shrubs or weads brush against your arms and feel strange.



Remember!

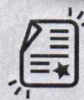
Circle words that are spelled incorrectly and write *SP* above them. This will remind you to check with a dictionary, a word wall, or a friend to find the correct spelling.

Time to Improve!

Directions: Revisit the draft you wrote on page 50 about temperate forests. Check for any misspelled words.

NAME: _____

Directions: Describe a temperate forest. Include details about how the forest looks and smells.



Publishing
.....
Temperate Forests



NAME: _____

Directions: Look at the jack-o-lantern. Circle whether the jack-o-lantern is scary or not scary. Then, place stars next to the sentences that support your opinion.



My Opinion

The jack-o-lantern is: **scary** **not scary**

Supporting Sentences

- _____ The teeth are very sharp.
- _____ It's only a pumpkin.
- _____ I don't like the dark eyes.
- _____ I wouldn't want it on my doorstep.
- _____ The face looks like it is smiling.



NAME: _____

Directions: Read the paragraph. Underline sentences that have opinions in them.

The jack-o-lantern I carved is scary. I started with a big pumpkin, and everyone knows that big pumpkins are scarier than small pumpkins. Then, I designed a scary face. My jack-o-lantern has a scary mouth that looks like a frown. There are lots of scary pointy teeth in its mouth. Those pointy teeth look scary. I think my jack-o-lantern is the scariest of all.



Printing Practice abc

Directions: Use your best printing to write one sentence about what you like to do in the fall.



NAME: _____

Directions: Read the sentences. They do not make sense. Rewrite them so that they do make sense.

1. Jack-o-lanterns are fun Valentine's Day decorations.

2. We like to hide our jack-o-lanterns so everyone can see them.

3. Halloween is the best month of the year!

Boost Your Learning!

It is important to reread what you have written to be sure that the words you wrote make sense. If you find something in your writing that is not clear, draw a line under it. This will remind you to go back and revise what you wrote.

Example: I think this confusing sentence.



Revising

Jack-o-Lanterns

NAME: _____

Directions: Read each sentence. Use the  symbol to delete words that do not make sense. Write correct words above or below the words you crossed out.

1. They went to the strawberry fields to get a pumpkin to carve for Halloween.
2. Be sure your jack-o-lantern is carved and ready by September 30.
3. You might want to have an adult help cut your jack-o-lanterns because knives are usually dull.
4. People are usually very happy when they see a scary jack-o-lantern.



Boost Your Learning!

It is important to be sure that the words you use in your writing make sense. You can show that you want to change a word that does not fit by drawing a line through it and writing a different word above or below it.

Example: We think that scary jack-o-lantern is ~~cute~~.
frightening

NAME: _____

Directions: Read the paragraph. Then, respond to the prompt.

The jack-o-lantern I carved is scary. I started with a big pumpkin, and everyone knows that big pumpkins are scarier than small pumpkins. Then, I designed a scary face. My jack-o-lantern has a scary mouth that looks like a frown. There are lots of scary pointy teeth in its mouth. Those pointy teeth look scary. My jack-o-lantern's eyes are partly closed. That makes the face look scary. I think my jack-o-lantern is the scariest of all.

1. Write one example of a detail that supports the author's opinion.

This week I learned: 

- to find, underline and fix confusing sentences
- to identify sentences with opinion in them

NAME: _____

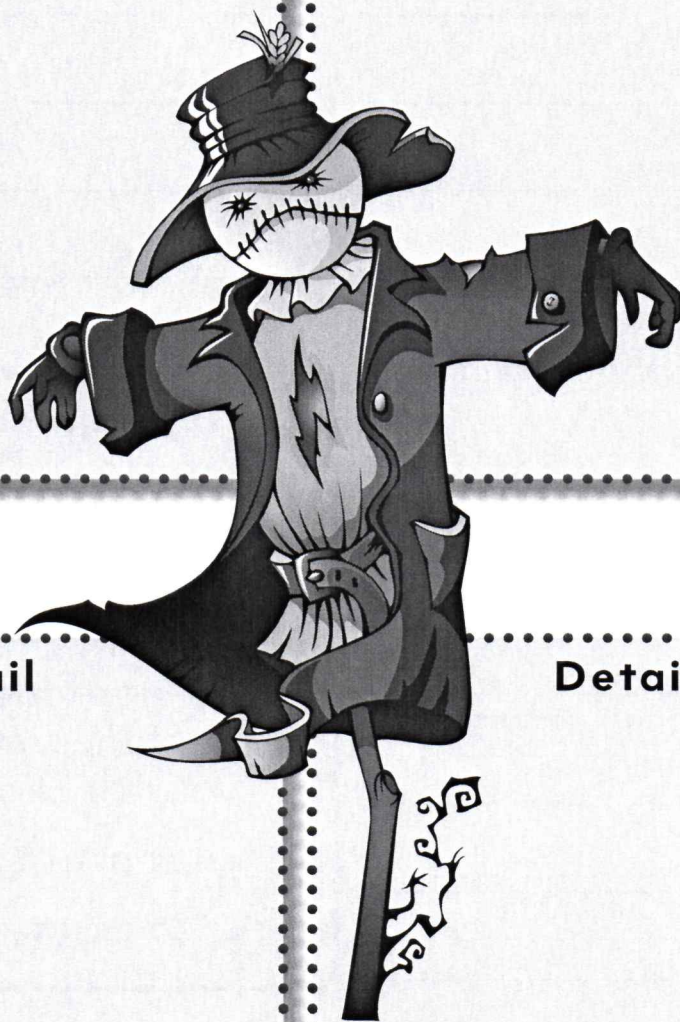
Directions: Look at the picture of a scarecrow. Do you think it is scary? Write your ideas in the boxes.

Detail

Detail

Detail

Detail

Prewriting
Scarecrows

NAME: _____



Drafting

Scarecrows

Directions: Do you think scarecrows are scary? Draft a paragraph stating your opinion. Add details to support your opinion. Use your notes on page 59 to help you.

Remember! 

A strong opinion paragraph includes:

- an introductory sentence stating your opinion
- support for your opinion
- a concluding sentence

Remember!

A strong opinion paragraph includes:

- an introductory sentence stating your opinion
- support for your opinion
- a concluding sentence

Printing Practice abc

Directions: Use your best printing to write two supplies that are needed to make a scarecrow.

NAME: _____

Directions: Read the sentences. Decide if they make sense. Rewrite any that do not make sense.

Sentences	Does it make sense?	New Sentences
Example: Farmers place scarecrows on their fields to welcome birds.	Y (N)	Farmers place scarecrows in their fields to scare the birds.
Scarecrows are often seen in on when the fall.	Y N	
Old clothes are used to make scarecrows.	Y N	
Birds usually fly up to away from scarecrows.	Y N	
The arms and legs of with scarecrows wave when the wind blows.	Y N	

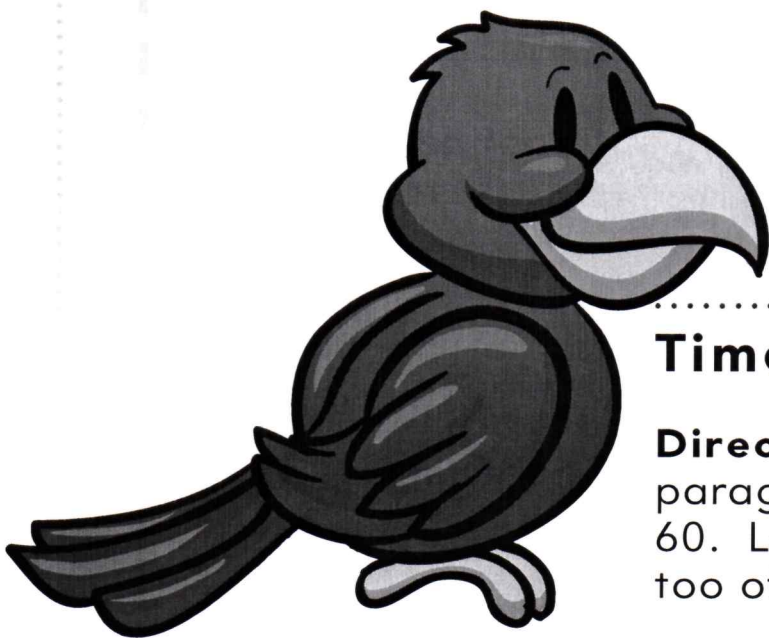
Time to Improve!

Directions: Reread the draft you wrote on page 60. Rewrite sentences that do not make sense.

NAME: _____

Directions: Read each sentence. Find the words that are used more than once. Use the  symbol to delete them. Then, write different words above or below them.

1. Scarecrows have scary faces and scary bodies.
2. Farmers don't want birds to eat their plants so they put scarecrows where their plants are growing.
3. Scarecrows wear old shirts, old shoes, old pants, and old hats.
4. Fall is a time when you see scarecrows, because birds like to eat the fall plants.



Time to Improve!

Directions: Reread the paragraph you wrote on page 60. Look for words that are used too often. Then, change them.

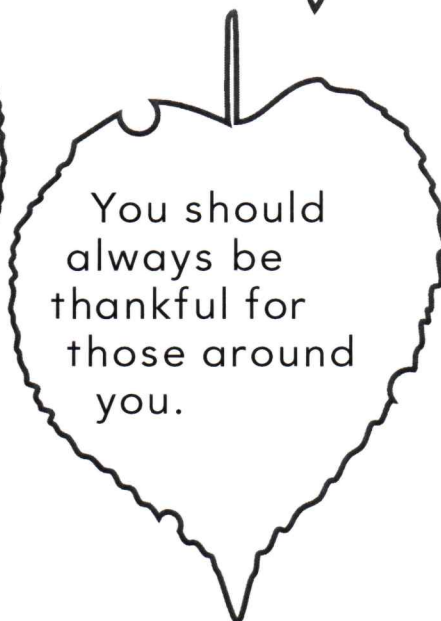
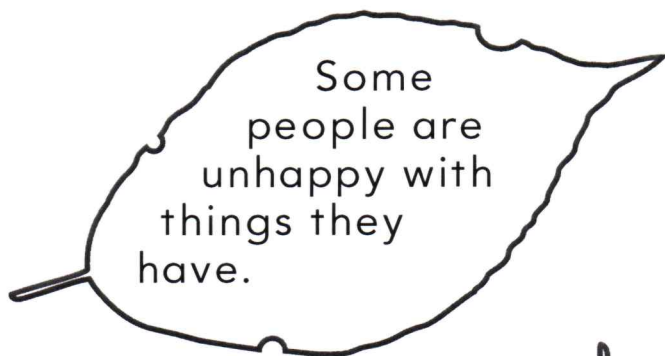
NAME: _____

Directions: Do you think scarecrows are scary? Write a paragraph about your opinion. Add details to help support your opinion.



NAME: _____

Directions: Place check marks in the leaves that you would include in an opinion paragraph about being thankful.



NAME: _____

Directions: Read the paragraph. Circle the opinion. Then, underline sentences that support the opinion.

People usually feel better when they are thankful. Maybe you do not like what you are having for dinner. You will feel better when you are thankful you have food. You might think you have too much homework. If you are thankful you can learn, you will feel better. Instead of thinking your clothes are too old, be happy you have clothes, and you will feel better. When you find a reason to be thankful, it can help you feel good.



Printing Practice abc

Directions: Use your best printing to write one sentence about something that makes you thankful.



Drafting
Being Thankful

NAME: _____

Directions: Match each phrase with its contraction.
Then, write a sentence using one of the contractions.

Phrases

you are

you will

you have

will not

where is

it is

Contractions

you'll

won't

you're

you've

it's

where's

Sentence with a Contraction

Boost Your Learning!

A **contraction** is a shortened version of a word or words. To make a contraction, use an apostrophe to show where letters were removed.

Example: *they are = they're*

Revising
Being Thankful



NAME: _____

Directions: Use the # symbol to show where spaces need to be added between words. Then, write a sentence telling why you are thankful. Use correct spacing.

1. When I am thankful, I rememberthe many goodthings I have.

2. There are manythings that make me feelthankful.

3. _____



Boost Your Learning! 🚀

Words need to have spaces between them so that the reader can see where words begin and end. To show where to make a space, use the # symbol.

Example: I am thankful[#]for my family.

NAME: _____

Directions: Revisit the paragraph. Circle words that could be made into contractions and still make sense. Write them as contractions on the lines below.

People usually feel better when they are thankful. Maybe you do not like what you are having for dinner. You will feel better when you are thankful you have food. You might think you have too much homework. If you are thankful you can learn, you will feel better. Instead of thinking your clothes are too old, be happy you have clothes and you will feel better. When you find a reason to be thankful, it can help you feel good.

_____	_____
_____	_____
_____	_____
_____	_____

This week I learned:

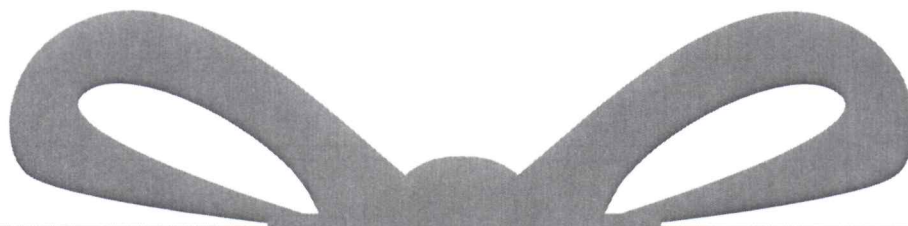
- to identify the opinion and supporting details
- how to make two words into contractions
- that spaces are needed between words





NAME: _____

Directions: Write one thing you are thankful for at the top of the gift. Complete the rest of the box by telling whom you could thank and ways to share your thanks.



I am thankful for . . .

I should thank . . .

Ways to share my thanks . . .

NAME: _____

Directions: What is the best way to give thanks to someone? Explain why it is the best way. Use your notes from page 69 to help you.

Remember!

A strong opinion paragraph includes:

- an introductory sentence stating your opinion
- support for your opinion
- a concluding sentence

Printing Practice

Directions: Use your best printing to write one way you like to be thanked.



NAME: _____

Directions: Read the contractions. Write the two words that make each contraction in the appropriate spaces. Then, write two sentences using contractions from the list.

Contraction	First Word	Second Word
we've	we	have
they're		
she's		
wouldn't		
I'll		
can't		
that's		

1. _____

2. _____

Time to Improve!

Directions: Go back to the draft you wrote on page 70. Look for words that could be made into contractions and change them. Remember to use apostrophes correctly.

NAME: _____

Directions: Read the sentences. Find places where there is incorrect spacing. Use the # symbol to correct the spacing.

1. People canshare thanks by writing
athankful note.
2. Delivering a plate of cookies isa good
way to sharethanks.
3. Saying "thank you" is another wayof
sharing thanks.
4. It is important toshare thanks when someone
hashelped you.
5. When weshow we are thankful, we feel
goodinside.

Time to Improve!

Directions: Reread your draft on page 70. Check to see if there is proper spacing between all of the words you wrote.



Directions: What is the best way to give thanks to someone? Explain why it is the best way.



Publishing

[illegible]

NAME: _____

Directions: Place check marks in the clouds with words that could be part of an informative/explanatory paragraph about thunderstorms.

Prewriting

Thunderstorms



NAME: _____

Directions: Read the informative/explanatory paragraph. Circle the topic sentence. Then, underline the sentences that support the topic sentence.

Thunderstorms can be scary and dangerous. It is best to stay inside during a storm. Heavy rain during a thunderstorm can cause rivers, streams, and lakes to flood. It can be very windy during a thunderstorm. The wind might make trees fall and cause branches to blow around. Thunder is very loud. Loud noises are often frightening. Lightning can strike during a storm, and you don't want to be around that. Be sure to stay indoors during thunderstorms to be safe.



Printing Practice abc

Directions: Use your best printing to write the words *thunder* and *lightning*.

NAME: _____

Directions: Match each topic sentence with its concluding sentence. Then, choose one pair of sentences and write a related detail sentence to support them.

Topic Sentences

People get very scared during thunderstorms.

Thunderstorms can be dangerous at times.

Thunderstorms create loud noises.

Concluding Sentences

If you listen carefully, the sounds will tell you what is happening.

These are the reasons thunderstorms scare people.

If you are careful, you can avoid the dangers of thunderstorms.

My Detailed Sentence

Boost Your Learning! 🚀

Topic and concluding sentences should say the same thing. Detail sentences should provide more information about the topic.



Revising

Thunderstorms

NAME: _____

Directions: Read the sentences. Circle the misspelled words. Then, write the words correctly on the lines.

1. Whin you see lightning, yu know you wil soon hear thunder.

2. It can rain viry hard in the middle ov a thunderstorm.

3. Whne lightning flashes, it maks the sky light up.

4. Hail is ice thet falls form the sky during a thunderstorm.

Boost Your Learning! 🚀

If you find words that have been misspelled, draw circles around them and write *SP* to remind you to fix the spelling.

Example: Thunderstorms make lightning, rain, and thunder.

Editing
Thunderstorms

NAME: _____



Directions: Revisit the paragraph. Write your own topic and concluding sentences that match the details in the paragraph. As you write, check that the words are spelled correctly.

Heavy rain during a thunderstorm can cause rivers, streams, and lakes to flood. It can be very windy during a thunderstorm. The wind might make trees fall and cause branches to blow around. Thunder is very loud. Loud noises are often frightening. Lightning can strike during a storm, and you don't want to be around that.

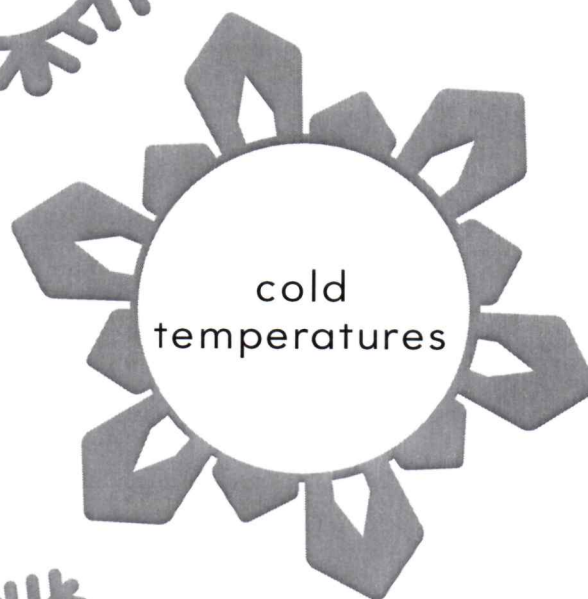
This week I learned:

- that topic and concluding sentences should be similar
- that detail sentences should support the topic and concluding sentences
- to check that words are spelled correctly



NAME: _____

Directions: Place check marks in the snowflakes that tell about snowstorms.

Prewriting
Snowstorms

NAME: _____



Drafting

Snowstorms

Directions: Describe what a snowstorm is. Include details about what it looks like and the dangers it can cause. Use the notes from page 79 to help you.

Remember!

- Your topic and concluding sentences should be similar.
- Write detail sentences that support the topic.

Remember!

- Your topic and concluding sentences should be similar.
- Write detail sentences that support the topic.

Printing Practice

Directions: Use your best printing to write two things you can do in the snow.

NAME: _____

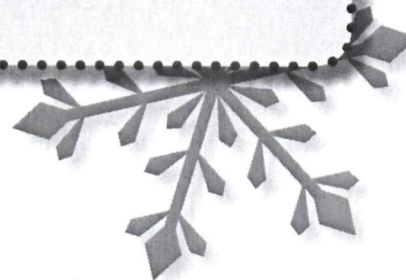
Directions: Write a topic or concluding sentence to match the sentences already written.

Topic Sentence: There are many things you can do outdoors after a snowstorm.

Concluding Sentence: _____

Topic Sentence: _____

Concluding Sentence: So remember to be careful when you are outside during a snowstorm.



Time to Improve!

Directions: Revisit the draft you wrote on page 80. Do your topic and concluding sentences match? If they do not, rewrite them.

NAME: _____

Directions: Each sentence is missing a word. Use the ^ symbol to add the best word from the Word Bank to each sentence.

