

Book **F**

WriteShop[®]

Junior

Activity Pack E-book

SYNONYM
journaling
contractions
Mystery
PLOT
nonfiction



by Nancy I. Sanders

Includes Student Worksheets and Level 3 Fold-N-Go Grammar Pack

Book **F**

WriteShop® Junior

Student Worksheet Pack E-book

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Mystery
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by Nancy I. Sanders

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Student Worksheet Pack

WriteShop Junior Book F

This Student Worksheet Pack contains reproducible activity pages children will need to complete portions of each lesson in WriteShop Junior Book F. When used in conjunction with the Book F Teacher's Guide, these materials will give practice with writing skills such as brainstorming and self-editing.

Student Worksheets

Lesson 1	Activity Set	1:2	Pre-writing: Get Ready for Adventure! Prompts
		1:3	Skill Builder: Concrete Word Bank (Concrete Writing)
			Skill Builder: Concrete Word Bank Dollars (\$1)
			Skill Builder: Concrete Word Bank Dollars (\$5)
			Skill Builder: Concrete Word Bank Dollars (\$10)
		1:3	Journal Prompt
		1:4	Brainstorming: Grid
			Brainstorming: Propeller and Wings
		1:6	Proofreading Marks
1:8	Writing Across the Curriculum: Adventure Planner		
Lesson 2	Activity Set	2:2	Lesson Overview: Tall Tales Chart
		2:2	Pre-writing: Taller Than Life: Paul Bunyan
			Pre-writing: Taller Than Life: Babe
		2:3	Skill Builder: Sentence Length Flip Card (2 pages)
		2:3	Journal Prompt
		2:4	Brainstorming: Grid
			Brainstorming: Figures of Speech Bubbles
		2:6	Self-editing Check
Lesson 3	Activity Set	3:2	Pre-writing: Choose Your Own Mystery Board (2 pages)
			Pre-writing: Mystery and Suspect Cards
			Pre-writing: Detective and Clue Cards
		3:3	Skill Builder: Colorful Descriptions Paint Box
			Skill Builder: Paint Box Mystery Story
		3:3	Journal Prompt
		3:4	Brainstorming
		3:5	Publishing: Writing Paper
		3:6	Self-editing Check
		3:6	Concrete Bank Register

Lesson 4	Activity Set	4:2	<i>Pre-writing: You Were There! Spinner</i>
			<i>Pre-writing: You Were There! Game Board</i>
			<i>Pre-writing: You Were There! Historical Figures List</i>
		4:3	<i>Skill Builder: Go-Back-in-Time Machine</i>
		4:3	<i>Journal Prompt</i>
		4:4	<i>Brainstorming</i>
		4:6	<i>Self-editing Check</i>
Lesson 5	Activity Set	4:6	<i>Punctuation Foundation</i>
		5:2	<i>Pre-writing: Wild and Wacky Limericks</i>
		5:2	<i>Model & Teach: Rhyme Time Rhyming Words Lists</i>
		5:3	<i>Skill Builder: Dramatic Voice</i>
		5:3	<i>Journal Prompt: Limericks Are Fun!</i>
			<i>Journal Prompt: Limericks Are Fun! 12 Limericks</i>
		5:4	<i>Brainstorming</i>
Lesson 6	Activity Set	5:6	<i>Limerick Self-editing Check</i>
		6:2	<i>Pre-writing: Pets for Sale</i>
		6:3	<i>Journal Prompt</i>
		6:4	<i>Brainstorming</i>
		6:6	<i>Self-editing Check</i>
		6:6	<i>Concrete Bank Register (Lessons 6-10)</i>
		6:7	<i>Publishing: Alphabet Monograms (2 pages)</i>
Lesson 7	Activity Set	7:2	<i>Pre-writing: Five Senses Spin-off Cards</i>
		7:3	<i>Skill Builder: Sentence Dominoes</i>
		7:3	<i>Journal Prompt</i>
		7:4	<i>Brainstorming</i>
			<i>Brainstorming: Indoor Scavenger Hunt Clues</i>
		7:6	<i>Self-editing Check</i>
		7:6	<i>Galaxy Pinball Editing</i>
Lesson 8	Activity Set	8:2	<i>Pre-writing: Story Stacker Board (2 pages)</i>
		8:2	<i>Pre-writing: Story Stacker Cards</i>
		8:3	<i>Skill Builder: Transitions (for Lessons 8-10)</i>
			<i>Skill Builder: Transitions Word Search</i>
		8:3	<i>Journal Prompt</i>
		8:4	<i>Brainstorming</i>
		8:6	<i>Self-editing Check</i>

Lesson 9	Activity Set	9:2	<i>Pre-writing: Take a Book Walk</i>
		9:3	<i>Skill Builder: Story Tree</i>
		9:3	<i>Journal Prompt</i>
		9:4	<i>Brainstorming</i>
		9:6	<i>Self-editing Check</i>
Lesson 10	Activity Set	10:2	<i>Pre-writing: Story Stretchers Report</i>
			<i>Pre-writing: Story Stretchers Report Expansion Cards</i>
			<i>Pre-writing: Story Stretchers Diagram</i>
		10:3	<i>Skill Builder: Choose Your Own Report Game Board</i>
			<i>Skill Builder: Choose Your Own Report Game Pieces</i>
			<i>Skill Builder: Choose Your Own Report Display Boards</i>
		10:3	<i>Journal Prompt</i>
		10:4	<i>Brainstorming (2 pages)</i>
			<i>Brainstorming: Nonfiction Report (Alternative Worksheet)</i>
		10:6	<i>Self-editing Check</i>
			<i>Blue Ribbon Editor</i>

Additional Resources

Blank Reading Logs

5-Star Reading Log
Reading Log Chapter Check
Reading Log Journal
Reading Log Summary
Nonfiction Reading Quest

Blank Journal Pages

All-purpose Journaling Pages (2)

Evaluation Charts

Junior Writing Skills Evaluation Chart 1-6
Junior Writing Skills Evaluation Chart 7-10

Activity Set 1:2
Pre-writing

GET READY FOR ADVENTURE!

Prompts

PROMPT A	PROMPT B	PROMPT C
You are sailing on the ocean. A giant wave crashes your boat onto a deserted island. What vehicle, tool, and animal will help you survive and make it home?	You are hiking in the sand across a very hot desert. Suddenly you run out of water. What vehicle, tool, and animal will help you survive and make it home?	You are climbing a very tall mountain. An avalanche buries you in the snow. What vehicle, tool, and animal will help you survive and make it home?
Vehicle	Vehicle	Vehicle
Tool	Tool	Tool
Animal	Animal	Animal

Activity Set 1:3a Skill Builder

Concrete Word Bank

CONCRETE WRITING

You can change weak writing into concrete writing that is strong and interesting to read. Here's how:

Example of weak writing: A flower was in the yard.



1

Change the vague word **flower** to a specific kind of flower:

A **rose** was in the yard.

2

Describe the rose by adding an adjective:

A **yellow** rose was in the yard.

3

Exchange the weak verb **was** for a strong action verb:

A yellow rose **bloomed** in the yard.

4

Describe how or when it bloomed by adding an adverb:

A yellow rose bloomed **yesterday** in the yard.

5

Look up the word **yard** in a thesaurus and choose a more specific word:

A yellow rose bloomed yesterday in the **garden**.

Directions: On another piece of paper, change each of these examples of weak writing into concrete writing. Use words from the Concrete Word Bank below or choose your own.

Examples:

1. The animal ran across the field.
2. The vehicle went into a town.
3. A light was in the building.