Word Bank

were

often

from

quiet

another

there

1. We going to have hot cocoa after sledding.
2. The snow is so when it falls, it does not make a sound.
3. Look over and see the snowman they made.
4. She got a new hat her grandmother.
5. Our school closes because of bad weather.
6. Would anyone like cookie?

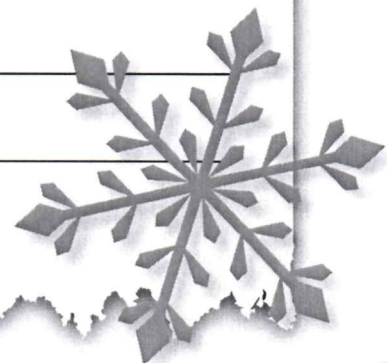
Time to Improve!

Directions: Look at the draft you wrote on page 80. Circle any words that are misspelled or do not make sense and correct them.



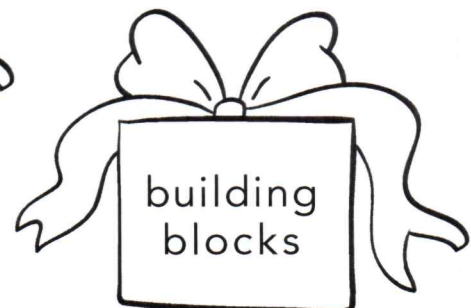
NAME: _____

Directions: Describe what a snowstorm is. Include details about what it looks like and the dangers it can cause.



NAME: _____

Directions: Place check marks in the gifts that you would like to receive.



NAME: _____

Directions: Read the narrative paragraph. Circle the words that express feelings.

Of all the gifts I received at my party, I will always remember the one from my little sister. Early in the month, my sister bought me a book that she knew I would like. She knew I'd like it because I have other books by the same author. My mom said my sister was so happy when she brought the book home and wrapped it. On the day of the party, my sister was anxious to give me my gift. As I opened the gift, my sister was smiling, laughing, and jumping up and down. I loved the gift, and I loved seeing my sister so happy, excited, and joyful.



Printing Practice abc

Directions: Use your best printing to write one sentence about a great present you have received.



NAME: _____

Directions: Look at the two situations. List three words that tell how you might feel in each one.

It was a Saturday. There
was new snow outside,
and my parents gave me
a new sled.

The puzzle I got was
missing six pieces, so we
had to get a new one.



Boost Your Learning! 🚀



Words that show feelings and emotions make your writing more interesting. Use these words to add excitement to your writing.



NAME: _____

Directions: Use the ^ symbol to add commas to the sentences.

1. I usually get presents on my birthday at Christmas and for Valentine's Day.
2. We get hats scarves and mittens for winter.
3. My brother had a hockey stick ice skates and a sled on his gift list.
4. My dog got bones squeaky toys and treats on his birthday.
5. Our teacher receives notes pictures and hugs at school.

Boost Your Learning! 🦉

Use commas to separate three or more ideas in a sentence.

Example: The best gifts I've received were a new book, an art set, and a gift card for the toy store.



Editing
Gifts to Me

NAME: _____

Directions: Read the narrative paragraph. Then, answer the question below.

Of all the gifts I received at Christmas, I will always remember the one from my little sister. Early in December my sister bought me a book that she knew I would like. She knew I'd like it because I have other books by the same author. My mom said my sister was so happy when she brought the book home, wrapped it, and put it under the tree. On Christmas, my sister was anxious to give me my gift. As I opened the gift, my sister was smiling, laughing, and jumping up and down. I loved the gift, and I loved seeing my sister so happy, excited, and joyful.

1. Does the author do a good job at using feeling words? Explain.

This week I learned:

- to add commas to a series of three or more items
- to add words that express feelings



NAME: _____

Directions: Write the names of two people to whom you have given gifts. Then, write words that tell how you felt when you gave the gifts.

To: _____

I gave: _____

How I felt when I gave this gift:

To: _____

I gave: _____

How I felt when I gave this gift:



NAME: _____



Drafting

Giving to Others

Directions: Think about a time you gave someone a gift. Draft a narrative about what the gift was, how you picked it out, and how the person reacted when they opened it. Use your notes on page 89 to help you.

Remember! 

A strong narrative paragraph includes a beginning, a middle, and an end.

Remember!



A strong narrative paragraph includes a beginning, a middle, and an end.

Printing Practice abc

Directions: Use your best printing to write why you like giving gifts.

NAME: _____

Directions: It is important to use different feeling words in a narrative. Write the words from the Feeling Word Bank in the appropriate boxes below.

Feeling Word Bank

eager	joyful	grateful	satisfied
anxious	pleased	glad	enthusiastic
cheerful	contented	thrilled	energized

Happy**Excited****Thankful****Time to Improve!**

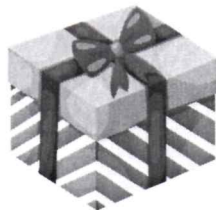
Directions: Reread your draft on page 90. Add different feeling words to help readers understand your emotions.

**Revising**
Giving to Others

NAME: _____

Directions: Read the sentences. Use the ^ symbol to add commas to the sentences.

1. My friend got games puzzles and books for her birthday.
2. We need to prepare invitations snacks and games for the party.
3. My grandma says the best gifts are hugs smiles and cuddles.
4. I can't wait to give gifts to my friend my dad and my sister.

**Remember!**

Add commas to a series of three or more objects.

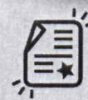
Time to Improve!

Directions: Go back to the draft you wrote on page 90. Look for places that might be missing commas. Add commas where necessary.



NAME: _____

Directions: Think about a time you gave someone a gift. Write a narrative about what the gift was, how you picked it out, and how the person reacted when they opened it.



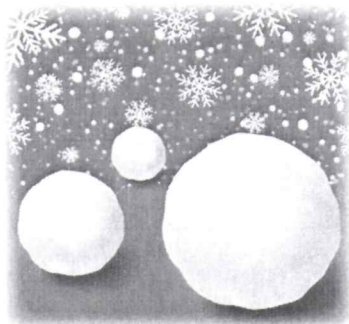
Publishing

Giving to Others



NAME: _____

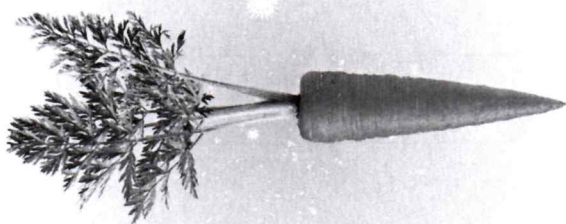
Directions: Each of the pictures below can be used to build a snowman. Label each picture.



1. _____



2. _____



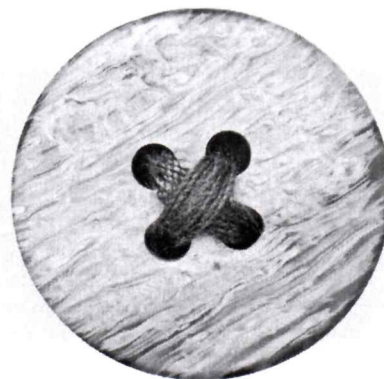
3. _____



4. _____



5. _____



6. _____

NAME: _____

Directions: The narrative below is out of order. Write numbers in front of the sentences to show the correct order. **Note:** The first and last sentences are correct.

The snow had just stopped, and my friend came over to play. ____ It was a great day to build a snowman. ____ We got a carrot and some large buttons from my mom and used them to make a nose, eyes, and mouth. ____ We rolled a small snowball for the snowman's head. ____ We rolled a big snowball and set it in the middle of our yard. ____ We got sticks for arms and an old hat and scarf. ____ We rolled a medium-size snowball and set it on top of the large snowball. ____ We bundled up and hurried outside to get started. Then, we went inside and drank hot cocoa as we proudly watched our snowman.



Printing Practice abc

Directions: Use your best printing to write the words *snowman* and *cold*.



NAME: _____

Directions: Look at each picture. Write two different verbs to tell what is happening in each one. Choose one picture and write a sentence about what is happening below. Circle the verb in your sentence.





My Winter Activity Sentence

Boost Your Learning! 🐼

Use a variety of action verbs in your writing to help tell what is happening.



NAME: _____

Directions: Read the paragraph. The sequence words are not spelled correctly. Use the  symbol to delete them. Then, write the correct spellings above the words.

.....

We spent a lot of time playing outside. When we came in, we were hungry and wanted a snack. Fist, we took off our snow clothes and hung them up to dry. Secend, we looked in the cupboard for a snack. Thurd, we decided to make hot cocoa. Forth, we poured milk into a mug. The fifh thing we did was heat the milk. Our sisth job was to stir the cocoa powder into the warm milk. Marshmallows were added sevanth. Eight, we enjoyed a yummy cup of cocoa.

.....



Boost Your Learning!

Correctly spelled sequence words help the reader know when events happen in a story.



NAME: _____

Directions: Revisit the narrative paragraph. Then, answer the question.

The snow had just stopped, and my friend came over to play. It was a great day to build a snowman. We bundled up and hurried outside to get started. We rolled a big snowball and set it in the middle of our yard. We rolled a medium-size snowball and set it on top of the large snowball. We rolled a small snowball for the snowman's head. We got a carrot and some large buttons from my mom and used them to make a nose, eyes, and mouth. We got sticks for arms and an old hat and scarf. Then, we went inside and drank hot cocoa as we proudly watched our snowman.

1. What makes this paragraph a strong narrative?

This week I learned: 

- that sequence words need to be spelled correctly
- to use interesting action verbs to help tell a story



NAME: _____

Directions: Brainstorm ideas for a narrative about sledding.

Sledding



Clothes to Wear Sledding

Best Places to Sled

**What I Do When
I'm Sledding**

NAME: _____



Drafting

Sledding

Directions: Describe a time you have either gone sledding or what you think sledding might be like. Include details about the day. Use your notes from page 99 to help you.

Remember! 

A strong narrative paragraph tells a story with a beginning, a middle, and an end.

A strong narrative paragraph tells a story with a beginning, a middle, and an end.

Printing Practice abc

Directions: Use your best printing to describe what sledding might feel like.

NAME: _____

Directions: Write action verbs around the image to tell what is happening. Then, write a sentence about sledding using at least two of your action verbs.



My Sentence About Sledding

Time to Improve! 🏆

Directions: Reread the draft you wrote on page 100. Look for places to add interesting action verbs. Write them in your story.



Revising
Sledding

NAME: _____

Directions: Read the sentences. The sequence words are not spelled correctly. Use the  symbol to delete them. Write the correct words above them.

1. Fist, I brushed my teeth.
2. Thin, my sister made us breakfast.
3. Aftor, we put on warm clothes.
4. Nexxt, we went to the park.
5. Finallee, we had fun sledding.



Remember!

It is important to correctly spell sequence words.

Time to Improve!

Directions: Look back at the paragraph you wrote on page 100. Check to see if you used sequence words. If they are not spelled correctly, correct them.



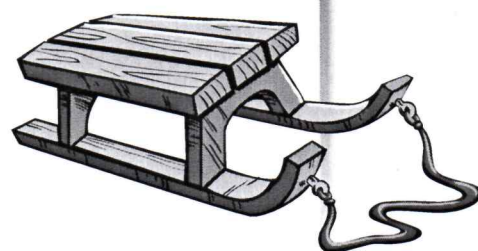
Editing
Sledding

NAME: _____

Directions: Describe a time you have either gone sledding or what you think sledding might be like. Include details about the day.

Publishing
.....
Sledding

Lined writing area for the student's response.



NAME: _____

Directions: Place check marks in the circles that could be part of an informational/explanatory paragraph about zebras.

Young zebras are foals.

Zebras live in Africa.

Each zebra has a different stripe pattern.

Baby elephants are called calves.

Zebras are closely related to horses and donkeys.

Zebras are herbivores; they eat plants.

A baseball team has tigers as their mascot.

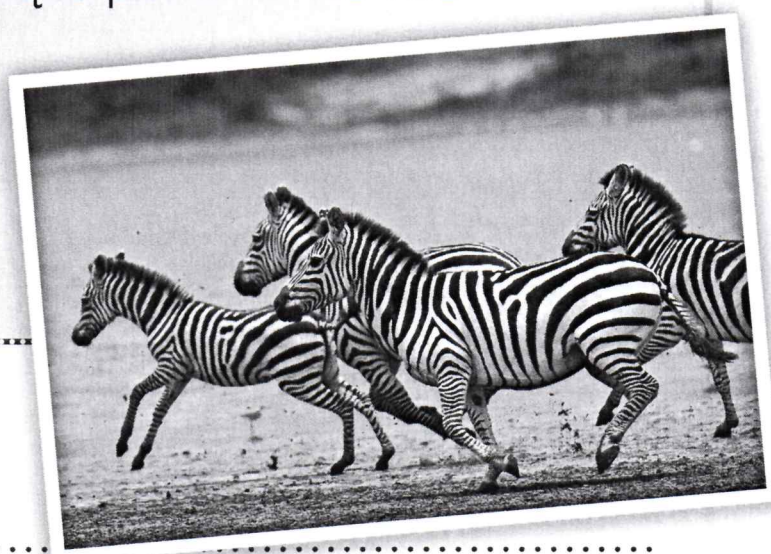
A group of zebras is called a herd.



NAME: _____

Directions: Read the paragraph. Underline the topic and concluding sentences. Cross out any sentences that do not support the topic of zebras.

There are so many things to learn about zebras. Zebras live in Africa. It is very hot and dry in Africa. They like to stay in family groups that are called herds. The herds travel together to find grass to eat and water to drink. Baby goats can stand just hours after they are born. Zebras use their teeth to bite and chew grass. Giraffes have very long necks. A zebra's teeth keep growing all through its life. Each zebra's stripes are in a unique pattern. No two zebras have the same pattern of stripes. Did you know all these facts about zebras?



Printing Practice abc

Directions: Use your best printing to write a sentence about zebras.

NAME: _____

Directions: Read the original sentence. Write a list of adjectives about zebras. Use your adjectives to rewrite the sentence.

Original Sentence

Zebras have stripes.



Adjectives about Zebras

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

My New and Improved Sentence

Remember!

Add adjectives to nouns
to liven up your writing.

NAME: _____

Directions: Read each list of words to find words that do not belong. Use the  symbol to show which words should be deleted.

1. oceans, rivers, lakes, houses, streams, airports
2. deserts, crayons, forests, lions, mountains, jungles
3. city, horse, village, town, community, book
4. brother, pizza, niece, bus, aunt, grandmother
5. bananas, apples, oranges, computers, grapes, pencils

Boost Your Learning!

When you are writing, your ideas should be about the same topic. Delete words or sentences that are off topic.

Example: My mom saw elephants, zebras, ~~a new purse~~, and giraffes on a safari in Africa.

NAME: _____



Directions: Revisit the paragraph. Then, answer the question.

There are so many things to learn about zebras. Zebras live in Africa. It is very hot and dry in Africa. They like to stay in family groups that are called herds. The herds travel together to find grass to eat and water to drink. Baby goats can stand hours after they are born. Zebras have sharp teeth for biting and chewing grass. Giraffes have very long necks. A zebra's teeth keep growing all through its life. Each zebra's stripes are a unique pattern. No two zebras have the same pattern of stripes. Did you know all these facts about zebras?

1. Does the paragraph stay on topic? How do you know?

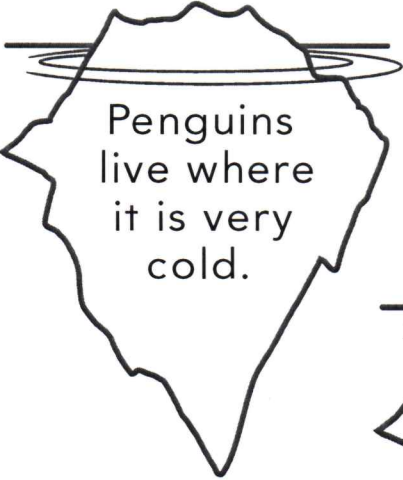
This week I learned:

- the detail sentences should support the topic
- to write more lively with adjectives
- how to remove words and sentences that are off topic

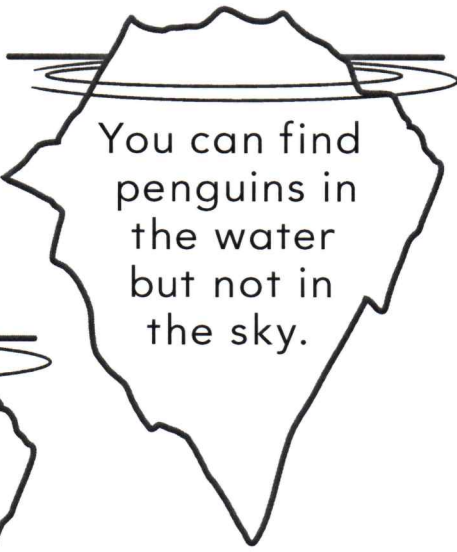


NAME: _____

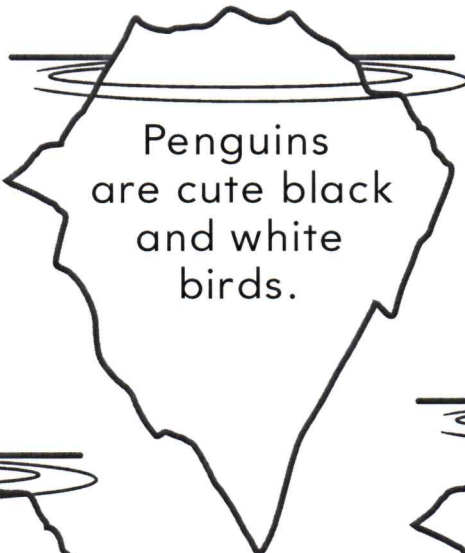
Directions: Place check marks in the icebergs with facts about penguins.



Penguins live where it is very cold.



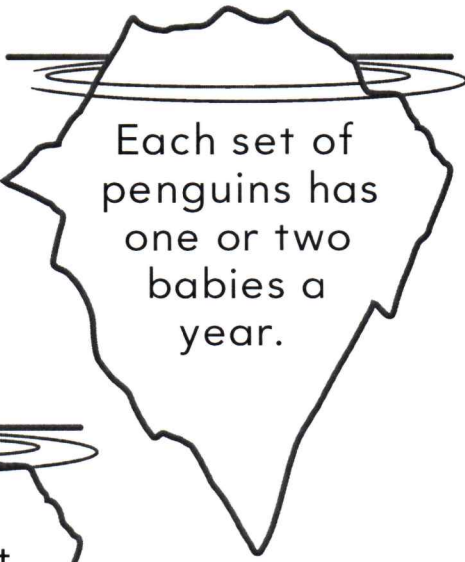
You can find penguins in the water but not in the sky.



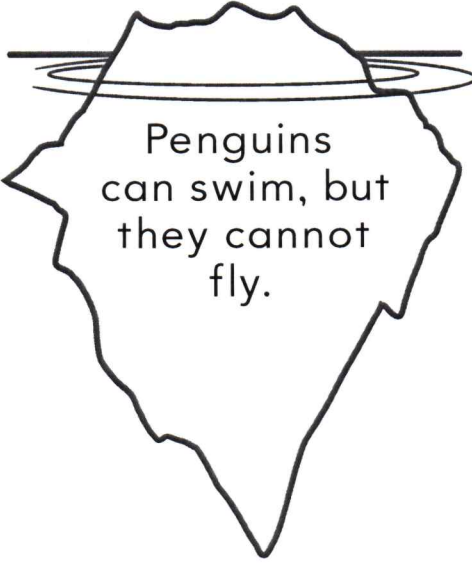
Penguins are cute black and white birds.



It is fun to watch penguins move.



Each set of penguins has one or two babies a year.



Penguins can swim, but they cannot fly.

NAME: _____



Drafting

Penguins

Directions: Draft a paragraph about penguins. Include facts about where they live and their physical characteristics. Use your notes from page 109 to help you.

Remember! 📌

A strong informative/
explanatory paragraph:

- has introductory and concluding sentences
- uses details to support the main idea

Remember!

A strong informative/
explanatory paragraph:

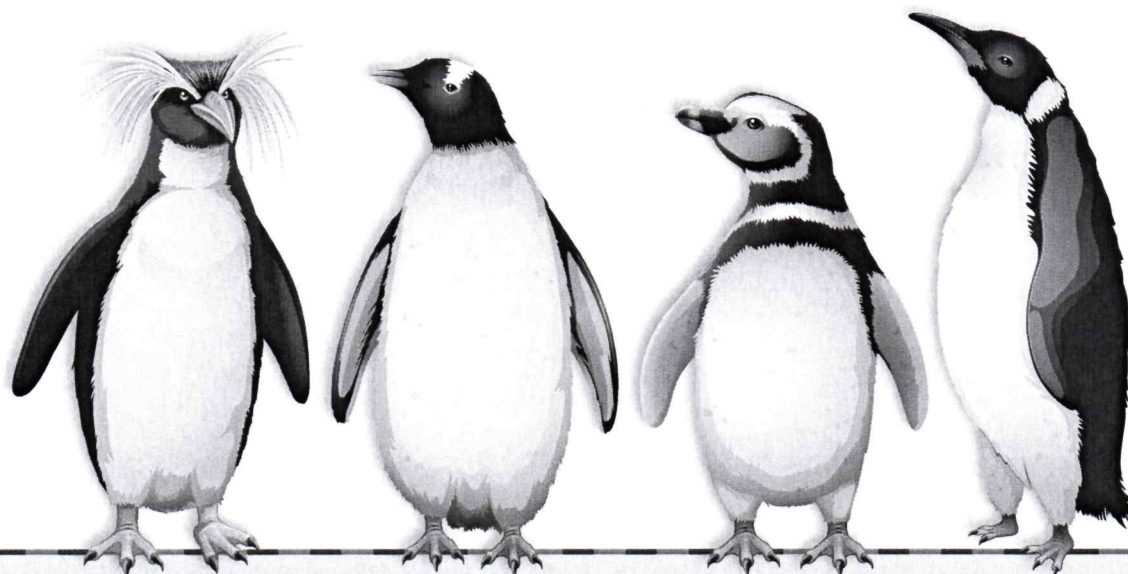
- has introductory and concluding sentences
- uses details to support the main idea

Printing Practice abc

Directions: Use your best printing to write one fact you have learned about penguins.

NAME: _____

Directions: Look at the picture. List six adjectives that describe penguins. Then, write one sentence about penguins using adjectives from your list.



My List of Adjectives

_____	_____
_____	_____
_____	_____

My Penguin Sentence

1. _____

Time to Improve! 🏆

Directions: Reread the draft you wrote on page 110. Find places where you can add adjectives to make your writing more exciting.



Revising
Penguins

NAME: _____

Directions: Read the sentences. Find places where words are not in the correct order. Use the ~ symbol to show the correct order. The first one is done for you.

1. Penguins can be playful quite.
2. Penguins spend time the in water and on land.
3. Father penguins care eggs for during the winter.
4. Baby penguins stay their with parents for about six months.

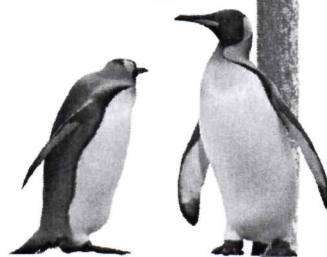


Time to Improve! 🏆

Directions: Reread the draft you wrote on page 110. Check that all the words in each sentence are in the correct order. Use the ~ symbol to show where you want to change word order.

NAME: _____

Directions: Write a paragraph about penguins. Include facts about where they live and their physical characteristics.

Publishing
Penguins

NAME: _____

Directions: Match each important person to the detail that made them famous.

Important People

Thomas Edison

Amelia Earhart

Abraham Lincoln

Ruby Bridges

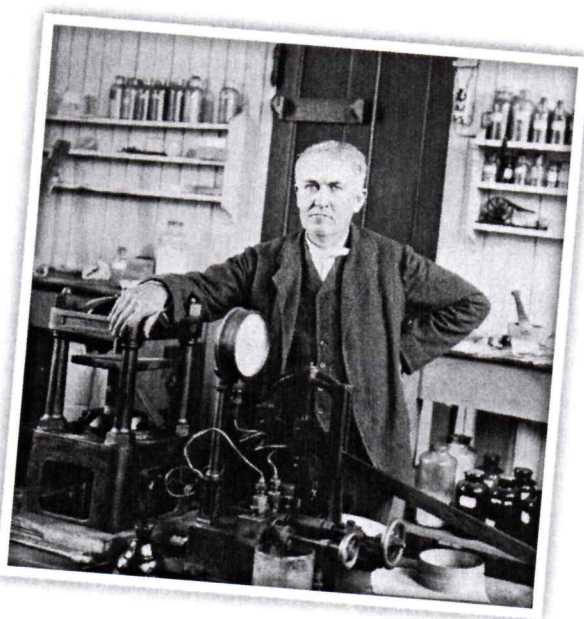
Detail

16th president of the United States; he helped get rid of slavery

inventor of the motion-picture camera and electric lightbulb

first African American child in Louisiana to attend an all-white school

first female pilot to fly alone across the Atlantic Ocean



NAME: _____

Directions: Read the paragraph. Circle the opinion statement. Underline the names of the important people.

Everyone should learn more about these great Americans. These are some of the greatest. Thomas Edison was an inventor. He invented many things. Amelia Earhart was a pilot who loved to fly. Abraham Lincoln fought to make life better for all American people. Ruby Bridges was brave when she helped change schools. These important people and the things they did are worth knowing about.



Printing Practice abc

Directions: Use your best printing to write a sentence about one person from above.



Drafting
Important People

NAME: _____



Directions: Read the statements. Write an *F* by the facts and an *O* by the opinions. Then, write your opinion statements about two important people below.

- ____ Helen Keller learned to communicate even though she was blind and deaf.
- ____ I think Martin Luther King Jr. was a great American.
- ____ The best thing about George Washington is that he was the first president.
- ____ Martin Luther King Jr. helped change the way people were treated.
- ____ Sally Ride was the first American woman to travel in space.

My Opinions

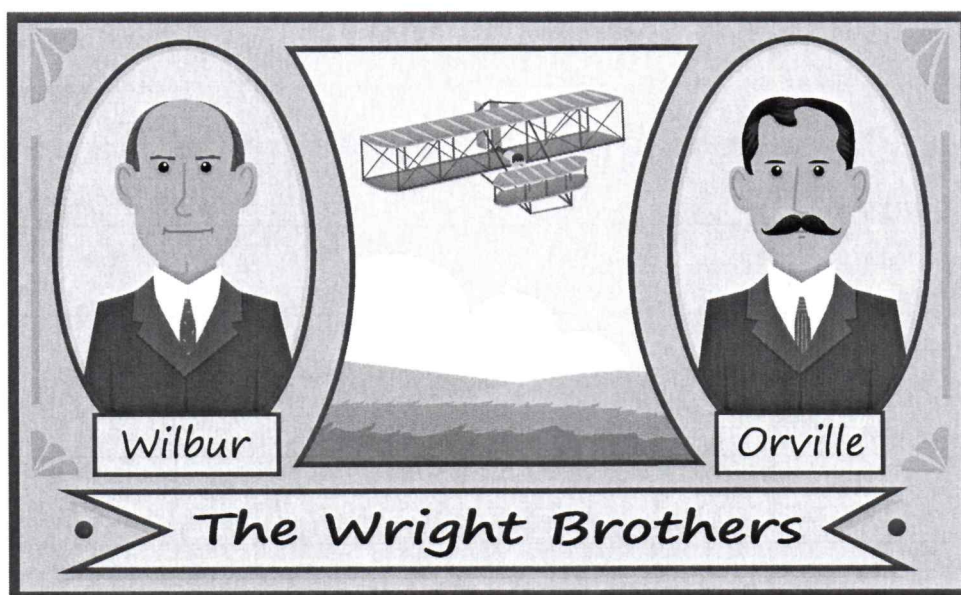
1. _____

_____2. _____

NAME: _____

Directions: Use the $\wedge$ symbol to add words to the sentences to make them opinions.

1. Dr. Seuss is an American author who wrote over 60 books.
2. Shaquille O'Neil is well known for playing basketball.
3. The airplane was invented by Americans Orville and Wilber Wright.



Boost Your Learning!

When writing an opinion sentence, you need to use words that express your opinion.

Example: Alexander Graham Bell is known as the inventor of the telephone. $\wedge$ the greatest American,

NAME: _____



Directions: Revisit the paragraph. Add sentences that provide more information about the important people.

Everyone should learn more about these great Americans. Thomas Edison was an inventor. _____

Amelia Earhart was a pilot who loved to fly. _____

Abraham Lincoln fought to make life better for all Americans. _____

Ruby Bridges was brave when she helped change schools. _____

These important people are worth knowing about.

This week I learned:

- to identify opinions and facts
- how to insert more information in my writing



NAME: _____

Directions: Read the facts about the two places. Form an opinion about which place you would like to visit. Write your opinion below.

Mount Rushmore Facts

- located in South Dakota
- faces of four U.S. presidents carved in stone
- there are many opportunities for hiking and exploring in the surrounding area
- the carving was completed in 1941

U.S.S. *Constitution* Facts

- located in Boston, MA
- oldest U.S. naval ship still floating
- first sailed in 1797
- many other historical sites to see within walking distance of the U.S.S. *Constitution*

My opinion of where I would like to visit . . .

NAME: _____



Drafting

Directions: Write a paragraph about a place that is important to you. Include details such as where it is located. Use the ideas on page 119 to help you.

[illegible]

A strong opinion paragraph:

- has an introductory and a concluding sentence stating your opinion
- gives reasons that support the opinion
- uses capital letters when naming specific places

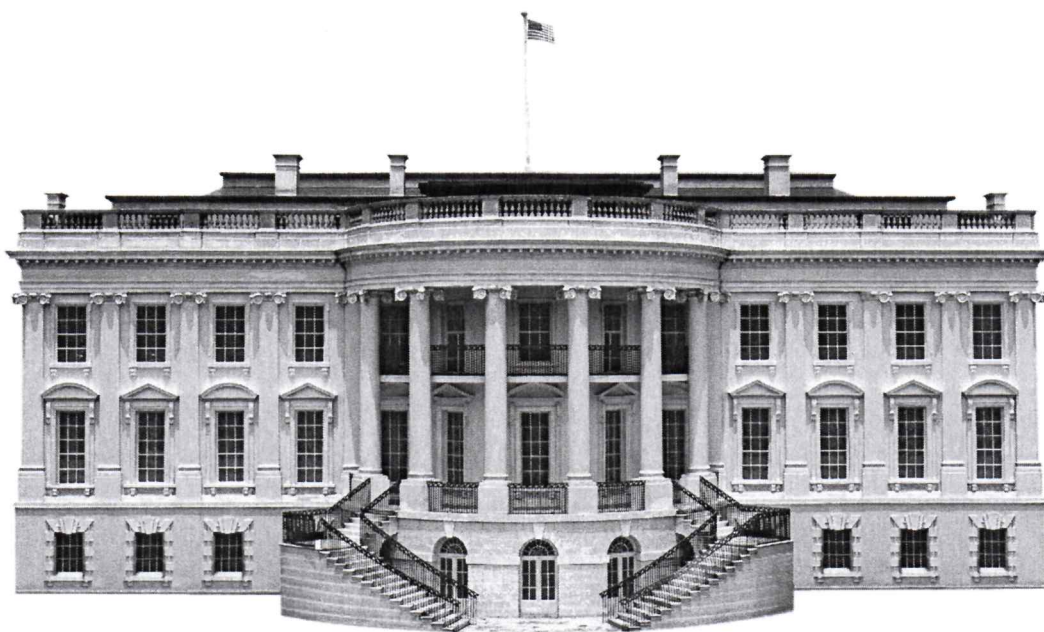
Printing Practice abc

Directions: Use your best printing to write the names of two important places.

NAME: _____

Directions: Read the sentences. Circle the words that let you know that each statement is an opinion.

1. I prefer going to the zoo in our city.
2. I think the best place to visit is Boston, MA.
- 3 The best thing about my town is the carnival we have every year.
4. Everyone should take a vacation to California.
5. It is better to go to Washington, D.C., than Florida.



Time to Improve!

Directions: Reread the draft you wrote on page 120. Find places where you need to add opinion statements. Use the $\wedge$ symbol to show where you want your new opinion statements to go.



Revising
Important Places

NAME: _____



Directions: Use the ≡ symbol to show where capital letters are needed in the following sentences.

1. Our favorite building in washington, D.C., is the washington memorial.
2. We thought the old north church was the most interesting place to see in boston.
3. The giant sequoia trees in yosemite national park are fun to see.
4. My family thinks our trip to the grand canyon was our best one ever.
5. Everyone should go to the alamo in texas.
6. My favorite vacation was to mount rushmore.

Remember!

Names of specific places need to be capitalized.

Time to Improve!

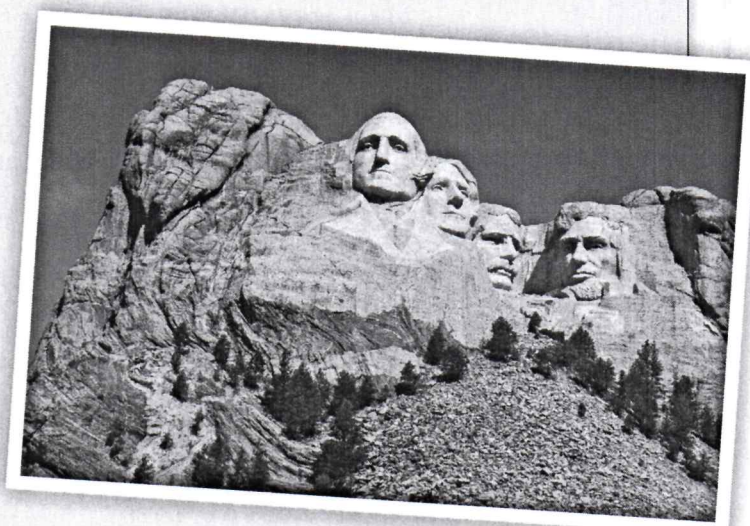
Directions: Reread your draft on page 120. Check to see if you capitalized the names of specific places.

NAME: _____

Directions: Write a paragraph about a place that is important to you. Include details such as where it is located.



Publishing
.....
Important Places



NAME: _____

Directions: Circle the elements that are part of the story *Little Red Riding Hood*.

**Setting**

forest city town woods desert beach

Charactersbear grandmother mother witch
hunter little girl wolf fairy**Props**

red hood basket food stones flowers

NAME: _____

Directions: Read this version of *Little Red Riding Hood*. Underline places where people in the story are speaking.



There is a girl called Little Red Hoodie because she wears red hoodies every day. One afternoon, her mother says, "Please take this dinner to your grandmother." As she rides her bike towards her grandmother's house, she meets a woman.

"What is in your basket?" the woman asks.

Little Red Hoodie says, "It's dinner for my grandmother." The lady asks where her grandmother lives, Little Red Hoodie tells her, and they go on their way.

Little Red Hoodie arrives at the house and sees the woman she met on the way. Little Red Hoodie says, "Where is my grandma?"

The woman tells her, "Your grandma left and told me to eat her dinner." Little Red Hoodie hears a noise from the other room, opens the door, and sees her grandmother resting in bed. Little Red Hoodie was very confused.

Printing Practice abc

Directions: Write the words: *Little Red Hoodie*.

NAME: _____

Directions: Read the classic endings to these stories. Write a different ending for each.

The Three Little Pigs

Classic Story Ending: The wolf cannot blow down the house made of brick, and the three pigs are safe.

Modern Story Ending: _____

Little Red Hen

Classic Story Ending: All the animals who refused to help before want to help Little Red Hen eat the bread, but she says, "No, no! I will do that."

Modern Story Ending: _____

Boost Your Learning! 🦉

Stories' endings should contain the solutions to the problems and let the reader know what happens to the characters.

NAME: _____

Directions: Use the √ symbol to add quotation marks to the sentences.

1. The old woman said, I am going to catch that runaway cookie!
 2. We are looking for someone to help us make bread, said the animals.
-

Directions: Circle the sentences that have used quotation marks correctly.

Goldilocks says, "This chair is too soft."

The wolf knocked on the door of the house and said to the little pigs, Let me in!

The prince asked, "Who is the owner of this glass slipper?"

Boost Your Learning! 🦉

Use quotation marks to show when someone is speaking.

Example: The hare told the tortoise, "I will win the race!"

NAME: _____

Directions: Reread the last part of *Little Red Riding Hood*. Write your own conclusion for this version of the story.

Little Red Hoodie arrives at the house and sees the woman she met on the way. Little Red Hoodie said, "Where is my grandma?"

The woman tells her, "Your grandma left and told me to eat her dinner." Little Red Hoodie hears a noise from the other room, opens the door and sees her grandmother resting in bed. Little Red Hoodie was very confused.

This week I learned:

- that quotation marks show what characters say
- a story needs an ending that tells how the problems of the story are solved



NAME: _____

Directions: Brainstorm the characters, setting, and events for your own version of *Goldilocks and the Three Bears*.

Goldilocks and the Three Bears	
Classic Story	Modern Story
Characters Goldilocks Mama Bear Papa Bear Baby Bear	Characters
Setting Cottage Summer Woods	Setting
Plot The bears' porridge is too hot, so they go for a walk. Goldilocks visits their house and eats the porridge, breaks a chair, and falls asleep. The bears come home and find their house a mess and Goldilocks sleeping. Goldilocks runs away from the bears' house.	Plot

NAME: _____

Directions: Draft a modern version of *Goldilocks and the Three Bears*. Include dialogue and a strong conclusion. Use your notes from page 129 to help you.

Remember!

A strong narrative paragraph:

- includes an introductory and a concluding sentence
- uses sensory details to describe the experience
- makes it sound like a story

.....

Printing Practice abc

Directions: Use your best printing to write the names of two characters from your story.



NAME: _____

Directions: Tell what each character in your story is doing at the end. Use the information to write a strong concluding sentence for your story.

My Modern <i>Goldilocks and the Three Bears</i>	
Characters	What they are doing at the end of the story?

My concluding sentence:

Time to Improve!

Directions: Reread the draft you wrote on page 130. Does your ending tell what all the characters are doing? Add more information to your conclusion, if needed.



Revising
Goldilocks and the Three Bears

NAME: _____

Directions: Use the V symbol to add quotation marks to the answers.

Question: What is your favorite fairy tale?

Answer: Jordan told me, My favorite fairy tale is *The Gingerbread Man*.

Question: Why do you think Goldilocks goes into the bears' house?

Answer: I think Goldilocks is cold, so she goes into the bears' house to get warm, answered Emily.

Question: What do you think the bears should do when they find Goldilocks sleeping?

Answer: Cally said, I think the bears should let Goldilocks finish her nap and give her a snack.

Time to Improve!

Directions: Look back at the draft you wrote on page 130. Check to see if you used quotation marks correctly.



NAME: _____

Directions: Write a modern version of *Goldilocks and the Three Bears*. Include dialogue and a strong conclusion.



Publishing

Goldilocks and the Three Bears



Handwriting practice lines for the story.

NAME: _____

Directions: Place check marks in the lily pads with facts about what frogs look like.

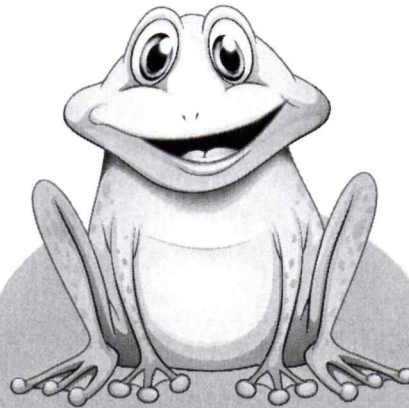


Frogs are slimy.

Tree frogs have pads on their feet.

Some frogs have spotted skin.

Frogs



Everyone thinks frogs are cute.

Frogs that live in water have webbed feet.

Frogs have large eyes.

Toads are sometimes mistaken for frogs.

Frogs are shades of green.

NAME: _____

Directions: Read the paragraph. Underline sentences that describe what frogs look like.

Not all frogs look the same. Frogs can be many different colors. Some frogs are green or brown to blend in with their surroundings. Frogs begin their lives as tadpoles. Poison dart frogs are colorful to let predators know to stay away. Frogs range in size from less than one inch (2.54 centimeters) to more than 12 inches (30 centimeters) long. There are many endangered frogs in the world. Most frogs have big eyes that let them see all around. Some people think that a frog will turn into a prince when it is kissed. Frogs have different types of feet. Webbed feet help frogs living in water swim. Pads on their fingers and toes help tree frogs climb. The different appearances make frogs interesting to see.

Printing Practice abc

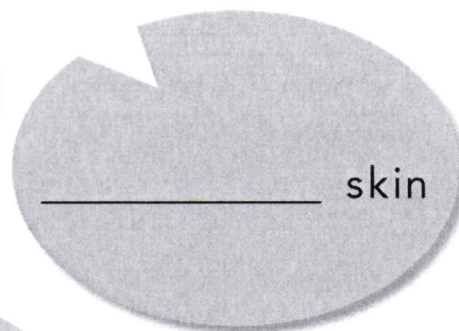
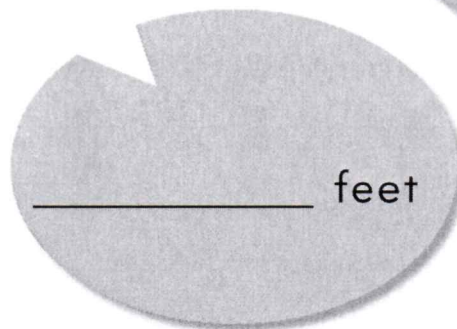
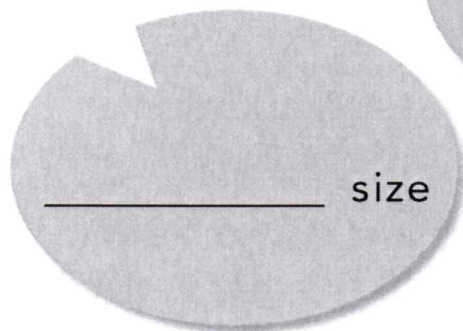
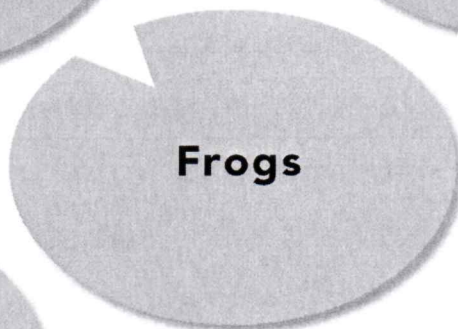
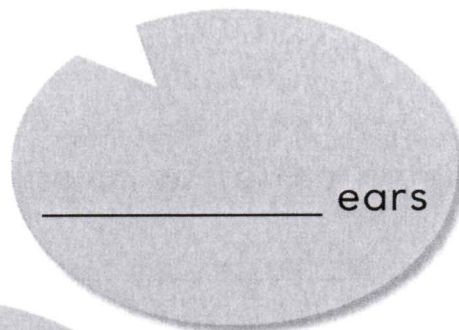
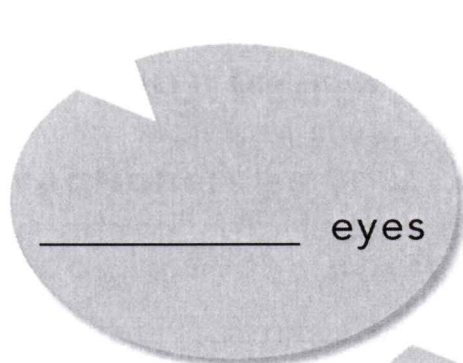
Directions: Use your best printing to write the words *bullfrog*, *tree frog*, *goliath frog*, and *poison dart frog*.



Drafting
Frogs

NAME: _____

Directions: Add adjectives to each noun. Then, select one noun and write a descriptive sentence about frogs.



My Descriptive Frog Sentence

Remember!

Use adjectives when you write to create vivid pictures for the reader.



NAME: _____

Directions: Read each sentence. Use the lowercase symbol / to show which capital letters need to be lowercase.

1. Strong back Legs and Webbed feet Help frogs swim.
2. Humans are Helped by frogs because Frogs eat Insects.
3. Each species of frog Makes its own Special sound.
4. Tadpoles go Through several Stages before they are Adult frogs.
5. Pads on their fingers and toes help Tree Frogs climb.

Boost Your Learning! 🐸

Keep in mind that the first word in a sentence and proper nouns (nouns that name people, places, or things) should be capitalized.

Example: A ~~B~~aby frog is ~~C~~alled a tadpole.



Editing
Frogs

NAME: _____



Directions: Read the informative/explanatory paragraph. Then, answer the question below.

Not all frogs look the same. Frogs can be many different colors. Some frogs are green or brown to blend in with their surroundings. Frogs begin their lives as tadpoles. Poison dart frogs are colorful to let predators know to stay away. Frogs range in size from less than one inch (2.54 centimeters) to more than 12 inches (30 centimeters) long. There are many endangered frogs in the world. Most frogs have big eyes that let them see all around. Some people think that a frog will turn into a prince when it is kissed. Frogs have different types of feet. Webbed feet help frogs living in water swim. Pads on their fingers and toes help tree frogs climb. The different appearances make frogs interesting to see.

1. Does the paragraph stay on topic? Explain.

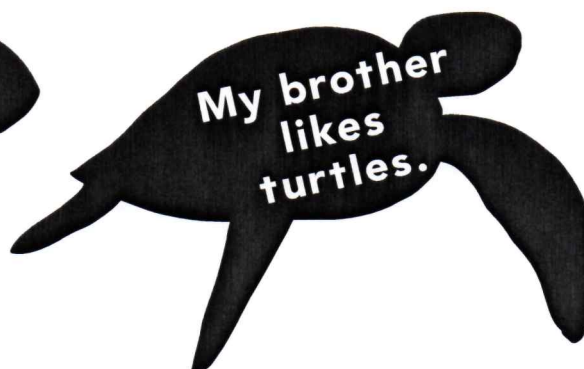
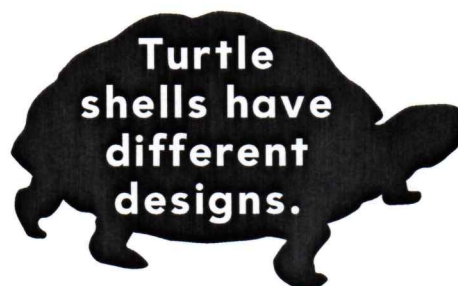
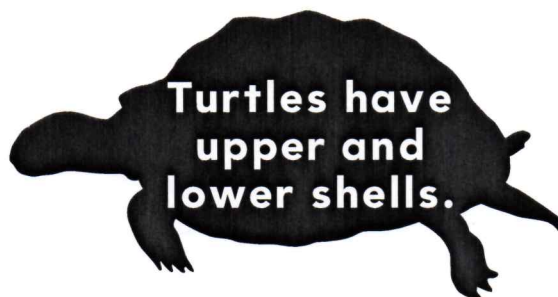
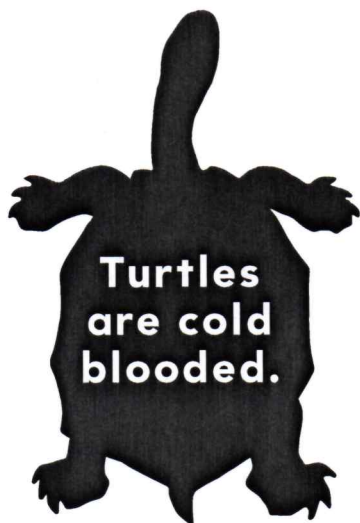
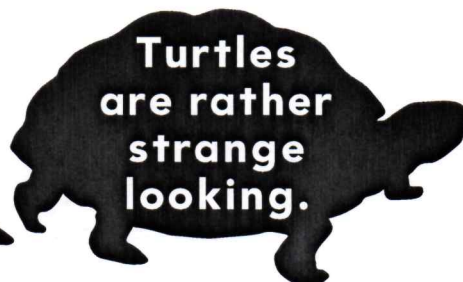
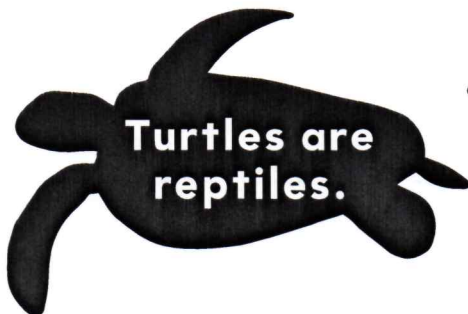
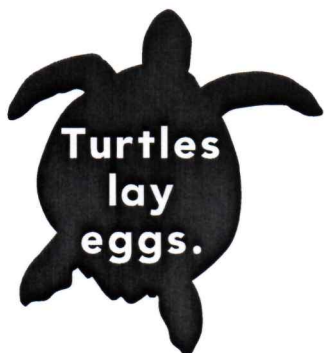
This week I learned: 

- detail sentences need to relate to the topic
- using adjectives can make writing more vivid
- capital letters should be used for the beginnings of sentences and proper nouns



NAME: _____

Directions: Circle the turtles with information that could be included in an informative/explanatory paragraph about turtles.



NAME: _____



Drafting

Turtles

Directions: Explain what turtles look like. Provide descriptive details using various adjectives. Use the notes from page 139 to help you.

Remember!

A strong informative/
explanatory paragraph
should:

- include only relevant information
- have an introductory and a concluding sentence
- use details to support the topic

Remember!

A strong informative/
explanatory paragraph
should:

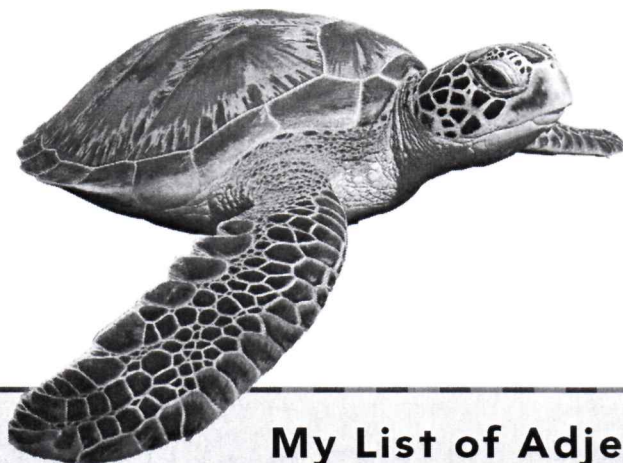
- include only relevant information
- have an introductory and a concluding sentence
- use details to support the topic

Printing Practice abc

Directions: Use your best printing to write the name of a place where you have seen a turtle.

NAME: _____

Directions: Look at the turtle. Brainstorm adjectives to describe it. Then, write one sentence about the turtle using adjectives from your list.



My List of Adjectives

_____	_____
_____	_____
_____	_____

My Turtle Sentence

Time to Improve! 🏆

Directions: Review the draft you wrote on page 140. Did you use different adjectives? Add new ones from the list above to liven up your writing.



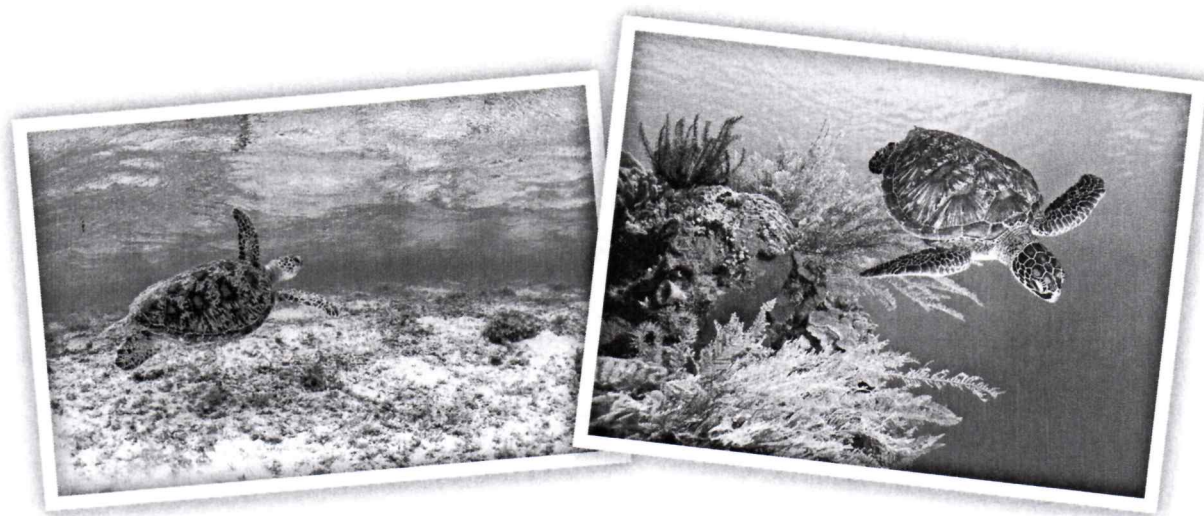
Revising
Turtles

NAME: _____



Directions: Read the sentences. Find words that are not capitalized correctly. Use the / symbol to show they should be lowercase.

1. The Sea Turtles live in the Pacific Ocean.
2. The children searched for turtles at the Beach.
3. My Sister is doing a research report on turtles for her class at School.
4. On Tuesday, we are going on a Field Trip to an Aquarium.



Time to Improve! 🏆

Directions: Reread your draft on page 140. Check to be sure you used correct capitalization. If you see any errors, correct them.

NAME: _____

Directions: Explain what turtles look like. Provide descriptive details using various adjectives.



Publishing
.....
Turtles



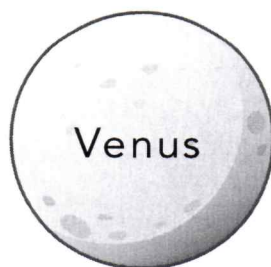
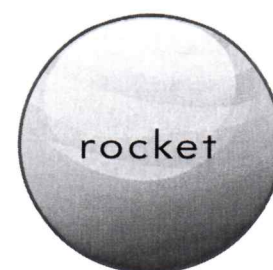
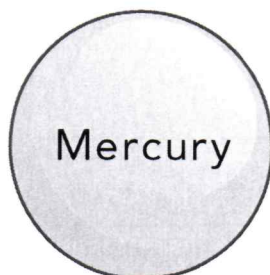
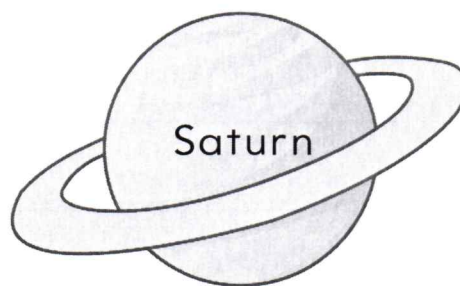
NAME: _____

Directions: Place check marks in the planets with characters and places that you might find in a story about planets.



Prewriting

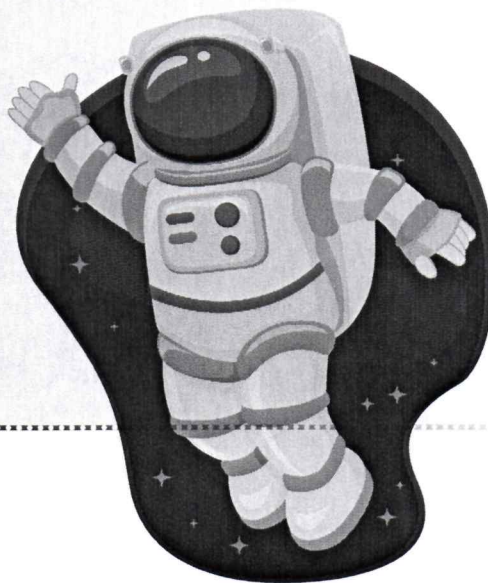
Planets



NAME: _____

Directions: Read the story. Circle the characters. Underline the names of places the characters go.

An astronaut decided to take a trip to the planets. He blasted off from Earth in his rocket and shot up into the sky. The astronaut stopped at Mercury and found it was close to the sun and was too hot. So he went on. On Venus, he met a nice alien. They became friends and decided to travel together. The astronaut and alien skipped over Earth and visited Mars and then Jupiter. They spent a long time exploring the big red spot on Jupiter and tried to walk around it. The rings of Saturn confused the friends, so they went on to see Uranus and Neptune. After Neptune, they were both tired, so the astronaut took the alien back to Venus before heading home to Earth.



Printing Practice abc

Directions: Use your best printing to write the names of two planets from above.

NAME: _____

Directions: Read the sentences. Rewrite each sentence and add details to make it more interesting.

Sentence: The astronaut traveled in space.

Detailed Sentence: _____

Sentence: He found an alien on the planet.

Detailed Sentence: _____



Boost Your Learning! 🚀

When you **elaborate**, you give more information about the characters, setting, or activities in your story. Providing extra details to your writing makes it more exciting to read!



NAME: _____

Directions: List four sequence words. Then, use the $\wedge$ symbol to add sequence words to the paragraph below.

My Sequence Words

_____	_____
_____	_____

The astronaut and alien were excited to explore Jupiter. They looked for the red spot. They walked all around the red spot and tried to figure out what made it. The astronaut and alien searched for a lake. They climbed in and out of craters. They got tired and decided to take a rest back on their spaceship.

Boost Your Learning!

Sequence words help the reader to understand the order of your story.

Example: ^{First,} $\wedge$ The astronaut and alien looked at each other and ^{then} $\wedge$ decided to explore.

Editing
Planets

NAME: _____



Directions: Revisit the text. Use the $\wedge$ symbol to add words that elaborate on the characters, setting, and plot.

.....

An astronaut decided to take a trip to visit the planets. He blasted off from Earth in his rocket and shot up into the sky. The astronaut stopped at Mercury and found it was close to the sun and was too hot, so he went on. On Venus, he met a nice alien. They became friends and decided to travel together. The astronaut and alien skipped over Earth and visited Mars and then Jupiter. They spent a long time exploring the big red spot on Jupiter and tried to walk around it. The rings of Saturn confused the friends, so they went on to see Uranus and Neptune. After Neptune, they were both ready to go home, so the astronaut took the alien back to Venus before heading home to Earth.

.....

This week I learned: 

- to elaborate on the characters, setting, and plot
- to use sequence words to help tell a story



NAME: _____

Directions: Complete the sentence. Then, fill in the chart with information for a narrative about where you would like to visit.

I would like to visit _____.
(the sun the moon the stars)

I am going to visit _____.

What it will look like:	How I will feel:	What I will do there:

NAME: _____



Drafting

Sun, Moon, and Stars

Directions: Imagine you are on a trip through outer space. Draft a narrative about what you see and do on your adventure. Use the notes on page 149 to help you.

[illegible]

A strong narrative paragraph tells a story with a beginning, a middle, and an end.

Printing Practice abc

Directions: Use your best printing to write two adjectives about stars.

NAME: _____

Directions: Write sequence words from the Word Bank that would pair with the ones below. Then, write a sentence using a pair of the sequence words.

Word Bank

third after last later

before _____

earlier _____

first _____

second _____

My Sentence With Sequence Words

Time to Improve!

Directions: Go back to the draft you wrote on page 150. Look for places where you could add sequence words to help the reader understand the order of the story.

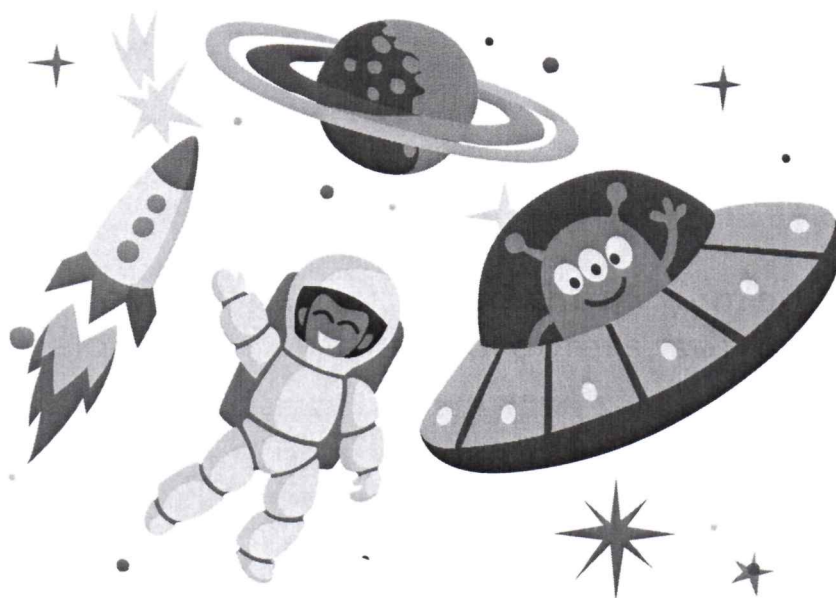
Revising
Sun, Moon, and Stars

NAME: _____



Directions: Look for the series of items listed in each sentence. Use the $\wedge$ symbol to add commas between the items.

1. The astronaut visited Mercury Venus Jupiter and Mars.
2. The alien on Mars had red hair three eyes four ears and seven arms.
3. They saw satellites planets stars and moons in space.
4. Astronauts need to bring food space suits air tanks and tools when they go in to space.

**Remember!**

When you are listing several objects, you need a comma between each item.

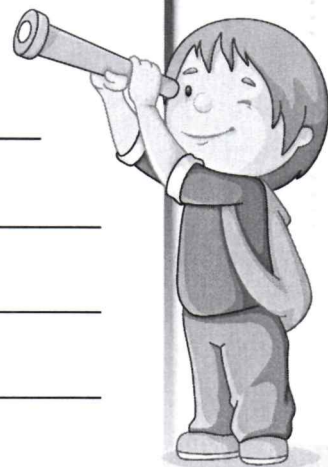
NAME: _____

Directions: Imagine you are on a trip through outer space. Write a narrative about what you see and do on your adventure.



Publishing

Sun, Moon, and Stars



NAME: _____

Directions: Circle the things that you might find in a narrative about a great day.



NAME: _____

Directions: Read the narrative about a great day. Circle the names of people and places. Underline words that tell when events in the story are happening.

Anders was so excited when he woke up because he just knew it was going to be a great day! After dinner, the whole family was going to visit Central Park to see fireworks. Anders and his cousins, Daniel and Audrey, were going to spend the afternoon at Westbrook Zoo. The morning would continue with a trip to Cedar Beach with his cousins. Mom told Anders he could have his favorite food for breakfast, and he already smelled the pancakes cooking. They would eat a picnic lunch at the beach. Anders was certain that this would be the best day ever.



Printing Practice abc

Directions: Use your best printing to write two things you think would be part of a great day.



NAME: _____

Directions: Write numbers on the lines to show the order in which these activities occur.

Activity 1

_____ We get on the airplane.

_____ We drive to the airport.

_____ The plane takes off.

Activity 2

_____ We play games and eat cake.

_____ Friends come to the party.

_____ Invitations are delivered.

Activity 3

_____ The fireworks are fun to watch.

_____ They wait in line to buy tickets.

_____ The day is spent going on rides.

Boost Your Learning!

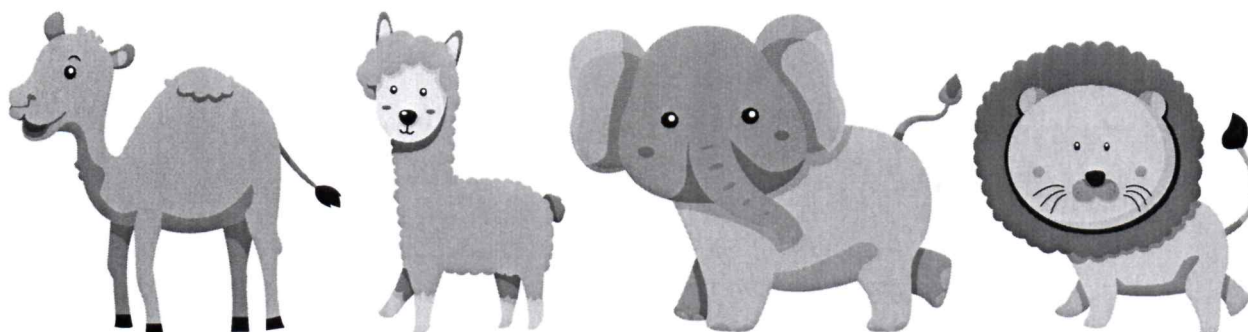
Narratives should be told in a logical order. Think about the order in which things happen as you write.



NAME: _____

Directions: Use the ≡ symbol to correct the capitalization errors.

1. mrs. cheng said that the tonka high school choir is going to perform for us today.
2. grandma nancy is taking me to westside mall to buy a new backpack and lunch box!
3. it was fun to spend the day at valleyland park with my friends luke, katrina, joel, and lauren.
4. at the zoo, ashley, eric, and jon saw animals from africa, australia, and south america.



Boost Your Learning! 🐼

Proper nouns, the names of specific people and places, need to be capitalized along with the first words in sentences.

Example: ≡unt ≡nn is taking me to ≡rand ≡park!



NAME: _____

Directions: Reread the narrative. Then, answer the question.

Anders was so excited when he woke up because he just knew it was going to be a great day! After dinner, the whole family was going to visit Central Park to see fireworks. Anders and his cousins, Daniel and Audrey, were going to spend the afternoon at Westbrook Zoo. The morning would continue with a trip to Cedar Beach with his cousins. Mom had told Anders he could have his favorite food for breakfast, and he already smelled the pancakes cooking. They would eat a picnic lunch at the beach. Anders was certain this would be the best day ever.

1. Does the sequence of events in the narrative make sense?

This week I learned:

- to think about the order in which events happen
- that proper nouns and first words in sentences need to be capitalized



NAME: _____

Directions: Think about what makes a day bad. Write something in each box that might make a day bad.

When you get up

Arriving at school

Lunchtime

After school

Evening

Prewriting
A Bad Day



NAME: _____



Drafting

A Bad Day

Directions: Have you ever had a bad day? Describe what happened and what you did to make the day better. Use your notes on page 159 to help you.

Remember! 

A strong narrative paragraph tells a story with a beginning, a middle, and an end.

Remember!



A strong narrative paragraph tells a story with a beginning, a middle, and an end.

Printing Practice abc

Directions: Use your best printing to write the words *terrible*, *awful*, *horrible*, and *really bad*.

NAME: _____

Directions: Use the narrative you drafted on page 160 to complete the chart.

A Bad Day Story		
	Event or Activity	Words That Tell When It Happened
First		
Second		
Third		
Fourth		

Time to Improve!

Directions: Reread your draft on page 160. Is your story told in a logical order? Make notes to change the order of your story, if needed.

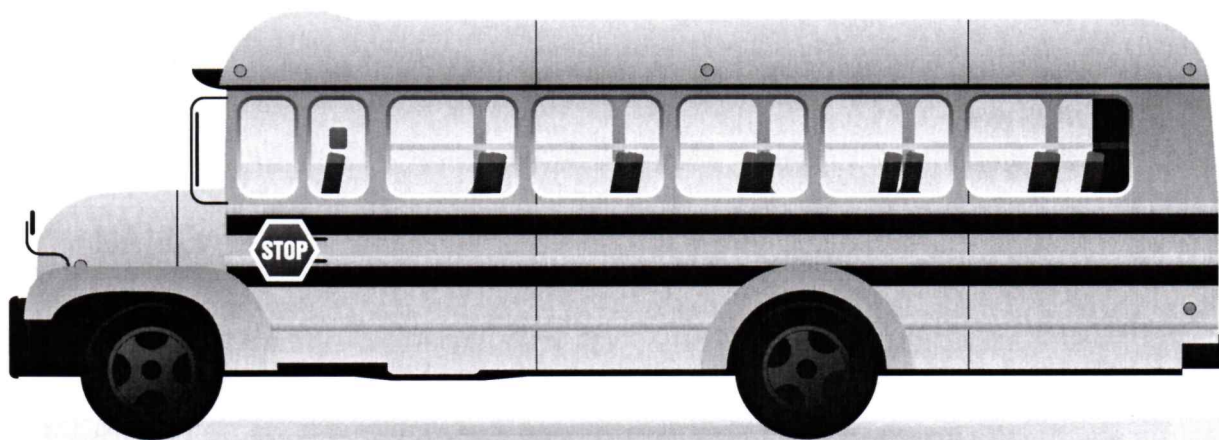


Revising
A Bad Day

NAME: _____

Directions: Use the ≡ symbol to show words that need to be capitalized.

1. daniel said, "it's a bad day when miss grant is gone and we have a substitute teacher."
2. our principal, mr. carpenter, said it was too cold to go out for recess.
3. it was a bad day because i left my permission slip for the field trip at home.
4. my brother, jim, woke up late, so we missed the bus to school.

**Remember!**

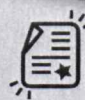
Proper nouns name specific people and places.

Time to Improve!

Directions: Look at your draft on page 160. Check to make sure you capitalized the first word in each sentence and all the proper nouns.

NAME: _____

Directions: Have you ever had a bad day? Describe what happened and what you did to make the day better.

A cartoon illustration of a young boy with short, dark hair and freckles. He is looking upwards with a thoughtful or curious expression, resting his chin on his right hand. He is positioned in the bottom right corner of the page, looking up at the numerous horizontal lines that fill the rest of the page.

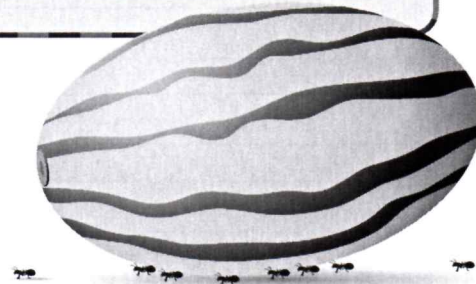
NAME: _____

Directions: List four places where you might see ants and four things you see ants doing. Then, write an opinion sentence telling whether or not you like ants.

Places I See Ants

Things Ants Do

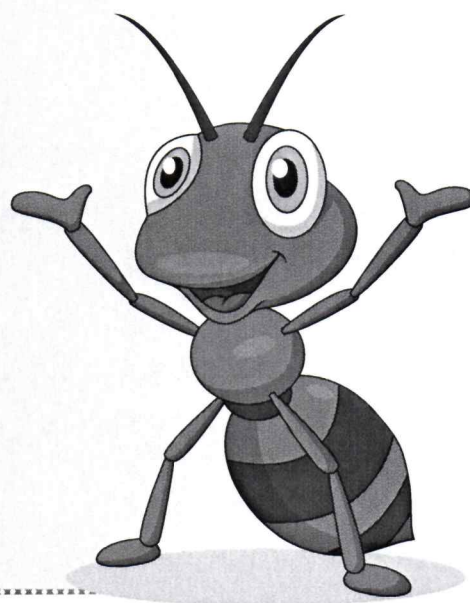
My Opinion About Ants



NAME: _____

Directions: Read the paragraph. Underline the opinion statement. Then, circle the action words.

Many people do not like ants and want to get rid of them, but I think ants are important insects to have around. Ants help the dirt by digging tunnels in the ground. When they dig these tunnels, they move the dirt and make it healthier for young plants. Another way ants help is by eating other insects. Some insects that ants eat are dangerous to plants. Ants also help by moving seeds around. Did you know ants can carry more than 20 times their body weight? They move a lot of seeds that way and take them to places that make it easier for the seeds to grow. Even though ants are not fun around food and picnics, they provide great help to the earth!



Printing Practice abc

Directions: Use your best printing to write *soldier ants* and *carpenter ants*.



Ants

Drafting

NAME: _____



Revising

Ants

Directions: Draw a line to match each sentence on the left with the opinion it best supports on the right.

Ants eat insects that harm plants.

Ants can cause damage to wood.

Some ants bite people.

Ants move soil, and that helps plants grow.

Ants move into people's homes looking for food and water.

Ants carry seeds, which helps plants grow in new areas.

Opinion #1

Many people do not like to see ants.

Opinion #2

Ants are insects that help the earth.

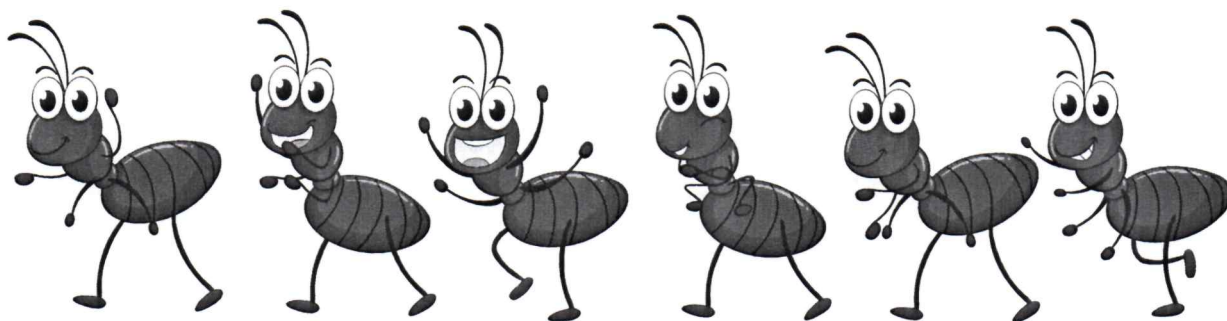
Boost Your Learning! 

When writing an opinion paragraph, first introduce your topic, and then state your opinion by telling what you think.

NAME: _____

Directions: Find words that are repeated in the sentences. Use the  symbol to show any words you want to remove.

1. The ant crawls crawls up the wall.
2. Ants can eat eat the eggs of many insects.
3. When ants carry carry seeds, they take them to new places to grow.
4. Tunnel ants dig dig and move the dirt, and this helps plants.



Boost Your Learning!

Check your writing carefully to be sure you do not repeat words.

Example: Ants eat ~~eat~~ many insects.



Editing
Ants

NAME: _____

Directions: Revisit the opinion paragraph. Underline sentences that support the author's opinion.

Many people do not like ants and want to get rid of them, but I think ants are important insects to have around. Ants help the dirt by digging tunnels in the ground. When they dig these tunnels, they move the dirt and make it healthier and better for growing plants. Another way ants help is by eating other insects. Some insects that ants eat are dangerous to plants. Ants also help by moving seeds around. Did you know ants can carry more than 20 times their body weight? They move a lot of seeds that way and take them to places that make it easier for the seeds to grow. Even though ants are not fun around food and picnics, they provide great help to the earth!

This week I learned:

- how to start an opinion paragraph with an opinion statement
- to delete repeated verbs and insert new ones





NAME: _____

Directions: Read the statement. Decide whether each fact agrees or disagrees with the statement. Then, place the them in the correct columns.

Statement

Bees are pests and are not good for anything.

Bee Facts

Bees make honey, and many people like to eat honey.

Bees sting people, and that hurts.

Many people are allergic to bee stings.

Bees pollinate plants, and that helps them to grow.

Bees make loud, annoying, buzzing sounds.

Agree	Disagree

NAME: _____



Drafting

Bees

[illegible]

- has an introductory and a concluding sentence stating your opinion
- gives reasons that support the opinion

abc

NAME: _____

Directions: Write an opinion statement to go with each introductory sentence.

1. Bees are insects, so they have six legs.

2. Honey is produced by bees in their hives.

3. Pollen is spread by bees, and this helps plants to grow.

.....
Time to Improve!

Directions: Reread the opinion paragraph you drafted on page 170. Did you write an introduction sentence and an opinion statement? Add the sentences if you need to.



NAME: _____

Directions: Read the facts. Then, rewrite them to make them opinions.

1. Bees can sting people.

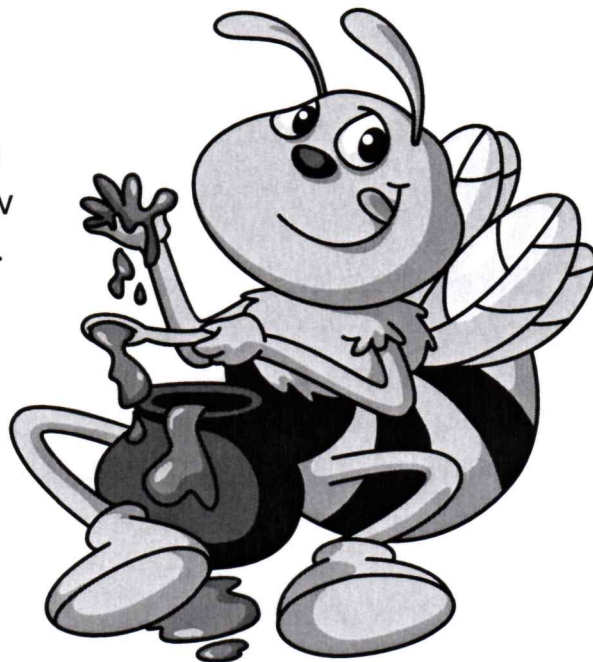
2. Bees make honey.

3. Bees are black, yellow, and fuzzy.

.....

Time to Improve! 🕒

Directions: Review the paragraph you wrote on page 170. Look for words that show which sentences are opinions. Add opinion statements to sentences that need them.



NAME: _____

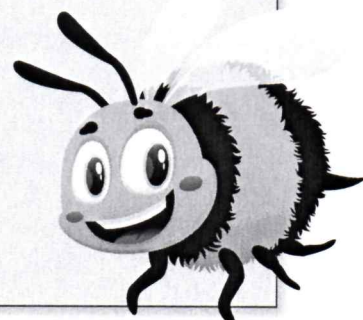
Directions: Do you think bees are useful? Explain your answer and give supporting details.



Bees

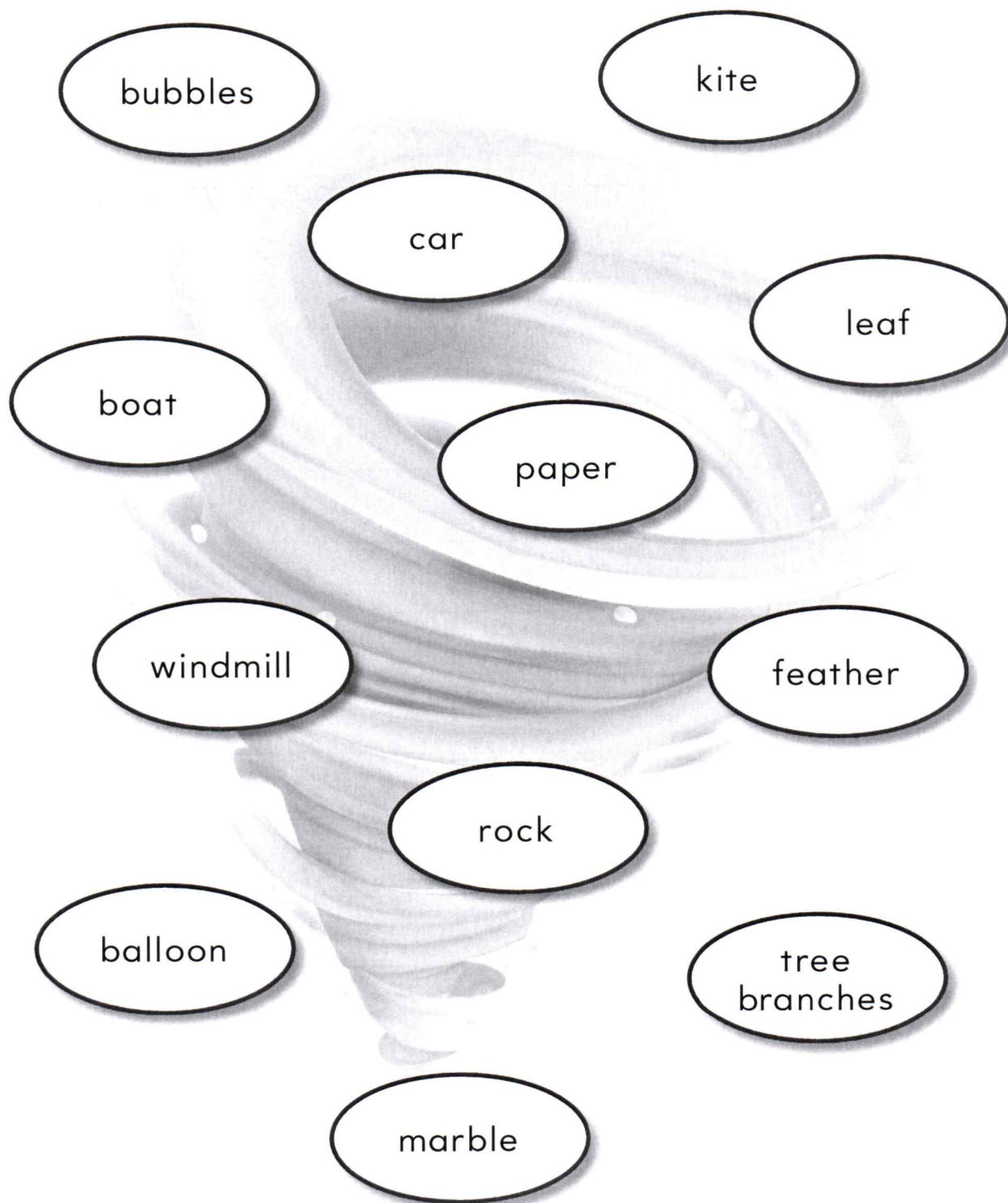
Publishing

Lined writing area for the response.



NAME: _____

Directions: Place check marks in the bubbles with things that could be moved by a light wind. Place stars in the bubbles with things that could be moved by a strong wind.



NAME: _____

Directions: Read the paragraph. Underline the topic and conclusion sentences. Draw lines through sentences that do not stay on topic.

Wind cannot be seen, but it is easy to see what wind does. Sometimes, the weather is sunny. Wind makes things move. It takes different types of wind to move different objects. When you blow air out of your mouth, you are making a little wind. You can blow through a straw and make a feather move. It is fun to find feathers birds have lost. The harder you blow, the farther you can move it. Wind from a fan can make the feather move even farther. You can see that it is windy outdoors when tree branches move. This kind of wind helps move kites up into the sky. Kites have many colorful designs and are pretty to see. On a windy day, you can see papers and leaves moving in the wind. Even though you cannot see the wind, if you watch carefully, you know where it is.

Printing Practice abc

Directions: Use your best printing to write a sentence about what the wind can do.



In the Wind

Drafting

NAME: _____

Directions: Read the original sentence. Write a list of adjectives to describe wind. Then, list things that the wind moves. Use your adjectives to create a new sentence.

Original Sentence

The wind blows.

Adjectives about the Wind

_____	_____
_____	_____

Things the Wind Moves

_____	_____
_____	_____

My New and Improved Sentence

Boost Your Learning! 

Help your writing come alive by using adjectives and giving specific examples.



Revising

In the Wind

NAME: _____

Directions: Read the lists of words. Find the words that do not belong. Use the  symbol to delete them. Then, select one list and write a sentence using only the words that are about the same topic.

1. air flow, breeze, heat, strong winds, rain shower
2. kite, fly, rock, soar, burn
3. sail, horse, canoe, bike, raft
4. radio, fan, windmill, map, weather vane

My Topic Sentence:

Remember!

When you are writing, your ideas should be about the same topic. Delete words or sentences that are off topic.



NAME: _____



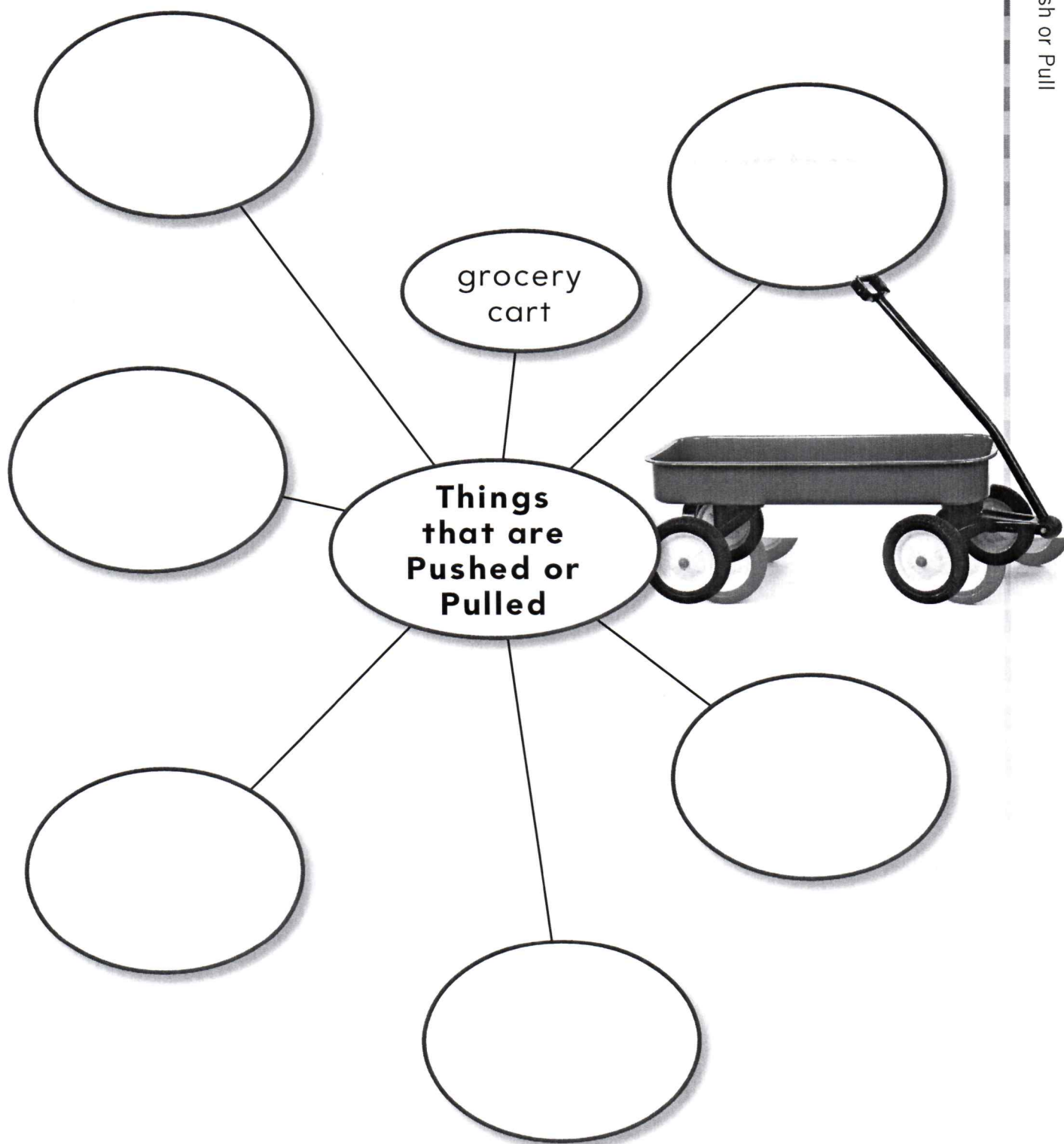
Directions: Read the paragraph. Then, answer the question.

Wind cannot be seen, but it is easy to see what wind does. Wind makes things move. It takes different types of wind to move different objects. When you blow air out of your mouth, you make a little wind. You can blow through a straw and make a feather move. The harder you blow, the farther you can move it. Wind from a fan can make the feather move even farther. You can see that it is windy outdoors when tree branches move. This kind of wind helps move kites up into the sky. On a windy day, you can see papers and leaves moving in the wind. Even though you cannot see the wind, you know where it is.

1. Does the author stay on topic? How do you know?

NAME: _____

Directions: Brainstorm objects that can be pushed or pulled. An example is provided.



Prewriting
Push or Pull

NAME: _____



Push or Pull

Remember! 

A strong informative paragraph includes:

- an introductory and a concluding sentence
- details that support the main idea

- an introductory and a concluding sentence
- details that support the main idea

abc

NAME: _____

Directions: Match the sentences on the left with the sentences on the right that have the same topic.

When you play tug-of-war, teams are pulling on opposite sides of a rope.

A stroller moves quickly if you are running while you push it.

When you walk and push a stroller, the stroller moves slowly.

If you are outside a car, you open the door by pulling on it.

When you shoot a basketball, you are pushing it.

Tug-of-war is a good example of using a strong force to pull.

If you are inside a car, you push the door to open it.

Soccer players push the ball as they kick it down the field.

Time to Improve!

Directions: Reread your draft on page 180. Check and see if all the detail sentences match your topic and conclusion sentences.



Revising
.....
Push or Pull

NAME: _____



Editing

Push or Pull

Directions: Some pronouns in the sentences are not correct. Use the Q symbol to delete them, and write the correct words above them.

1. If you walk slowly while pulling a wagon, they will move slowly.
2. When you hit a baseball with a bat, you are really pushing them.
3. The children pushed his race cars down the track.
4. A boat moves when the wind pushes against their sails.



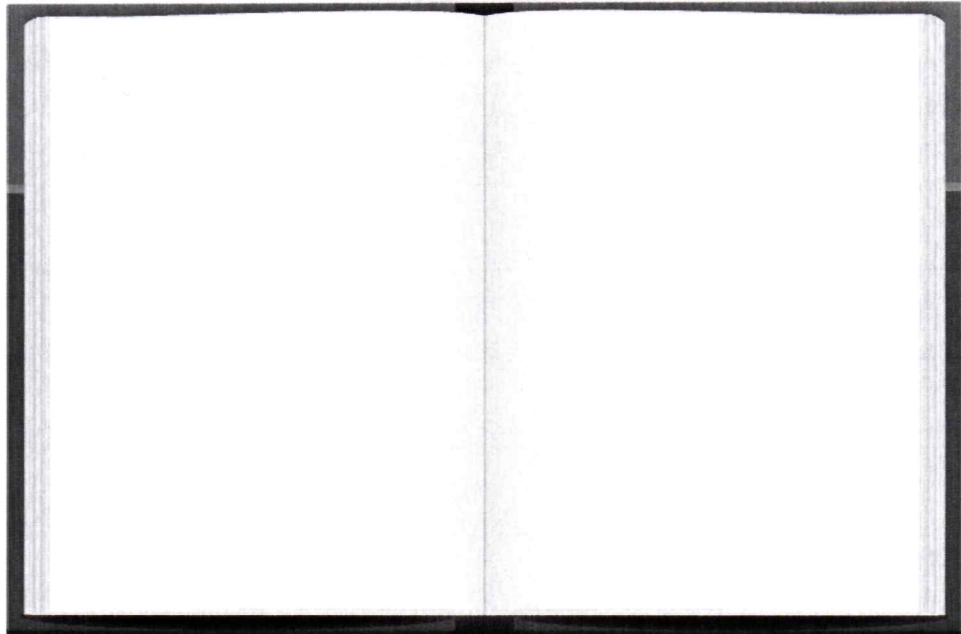
Time to Improve! 🏆

Directions: Reread the paragraph on page 180. Check and see if all the words in your sentences make sense.

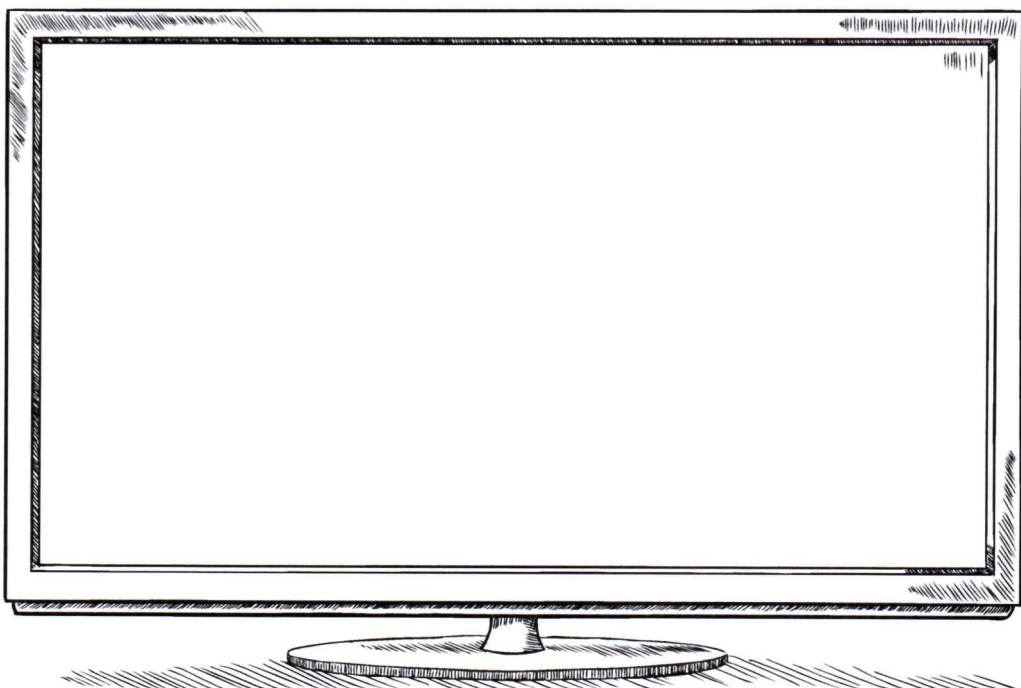
NAME: _____

Directions: List at least three reasons why you should or should not spend your time doing these activities.

Reading a Book



Watching Television



NAME: _____

Directions: Read the paragraph. Draw lines through phrases that are repeated.

It is fun to have free time, but deciding what to do can be difficult. I think it is better to spend free time reading books. When you read books, you learn things. You can learn about people, places, and animals all over the world. You can learn about how things grow and how things work. When you read books, you can imagine. You can imagine you are the character in the story and that you are experiencing the same things the character is. When you read books, you get better at reading. You get better at recognizing words, reading words correctly, and understanding new words. When you have free time, you really should choose to read a book.



Drafting
Watching TV or Reading?

Printing Practice abc

Directions: Use your best printing to complete the sentences.

My favorite book is _____.

My favorite TV show is _____.

NAME: _____

Directions: Read each fact. Change the fact to an opinion statement. Write your new opinion sentences on the lines.

1. You can learn by watching shows about history on television.

2. Parents and teachers tell children to read.

3. The library is one place you can go to get books to read.



Boost Your Learning!

When you write opinion statements, use words to show that they are your opinion.



Revising
Watching TV or Reading?

NAME: _____

Directions: Use the  symbol to remove the repeated words in the second sentences. Write new words in their places.

1. Many people think that children should spend time reading books. Many people think that reading is good for children.

2. Everyone should spend some time at the library during the summer. Everyone should read at least ten books in the summer.

Boost Your Learning!

Sentences need a variety of beginnings. Replace repeated words with different words to make sentences more interesting.

NAME: _____

Directions: Revisit the opinion paragraph. Underline phrases that are repeated. Use the ^ symbol to replace the repeated words.

It is fun to have free time, but deciding what to do can be difficult. I think it is better to spend free time reading books. When you read books, you can learn. You can learn about people, places, and animals all over the world. You can learn about how things grow and how things work. When you read books, you can imagine. You can imagine you are the character in the story and that you are experiencing the same things the character is. When you read books, you get better at reading. You get better at recognizing words, reading words correctly, and understanding new words. When you have free time, you really should choose to read a book.

This week I learned:

- to provide statements that support my opinion
- how to change sentences so they have different beginnings



NAME: _____

Directions: List at least three ideas in each column.**The Beach**

What I Like	What I Don't Like

**The Park**

What I Like	What I Don't Like

Prewriting
.....
Beach or Park?

NAME: _____



Drafting

Beach or Park?

Directions: Do you prefer the beach or the park? Explain why using strong supporting details. Use your notes on page 189 to help you.

Remember! 

A strong opinion paragraph includes:

- an introductory sentence that states your opinion
- details to support your ideas
- a concluding sentence

Remember!

A strong opinion paragraph includes:

- an introductory sentence that states your opinion
- details to support your ideas
- a concluding sentence

Printing Practice abc

Directions: Use your best printing to write the names of two beaches or two parks you like to visit.

NAME: _____

Directions: Read the facts. Revise the sentences by adding words to make them opinions. Write your new sentences on the lines.

1. There are many things to do at the beach such as swimming, building sandcastles, and playing games.

2. At a park, you can exercise by climbing, swinging, running, and jumping.

3. Beaches are busy places in the summer, and many people spend time there.

Time to Improve!

Directions: Reread the paragraph you wrote on page 190. Find places where you need to add opinion statements.



Revising
.....
Beach or Park?

NAME: _____

Directions: Read the sentences. Use the  symbol to remove words that have been repeated.

1. I think the beach is the best place to go in the summer, I think.
2. Everyone needs to spend time at the park the park to get exercise and have fun.
3. The best thing about going to the beach is getting ice cream on the way home, that's the best thing.
4. The park near my house is the greatest greatest park of all.



Time to Improve!

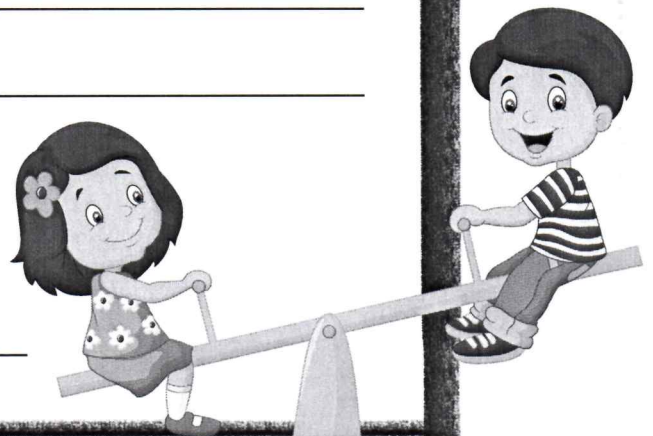
Directions: Reread your paragraph on page 190. Check to see if your sentences start in a variety of ways. Change sentences that have repetitive beginnings.

NAME: _____

Directions: Do you prefer the beach or the park?
Explain why using strong supporting details.



Publishing
.....
Beach or Park?



ANSWER KEY

The activity pages that do not have specific answers to them are not included in this answer key. Students' answers will vary on these activity pages, so check that students are staying on task.

Week 1: Rules at School

Day 1 (page 14)

Students should check marks next to the following rules: 1. Be on time for class; 2. Listen to your teacher; 3. Keep your hands and feet to yourself; 5. Take good care of classroom materials; 7. Walk at school; 8. Be kind to your classmates; and 10. Always do your best.

Day 2 (page 15)

Underlined parts should include: Today our class decided we should have class rules that we would all follow. Mrs. Wright gave us three sheets of paper and asked us to write a classroom rule on each page. Our class looked at the rules we had written and found many that were the same. We chose five rules for our class to follow this year.

Day 3 (page 16)

The sentences should be in the following order: Every classroom needs rules. First, we decide we should have rules. Then, we think about which rules we should have. Finally, we follow the rules we create. This way, our classroom will be a safe environment.

Day 4 (page 17)

1. My sister attends **Abraham Lincoln** Preschool and has to follow the rules.
2. Our teacher, **Mrs. Gillespie**, has worked hard to set up rules at **Park Heights School**.
3. **Mr. Bolander** allows his class to set up their own classroom rules.
4. **Mrs. Eddy** reminds her students how helpful rules can be.

Day 5 (page 18)

It was a great first day of school. I am in second grade at **Elliot Grove Elementary School**. My teacher is **Mrs. Wright**. Today, our class decided we should have class rules that we would all follow. Then, **Mrs. Wright** gave each of us three sheets of paper and asked us to write a classroom rule on each one. **Our** class looked at the rules we had written and found many that were the same. **We** chose five rules for our class to follow this year. **I** know it is going to be a good year!

Week 2: Friends at School

Day 4 (page 22)

1. It is fun to play with my friends **Amir, Lily, and Aisha**.
2. We are all in second grade at **Fern Hill Elementary School**.
3. My mom drives me to **Paul Revere Park** to play with my friend, **Gabe**.
4. **Ariel's** little sister likes to play with us at the park, too.

Day 5 (page 23)

See the Narrative Writing Rubric on page 204.

Week 3: In the City

Day 2 (page 25)

Students should underline the following: A city has many parks where children can play. People can do many things in a city, such as go to a zoo or a museum. Cities are busy places. There is almost always something happening in a city.

Week 4: In the Country

Day 1 (page 29)

The following should be checked: barn, pigpen, cow, horse, and haystack

Day 5 (page 33)

See Informative/Explanatory Writing Rubric on page 203.

Week 5: Why Eat Apples

Day 1 (page 34)

The following should be check marked: Apples help make your heart strong; Apples help you exercise; Apples are healthy fruits; Apples contain vitamins; Apples can keep you from getting sick.

Day 2 (page 35)

Everyone should eat apples every day. Apples are colorful and crunchy. Apples are healthy snacks. They have vitamins that help keep you from getting sick. Apples are delicious. Eating apples can make your heart strong. **It is a good idea to eat an apple every day.**

Day 3 (page 36)

The following should be crossed out: I had a banana for breakfast. Apples come in many different colors. My mom gave me crackers.

Day 4 (page 37)

Singular: tree, basket, heart
Plural: apples, leaves, stems

Day 5 (page 38)

1. The author thinks apples are good for you. The author says that people should "eat apples everyday" and that apples are a "healthy" and "delicious snack."
2. The author could have used different adjectives that are more descriptive.

ANSWER KEY *(cont.)*

Week 6: How to Eat Apples

Day 3 (page 41)

Students should cross out the following: Apples are great snacks because there are so many ways they can be eaten. Do you like baked potatoes? Apple pies, apple cake, and applesauce are good treats.

Day 4 (page 42)

apples, pies, sauces, caramels, slices, cakes, fruits, seeds, cores, stems, trees

Day 5 (page 43)

See the Opinion Writing Rubric on page 202.

Week 7: Rain Forests

Day 1 (page 44)

The following should have X's: swimming pools; grocery stores; school buses; libraries; apartment buildings

Day 3 (page 46)

1. Suggestion to replace *see*: view, look at
2. Suggestion to replace *hear*: listen to
3. Suggestion to replace *smell*: scent, odor

Day 4 (page 47)

Words that should be circled and written correctly (in order as they appear):

diferent/different; animols/animals; rainforrests/rainforests; viry/very; grond/ground; froogs/frogs

Week 8: Temperate Forests

Day 1 (page 49)

Students should place check marks next to the following: 1. Many people live near temperate forests; 3. Temperate forests have four seasons; 5. Good soil for growing plants can be found in temperate forests; 6. Temperate forests usually get lots of rain; 7. Some people live in cabins in temperate forests.

Day 3 (page 51)

forest—woods

path—route

stream—creek

cottage—cabin

Day 4 (page 52)

Words that should be circled and written correctly (in order as they appear): forrest—forest; anemals—animals; smel—smell; weads—weeds.

Day 5 (page 53)

See Informative/Explanatory Writing Rubric on page 203.

Week 9: Jack-o-Lanterns

Day 2 (page 55)

Students should underline the following sentences: I started with a big pumpkin, and everyone knows that big pumpkins are scarier than small pumpkins. Those pointy teeth look scary. I think my jack-o-lantern is the scariest of all.

Day 4 (page 57).

1. They went to the **pumpkin patch** to get a pumpkin to carve for Halloween.
2. Be sure your jack-o-lantern is carved and ready by **October 31**.
3. You might want to have an adult help cut your jack-o-lanterns because knives are usually **sharp**.
4. People are usually very **frightened** when they see a scary jack-o-lantern.

Day 5 (page 58)

1. The author gives details such as "The jack-o-lantern I carved is scary," and "Those pointy teeth look scary."

Week 10: Scarecrows

Day 3 (page 61)

Sentences that do *not* make sense include: Scarecrows are often seen in on when the fall. Birds usually fly up to away from scarecrows. The arms and legs of with scarecrows wave when the wind blows.

Day 5 (page 63)

See Opinion Writing Rubric on page 202.

ANSWER KEY *(cont.)*

Week 11: Being Thankful

Day 1 (page 64)

Leaves that should be check marked:
You will feel good if you give thanks;
People give thanks for many things;
You should always be thankful for those around you; When people do things for you, you should thank them.

Day 2 (page 65)

Students should circle the following sentences:

People usually feel better when they are thankful. When you find a reason to be thankful, it can help you feel good.

Students should underline the following sentences:

You will feel better when you are thankful you have food. If you are thankful you can learn, you will feel better. Instead of thinking your clothes are too old, be happy you have clothes and you will feel better.

Day 3 (page 66)

you are—you're
you will—you'll
you have—you've
will not—won't
where is—where's
it is—it's

Day 4 (page 67)

Students should add spaces between the following words:

1. remember the; good things
2. many things; feel thankful
3. Answers will vary.

Day 5 (page 68)

they are—they're; do not—don't; you are—you're; you will—you'll; you are—you're; you are—you're; you will—you'll; you will—you'll

Week 12: Sharing Thanks

Day 3 (page 71)

Contractions: they're, she's, wouldn't, I'll, can't, that's

First Word: they; she; would; I; can; that

Second Word: are; is; not; will; not; is

Day 4 (page 72)

1. People **can share** thanks by writing **a thankful** note.
2. Delivering a plate of cookies **is** a good way to **share thanks**.
3. Saying "thank you" is another **way of** sharing thanks.
4. It is important **to share** thanks when someone **has helped** you.
5. When **we show** we are thankful, we feel **good inside**.

Day 5 (page 73)

See Opinion Writing Rubric on page 202.

Week 13: Thunderstorms

Day 1 (page 74)

Students should check mark the following:

thunder; fallen trees; lightning; tornadoes; flooding

Day 2 (page 75)

Thunderstorms can be scary and dangerous. It is best to stay inside during a storm. Heavy rain during a thunderstorm can cause rivers, streams, and lakes to flood. It can be very windy during a thunderstorm. The wind might make trees fall and cause branches to blow around. Thunder is very loud. Loud noises are often frightening. Lightning can strike during a storm, and you don't want to be around that. Be sure to stay indoors during thunderstorms to be safe.

Day 3 (page 76)

People get very scared during thunderstorms—These are the reasons thunderstorms scare people.

Thunderstorms can be dangerous at times—If you are careful, you can avoid the dangers of thunderstorms.

Thunderstorms create loud noises—If you listen carefully, the sounds will tell you what is happening.

Day 4 (page 77)

1. **When** you see lightning, **you** know you **will** soon hear thunder.
2. It can rain **very** hard in the middle **of** a thunderstorm.
3. **When** lightning flashes it **makes** the sky light up.
4. Hail is ice **that** falls **from** the sky during a thunderstorm.

Week 14: Snowstorms

Day 1 (page 79)

The following should be check marked: blowing snow, slippery roads, cold temperatures, hard to see outside, snow to shovel, howling winds, school is closed

Day 4 (page 82)

1. We **were** going to have hot cocoa after sledding.
2. The snow is so **quiet** when it falls, it does not make a sound.
3. Look over **there** and see the snowman they made.
4. She got a new hat **from** her grandmother.
5. Our school **often** closes because of bad weather.
6. Would anyone like **another** cookie?

Day 5 (page 83)

See Informative/Explanatory Rubric on page 203.

ANSWER KEY *(cont.)*

Week 15: Gifts to Me

Day 2 (page 85)

My mom said my sister was so **happy** when she brought the book home and wrapped it. On the day of the party, my sister was **anxious** to give me my gift. As I opened the gift, my sister was **smiling, laughing,** and **jumping up and down**. I **loved** the gift, and I loved seeing my sister so **happy, excited,** and **joyful**.

Day 4 (page 87)

1. I usually get presents on my birthday, at Christmas, and for Valentine's Day
2. We get hats, scarves, and mittens for winter.
3. My brother had a hockey stick, ice skates, and a sled on his gift list.
4. My dog got bones, squeaky toys, and treats on his birthday.
5. Our teacher receives notes, pictures, and hugs at school.

Day 5 (Page 88)

1. The author does a good job of using the feeling words, "smiling, laughing, and jumping" and "happy, excited, and joyful."

Week 16: Giving to Others

Day 3 (page 91)

Happy: cheerful; joyful; pleased; contented; glad

Excited: eager; anxious; thrilled; enthusiastic; energized

Thankful: grateful; satisfied

Day 4 (page 92)

1. My friend got games, puzzles, and books for her birthday.
2. We need to prepare invitations, snacks, and games for the party.
3. My grandma says the best gifts are hugs, smiles, and cuddles.
4. I can't wait to give gifts to my friend, my dad, and my sister.

Day 5 (page 93)

See Narrative Writing Rubric on page 204.

Week 17: Building Snowmen

Day 1 (page 94)

1. snowballs
2. stick
3. carrot
4. hat
5. scarf
6. button

Day 2 (page 95)

1. It was a great day to build a snowman. 2. We bundled up and hurried outside to get started. 3. We rolled a big snowball and set it in the middle of our yard. 4. We rolled a medium-size snowball and set it on top of the large snowball. 5. We rolled a small snowball for the snowman's head. 6. We got a carrot and some large buttons from my mom and used them to make a nose, eyes, and mouth. 7. We got sticks for arms and an old hat and scarf.

Day 4 (page 97)

We spent a lot of time playing outside. When we came in, we were hungry and wanted a snack. **First** we took off our snow clothes and hung them up to dry. **Second** we looked in the cupboard for a snack. **Third** we decided to make hot cocoa. **Fourth** we poured milk into a mug. The **fifth** thing we did was heat the milk. Our **sixth** job was to stir the cocoa powder into the warm milk. Marshmallows were added **seventh**. **Eighth** we enjoyed a yummy cup of cocoa.

Day 5 (page 98)

It is a strong narrative because it is descriptive and told in order.

Week 18: Sledding

Day 4 (page 102)

1. **First**, I brushed my teeth.
2. **Then**, my sister made us breakfast.
3. **After**, we put on warm clothes
4. **Next**, we went to the park.
5. **Finally**, we had fun sledding.

Day 5 (page 103)

See Narrative Writing Rubric on page 204.

Week 19: Zebras

Day 1 (page 104)

The following statements should be check marked: Zebras live in Africa; Each zebra has a different stripe pattern; Young zebras are foals; A group of zebras is called a herd; Zebras are herbivores; they eat plants, Zebras are closely related to horses and donkeys.

Day 2 (page 105)

Students should cross out the following sentences: It is very hot and dry in Africa; Baby goats can stand just hours after they are born; Giraffes have very long necks.

Day 4 (page 107)

Words that should be crossed out:

1. houses, airports
2. crayons, lions
3. horse, book
4. pizza, bus
5. computers, pencils

Day 5 (page 108)

1. No; there is a sentence about baby goats and a sentence, about giraffes' necks even though the paragraph is about zebras.

ANSWER KEY *(cont.)*

Week 20: Penguins

Day 1 (page 109)

The following should be checked: Penguins live where it is very cold, You can find penguins in the water but not in the sky, Penguins can swim but they cannot fly, Each set of penguins has one or two babies a year.

Day 4 (page 112)

1. Penguins can be **quite playful**.
2. Penguins spend time **in the** water and on land.
3. Father penguins care **for eggs** during the winter.
4. Baby penguins stay **with their** parents for about six months.

Day 5 (page 113)

See Informative/Explanatory Rubric on page 203.

Week 21: Important People

Day 1 (page 114)

Thomas Edison—inventor of the motion-picture camera and electric lightbulb

Amelia Earhart—first female pilot to fly alone across the Atlantic Ocean

Abraham Lincoln—16th president of the United States; he helped get rid of slavery

Ruby Bridges—first African American child in Louisiana to attend an all-white school

Day 2 (page 115)

Everyone should learn more about these great Americans.

These are some of the greatest. Thomas Edison was an inventor. He invented many things. Amelia Earhart was a pilot who loved to fly. Abraham Lincoln fought to make life better for all American people. Ruby Bridges was brave when she helped change schools. These important people and the things they did are worth knowing about.

Day 3 (page 116)

F; Helen Keller learned to communicate even though she was blind and deaf.

O; I think Martin Luther King Jr. was a great American.

O; The best thing about George Washington is that he was the first president.

F; Martin Luther King Jr. helped change the way people were treated.

F; Sally Ride was the first American woman to travel in space.

Week 22: Important Places

Day 3 (page 121)

1. **I prefer** going to the zoo in our city.
2. **I think the best** place to visit is Boston, MA.
3. **The best thing** about my town is the carnival we have every year.
4. Everyone **should** take a vacation to California.
5. **It is better** to go to Washington, D.C., than Florida.

Day 4 (page 122)

1. Our favorite building in **Washington, D.C.**, is the **Washington Memorial**.
2. We thought the **Old North Church** was the most interesting place to see in **Boston**.
3. The giant sequoia trees in **Yosemite National Park** are fun to see.
4. My family thinks our trip to the **Grand Canyon** was our best one ever.
5. Everyone should go to the **Alamo** in **Texas**.
6. My favorite vacation was to Mount Rushmore.

Day 5 (page 123)

See Opinion Writing Rubric on page 202.

Week 23: Little Red Riding Hood

Day 1 (page 124)

The following words in each section should be circled: **Setting:** forest or woods; **Characters:** grandmother, mother, hunter, little girl, wolf; **Props:** red hood, basket, food, flowers

Day 2 (page 125)

Students should underline the following sentences:

There is a girl called Little Red Hoodie because she wears red hoodies every day. One afternoon, her mother says, "Please take this dinner over to your grandmother." As she rides her bike towards her grandmother's house, she meets a woman. "What is in your basket?" the woman asks. Little Red Hoodie says, "It's dinner for my grandmother." The lady asks where her grandmother lives, Little Red Hoodie tells her and they go on their way. Little Red Hoodie arrives at the house and sees the woman she met on the way. Little Red Hoodie says, "Where is my grandma?" The woman tells her, "Your grandma left and told me to eat her dinner." Little Red Hoodie hears a noise from the other room, opens the door, and sees her grandmother resting in bed. Little Red Hoodie was very confused.

Day 4 (page 127)

1. The old woman said, "I am going to catch that runaway cookie!"
2. "We are looking for someone to help us make bread," said the animals.

The following use quotation marks correctly: Goldilocks says, "This chair is too soft."; The prince asked, "Who is the owner of this glass slipper?"

ANSWER KEY (cont.)

Week 24: Goldilocks and the Three Bears

Day 4 (page 132)

Answer: Jordan told me, "My favorite fairy tale is *The Gingerbread Man*."

Answer: "I think Goldilocks is cold, so she goes into the bears' house to get warm," answered Emily.

Answer: Cally said, "I think the three bears should let Goldilocks finish her nap, and give her a snack."

Day 5 (page 133)

See Narrative Writing Rubric on page 204.

Week 25: Frogs

Day 1 (page 134)

The following should be check marked: Tree frogs have pads on their feet. Frogs have large eyes. Frogs are shades of green. Frogs that live in water have webbed feet. Some frogs have spotted skin.

Day 2 (page 135)

Not all frogs look the same. Frogs can be many different colors. Some frogs are green or brown to blend in with their surroundings. Frogs begin their lives as tadpoles. Poison dart frogs are colorful to let predators know to stay away. Frogs range in size from less than one inch (2.54 centimeters) to more than 12 inches (30 centimeters) long. There are many endangered frogs in the world. Most frogs have big eyes that let them see all around. Some people think that a frog will turn into a prince when it is kissed. Frogs have different types of feet. Webbed feet help frogs living in water swim. Pads on their fingers and toes help tree frogs climb. The different appearances make frogs interesting to see.

Day 4 (page 137)

1. Strong back **legs** and **webbed** feet **help** frogs swim.
2. Humans are **helped** by frogs because **frogs** eat **insects**.
3. Each species of frog **makes** its own **special** sound.
4. Tadpoles go **through** several **stages** before they are **adult** frogs.
5. Pads on their fingers and toes help **tree frogs** climb.

Day 5 (page 138)

1. No; the sentences are all about frogs, but not all are about what they look like.

Week 26: Turtles

Day 1 (page 139)

The following should be circled: Turtles are reptiles, Turtles have upper and lower shells, Turtles are cold blooded, Turtles lay eggs, Some turtles live on land and others in water, Turtle shells have different designs.

Day 4 (page 142)

1. The **sea turtles** live in the Pacific Ocean.
2. The children searched for turtles at the **beach**.
3. My **sister** is doing a research report on turtles for her class at **school**.
4. On Tuesday, we are going on a **field trip** to an **aquarium**.

Day 5 (page 143)

See Informative/Explanatory Writing Rubric on page 203.

Week 27: Planets

Day 1 (page 144)

Words that should be check marked: astronaut, Mars, Jupiter, Saturn, alien, Mercury, rocket, Venus

Day 2 (page 145)

An **astronaut** decided to take a trip to the planets. He blasted off from Earth in his rocket and shot up into the sky. The **astronaut** stopped at Mercury and found it was close to the sun and was too hot. So he went on. On Venus, he met a nice **alien**. They became friends and decided to travel together. The **astronaut** and **alien** skipped over Earth and visited Mars and then Jupiter. They spent a long time exploring the big red spot on Jupiter and tried to walk around it. The rings of Saturn confused the friends, so they went on to see Uranus and Neptune. After Neptune, they were both tired, so the **astronaut** took the **alien** back to Venus before heading home to Earth.

Week 28: Sun, Moon, and Stars

Day 3 (page 151)

Sequence Pairs: before/after; earlier/later; first/last; second/third

Day 4 (page 152)

1. The astronaut visited Mercury, Venus, Jupiter, and Mars.
2. The alien on Mars had red hair, three eyes, four ears, and seven arms.
3. They saw satellites, planets, stars, and moons in space.
4. Astronauts need to bring food, space suits, air tanks, and tools when they go in to space.

Day 5 (page 153)

See Narrative Writing Rubric on page 204.

ANSWER KEY *(cont.)*

Week 29: A Great Day

Day 2 (page 155)

Anders was so excited when he woke up, because he just knew it was going to be a great day! After dinner, the whole family was going to visit **Central Park** to see fireworks. **Anders** and his cousins, **Daniel** and **Audrey**, were going to spend the afternoon at **Westbrook Zoo**. The morning would continue with a trip to **Cedar Beach** with his cousins. **Mom** told **Anders** he could have his favorite food for breakfast, and he already smelled the pancakes cooking. They would eat a picnic lunch at the beach. **Anders** was certain that this would be the best day ever.

Day 3 (page 156)

Activity 1: 2. We get on the airplane. 1. We drive to the airport. 3. The plane takes off.

Activity 2: 3. We play games and eat cake; 2. Friends come to the party; 1. Invitations are delivered

Activity 3: 3. The fireworks are fun to watch. 1. They wait in line to buy tickets. 2. The day is spent going on rides.

Day 4 (page 157)

1. **Mrs. Cheng** said that the **Tonka High School** choir is going to perform for us today.
2. **Grandma Nancy** is taking me to **Westside Mall** to buy a new backpack and lunch box!
3. It was fun to spend the day at **Valleyland Park** with my friends **Luke**, **Katrina**, **Joel**, and **Lauren**.
4. At the zoo, **Ashley**, **Eric**, and **Jon** saw animals from **Africa**, **Australia**, and **South America**.

Day 5 (page 158)

No; the sequence is out of order and does not make sense.

Week 30: A Bad Day

Day 4 (page 162)

1. **Daniel** said, "It's a bad day when **Miss Grant** is gone and we have a substitute teacher."
2. Our principal, **Mr. Carpenter**, said it was too cold to go out for recess.
3. It was a bad day because **I** left my permission slip for the field trip at home.
4. My brother, **Jim**, woke up late so we missed the bus to school.

Day 5 (page 163)

See Narrative Writing Rubric on page 204.

Week 31: Ants

Day 2 (page 165)

Many people do not **like** ants and want to **get rid** of them, but **I think** ants are important insects to have around. Ants **help** the dirt by **digging** tunnels in the ground. When they **dig** these tunnels they **move** the dirt and **make** it healthier for young plants. Another way ants help is by **eating** other insects. Some insects that ants **eat** are dangerous to plants. Ants also help by **moving** seeds around. Did you know ants can **carry** more than 20 times their body weight? They **move** a lot of seeds that way and **take** them to places that **make** it easier for the seeds to **grow**. Even though ants are not fun around food and picnics, they **provide** great help to the earth!

Day 3 (page 166)

Opinion #1: Ants can cause damage to wood; Some ants bite people; Ants move into people's homes looking for food and water. **Opinion #2:** Ants eat insects that harm plants; Ants move soil, and that helps plants grow; Ants carry seeds, which helps plants grow in new areas.

Day 4 (page 167)

1. The ant crawls **crawls** up the wall.
2. Ants can eat **eat** the eggs of many insects.
3. When ants carry **carry** seeds, they take them to new places to grow.
4. Tunnel ants dig **dig** and move the dirt, and this helps plants.

Day 5 (page 168)

Many people do not like ants and want to get rid of them, but I think ants are important insects to have around. Ants help the dirt by digging tunnels in the ground. When they dig these tunnels they move the dirt and make it healthier for young plants. Another way ants help is by eating other insects. Some insects that ants eat are dangerous to plants. Ants also help by moving seeds around. Did you know ants can carry more than 20 times their body weight? They move a lot of seeds that way and take them to places that make it easier for the seeds to grow. Even though ants are not fun around food and picnics, they provide great help to the earth!

Week 32: Bees

Day 1 (page 169)

Agree: Bees sting people and that hurts; Many people are allergic to bee stings; Bees make loud, annoying, buzzing sounds.

Disagree: Bees make honey; and many people like to eat honey; Bees pollinate plants and that helps them to grow.

Day 5 (page 173)

See Opinion Writing Rubric on page 202.

ANSWER KEY *(cont.)*

Week 33: In the Wind

Day 1 (page 174)

Responses could vary, leading to a discussion of the power of wind and size/weight of objects. Use these categories as a guideline:

Check Marked Bubbles (light wind): bubbles, kite, leaf, paper, feather, balloon

Starred Bubbles (strong wind): car, boat, windmill, rock, marble, tree branches

Day 2 (page 175)

Wind cannot be seen, but it is easy to see what wind does. Sometimes the weather is sunny. Wind makes things move. It takes different types of wind to move different objects. When you blow air out of your mouth, you are making a little wind. You can blow through a straw and make a feather move. ~~It is fun to find feathers birds have lost.~~ The harder you blow, the farther you can move it. Wind from a fan can make the feather move even further. You can see that it is windy outdoors when tree branches move. This kind of wind helps move kites up into the sky. ~~Kites have many colorful designs and are pretty to see.~~ On a windy day, you can see papers and leaves moving in the wind. Even though you cannot see the wind, if you watch carefully, you know where it is.

Day 4 (page 177)

Words that should be crossed out:

1. heat, rain shower
2. rock, burn
3. horse, bike
4. radio, map

Day 5 (page 178)

Yes; all the sentences are about wind.

Week 34: Push or Pull

Day 3 (page 181)

When you play tug-of-war, teams are pulling on opposite sides of a rope. Tug-of-war is a good example of using a strong force to pull.

When you walk and push a stroller, the stroller moves slowly. A stroller moves quickly if you are running while you push it.

When you shoot a basketball, you are pushing it. Soccer players push the ball as they kick it down the field.

If you are inside a car, you push the door to open it. If you are outside a car, you open the door by pulling on it.

Day 4 (page 182)

1. If you walk slowly while pulling a wagon, ~~they (it)~~ will move slowly.
2. When you hit a baseball with a bat, you are really pushing ~~them (it)~~.
3. The children pushed ~~his (their)~~ race cars down the track.
4. A boat moves when the wind pushes against ~~their (its)~~ sails.

Day 5 (page 183)

See Informative/Explanatory Writing Rubric on page 203.

Week 35: Watching TV or Reading?

Day 2 (page 185)

It is fun to have free time, but deciding what to do can be difficult. I think it is better to spend free time reading books. ~~When you read books, you can learn. You can learn about people, places, and animals all over the world. You can learn about how things grow and how things work. When you read books, you can imagine. You can imagine you are the character in the story and that you are experiencing the same things the character is. When you read books, you get better at reading. You get better at recognizing words, reading words correctly, and understanding new words. When you have free time, you really should choose to read a book.~~

Day 4 (page 187)

Words that should be deleted:

1. Many people think that
2. Everyone should

Week 36: Beach or Park?

Day 4 (page 192)

1. I think the beach is the best place to go in the summer; ~~I think.~~
2. Everyone needs to spend time at the park ~~the park~~ to get exercise and have fun.
3. The best thing about going to the beach is getting ice cream on the way home, ~~that's the best thing.~~
4. The park near my house is the greatest ~~greatest~~ park of all.

Day 5 (page 193)

See Opinion Writing Rubric on page 202.

OPINION WRITING RUBRIC

Directions: Evaluate students' work in each category by circling one number in each row. Students have opportunities to score up to five points in each row and up to 15 points total.

	Exceptional Writing	Quality Writing	Developing Writing
Focus and Organization	Clearly states an opinion that is relevant to the topic. Demonstrates clear understanding of the intended audience and purpose of the piece. Organizes ideas in a purposeful way and includes an introduction, a detailed body, and a conclusion.	States an opinion that is relevant to the topic. Demonstrates some understanding of the intended audience and purpose of the piece. Organizes ideas and includes an introduction, a body, and a conclusion.	States an unclear opinion that is not fully relevant to the topic. Demonstrates little understanding of the intended audience or purpose of the piece. Does not include an introduction, a body, or a conclusion.
Points	5 4	3 2	1 0
Written Expression	Uses descriptive and precise language with clarity and intention. Maintains a consistent voice and uses an appropriate tone that supports meaning. Uses multiple sentence types and transitions smoothly between ideas.	Uses a broad vocabulary. Maintains a consistent voice and supports a tone and feeling through language. Varies sentence length and word choices.	Uses a limited or an unvaried vocabulary. Provides an inconsistent or a weak voice and tone. Provides little to no variation in sentence type and length.
Points	5 4	3 2	1 0
Language Conventions	Capitalizes, punctuates, and spells accurately. Demonstrates complete thoughts within sentences, with accurate subject-verb agreement. Uses paragraphs appropriately and with clear purpose.	Capitalizes, punctuates, and spells accurately. Demonstrates complete thoughts within sentences and appropriate grammar. Paragraphs are properly divided and supported.	Incorrectly capitalizes, punctuates, and spells. Uses fragmented or run-on sentences. Utilizes poor grammar overall. Paragraphs are poorly divided and developed.
Points	5 4	3 2	1 0

Total Points: _____

INFORMATIVE/EXPLANATORY WRITING RUBRIC

Directions: Evaluate students' work in each category by circling one number in each row. Students have opportunities to score up to five points in each row and up to 15 points total.

	Exceptional Writing	Quality Writing	Developing Writing
Focus and Organization	Clearly states the topic and purposefully develops it throughout the writing. Demonstrates clear understanding of the intended audience and purpose of the piece. Organizes the information into a well-supported introduction, body, and conclusion.	States the topic and develops it throughout the writing. Demonstrates some understanding of the intended audience and purpose of the piece. Organizes the information into an introduction, body, and conclusion.	Does not state the topic and/or develop it throughout the writing. Demonstrates little understanding of the intended audience or purpose of the piece. Fails to organize the information into an introduction, body, or conclusion.
Points	5 4	3 2	1 0
Written Expression	Uses descriptive and precise language with clarity and intention. Maintains a consistent voice and uses an appropriate tone that supports meaning. Uses multiple sentence types and transitions smoothly between ideas.	Uses a broad vocabulary. Maintains a consistent voice and supports a tone and feeling through language. Varies sentence length and word choices.	Uses a limited or an unvaried vocabulary. Provides an inconsistent or a weak voice and tone. Provides little to no variation in sentence type and length.
Points	5 4	3 2	1 0
Language Conventions	Capitalizes, punctuates, and spells accurately. Demonstrates complete thoughts within sentences, with accurate subject-verb agreement. Uses paragraphs appropriately and with clear purpose.	Capitalizes, punctuates, and spells accurately. Demonstrates complete thoughts within sentences and appropriate grammar. Paragraphs are properly divided and supported.	Incorrectly capitalizes, punctuates, and spells. Uses fragmented or run-on sentences. Utilizes poor grammar overall. Paragraphs are poorly divided and developed.
Points	5 4	3 2	1 0

Total Points: _____

NARRATIVE WRITING RUBRIC

Directions: Evaluate students' work in each category by circling one number in each row. Students have opportunities to score up to five points in each row and up to 15 points total.

	Exceptional Writing	Quality Writing	Developing Writing
Focus and Organization	Identifies the topic of the story and maintains the focus throughout the writing. Develops clear settings, a strong plot, and interesting characters. Demonstrates clear understanding of the intended audience and purpose of the piece. Engages the reader from the opening hook through the middle to the conclusion.	Identifies the topic of the story, but has some trouble maintaining the focus throughout the writing. Develops settings, a plot, and characters. Demonstrates some understanding of the intended audience and purpose of the piece. Includes an interesting opening, a strong story, and a conclusion.	Fails to identify the topic of the story or maintain focus throughout the writing. Does not develop strong settings, plot, or characters. Demonstrates little understanding of the intended audience or purpose of the piece. Provides lack of clarity in the beginning, middle, and/or conclusion.
Points	5 4	3 2	1 0
Written Expression	Uses descriptive and precise language with clarity and intention. Maintains a consistent voice and uses an appropriate tone that supports meaning. Uses multiple sentence types and transitions smoothly between ideas.	Uses a broad vocabulary. Maintains a consistent voice and supports a tone and feeling through language. Varies sentence length and word choices.	Uses a limited or an unvaried vocabulary. Provides an inconsistent or a weak voice and tone. Provides little to no variation in sentence type and length.
Points	5 4	3 2	1 0
Language Conventions	Capitalizes, punctuates, and spells accurately. Demonstrates complete thoughts within sentences, with accurate subject-verb agreement. Uses paragraphs appropriately and with clear purpose.	Capitalizes, punctuates, and spells accurately. Demonstrates complete thoughts within sentences and appropriate grammar. Paragraphs are properly divided and supported.	Incorrectly capitalizes, punctuates, and spells. Uses fragmented or run-on sentences. Utilizes poor grammar overall. Paragraphs are poorly divided and developed.
Points	5 4	3 2	1 0

Total Points: _____

OPINION WRITING ANALYSIS

Directions: Record each student's rubric scores (page 202) in the appropriate columns. Add the totals every two weeks and record the sums in the Total Scores column. You can view: (1) which students are not understanding the opinion genre and (2) how students progress after multiple encounters with the opinion genre.

	Week 6	Week 10	Week 12	Week 22	Week 32	Week 36	Total Scores
Student Name							
Average Classroom Score							

INFORMATIVE/EXPLANATORY WRITING ANALYSIS

Directions: Record each student's rubric score (page 203) in the appropriate columns. Add the totals every two weeks and record the sums in the Total Scores column. You can view: (1) which students are not understanding the informative/explanatory genre and (2) how students progress after multiple encounters with the informative/explanatory genre.

	Week 4	Week 8	Week 14	Week 20	Week 26	Week 34	Total Scores
Student Name							
Average Classroom Score							

NARRATIVE WRITING ANALYSIS

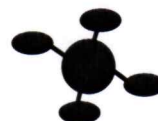
Directions: Record each student's rubric score (page 204) in the appropriate columns. Add the totals every two weeks and record the sums in the Total Scores column. You can view: (1) which students are not understanding the narrative genre and (2) how students progress after multiple encounters with the narrative genre.

	Week 2	Week 16	Week 18	Week 24	Week 28	Week 30	Total Scores
Student Name							
Average Classroom Score							

THE WRITING PROCESS

STEP 1: PREWRITING

Think about the topic. Brainstorm ideas, and plan what you want to include in your writing.



STEP 2: DRAFTING

Use your brainstormed ideas to write a first draft. Don't worry about errors. This will be a rough draft.



STEP 3: REVISING

Read your rough draft. Think about the vocabulary you used and how your writing is organized. Then, make the appropriate changes to improve your written piece.



STEP 4: EDITING

Reread your revised draft. Check for errors in spelling, punctuation, and grammar. Use editing marks to correct the errors.



STEP 5: PUBLISHING

Create a final version of your piece, including the corrections from the edited version. Be sure to reread your work for any errors.



EDITING MARKS

Editing Marks	Symbol Names	Example
≡	capitalization symbol	david gobbled up the grapes. ≡
/	lowercase symbol	My mother hugged Me when I C ame home.
○	insert period symbol	The clouds danced in the sky○
sp○	check spelling symbol	sp I (laffed) at the story.
~	transpose symbol	How you are?
^	insert symbol	Would you ^{please} pass the pizza? ^
^, ,	insert comma symbol	I have two cats, two dogs^and a goldfish. ,
“ ” √ √	insert quotations symbol	“That's amazing,” she shouted. √ √
⌋	deletion symbol	Will you call call me on the phone tonight?
¶	new paragraph symbol	... in the tree.¶ After lunch, I spent the day...
#	add space symbol	I ran #to the tree.

OPINION WRITING TIPS

Ask yourself . . .

Remember . . .

Do I have a strong belief in my opinion so that I can convince others to believe the same?

Make sure you can back up your opinion with specific examples.

Have I stated my opinion in a way that grabs the reader's attention?

Begin with a question or a bold statement that includes your opinion.

Do I have at least three reasons based on facts for my opinion?

Include at least three solid reasons why the reader should agree with you.

Do I have an example for each reason that strengthens my argument?

Each reason must be followed by one strong example.

Do I have a logical order to my writing?

Don't bounce around. Focus on a logical order to present each reason and example.

Am I using smooth transitions to connect my thoughts and help my writing flow?

Use transition words like *first*, *in addition to*, *another reason*, and *most important*.

Does my conclusion restate my opinion?

Do not forget to restate your opinion in the final sentence.

Have I used correct spelling, grammar, and punctuation?

Revisit what you have written. Then, check for mistakes.

INFORMATIVE/EXPLANATORY WRITING TIPS

Ask yourself . . .

Remember . . .

Do I provide enough information on the topic?

Make sure to include facts about the topic in your writing so that the reader is informed.

Have I narrowed the focus of the topic?

Choose one aspect of the topic that you want to write about.

Does my writing have a hook?

Begin with a strong topic sentence that grabs the reader's attention.

Is my information presented in a logical order?

Do not bounce around. Present each topic sentence at the beginning of a paragraph and add details.

Have I included enough information that the reader will be interested in learning even more?

End with a strong sentence that makes the reader want to learn more about the subject.

Have I used correct spelling, grammar, and punctuation?

Revisit what you have written. Then, check for mistakes.

NARRATIVE WRITING TIPS

Ask yourself . . .

Remember . . .

Am I the main character? Is the story told from my point of view?

You are in the story, telling where you are, what you see, who you are with, and what you do.

Does my story have a hook?

Include an exciting introductory sentence that makes the reader want to continue reading.

Does my story make sense and have a beginning, a middle, and an end?

Do not bounce around. Focus on a logical order of how the experience happened.

Am I using transitions to connect my thoughts and help the writing flow?

Use transition words like *first*, *next*, *then*, *another*, and *finally*.

Am I including rich details and sensory language to help paint a picture in the reader's mind?

Use lots of adjectives, and incorporate figurative language, such as metaphors and similes, to make your story come to life.

Does my conclusion summarize the main idea?

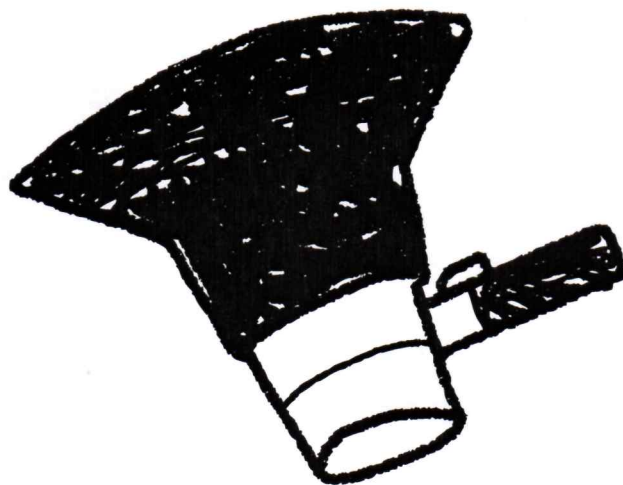
Incorporate a sentence or two that reflects on what you have written.

Have I used correct spelling, grammar, and punctuation?

Revisit what you have written. Then, check for mistakes.

Opinion Writing

Informative/Explanatory Writing



Narrative Writing

CONTENTS OF THE DIGITAL RESOURCE CD

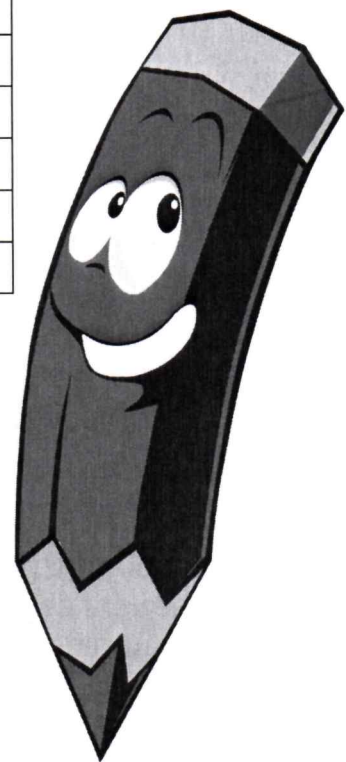
Teacher Resources

Resource	Filename
Writing Rubrics	writingrubrics.pdf
Opinion Writing Analysis	opinionpageitem.pdf opinionpageitem.doc opinionpageitem.xls
Informative/Explanatory Writing Analysis	informativepageitem.pdf informativepageitem.doc informativepageitem.xls
Narrative Writing Analysis	narrativepageitem.pdf narrativepageitem.doc narrativepageitem.xls
Writing Signs	writingsigns.pdf
Standards Charts	standards.pdf

Student Resources

All of the 180 practice pages are contained in a single PDF. To print specific days, open the PDF and select the pages to print.

Resource	Filename
Practice Pages	practicepages.pdf
Writing Tips	writingtips.pdf
Writing Prompts	writingprompts.pdf
The Writing Process	writingprocess.pdf
Editing Marks	editingmarks.pdf
Peer/Self-Editing Checklist	editingchecklist.pdf



PRACTICE - ASSESS - DIAGNOSE

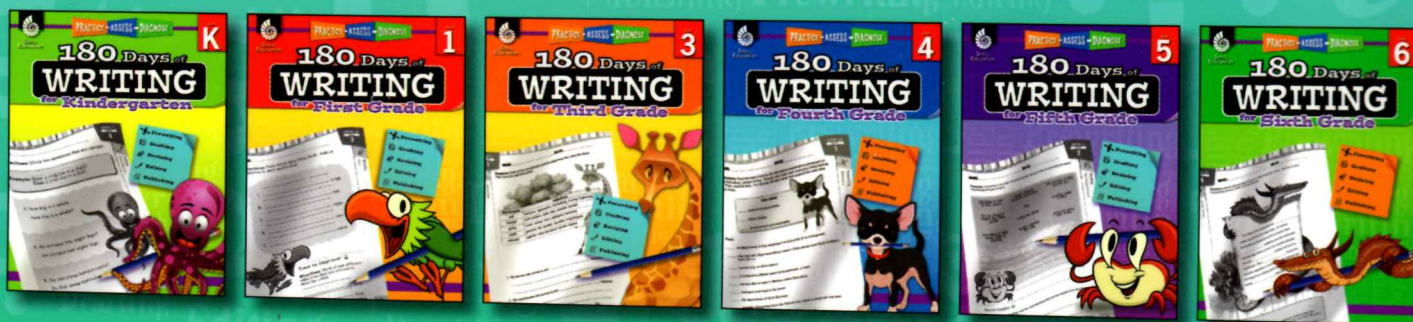
Provide quick and purposeful daily practice to build mastery with writing skills.

This easy-to-use resource provides students with writing practice in all genres, while also strengthening their grammar skills. Creative, theme-based units allow students opportunities to practice the five steps of the writing process. Students start by interacting with mentor texts and then apply their learning to their own written pieces. Students' confidence will thrive through these engaging standards-based writing activities!

This engaging resource includes:

- opinion practice
- informative/explanatory practice
- narrative practice
- prewriting activities
- drafting activities
- revising activities
- editing activities
- publishing activities
- writing rubrics, posters, and tips

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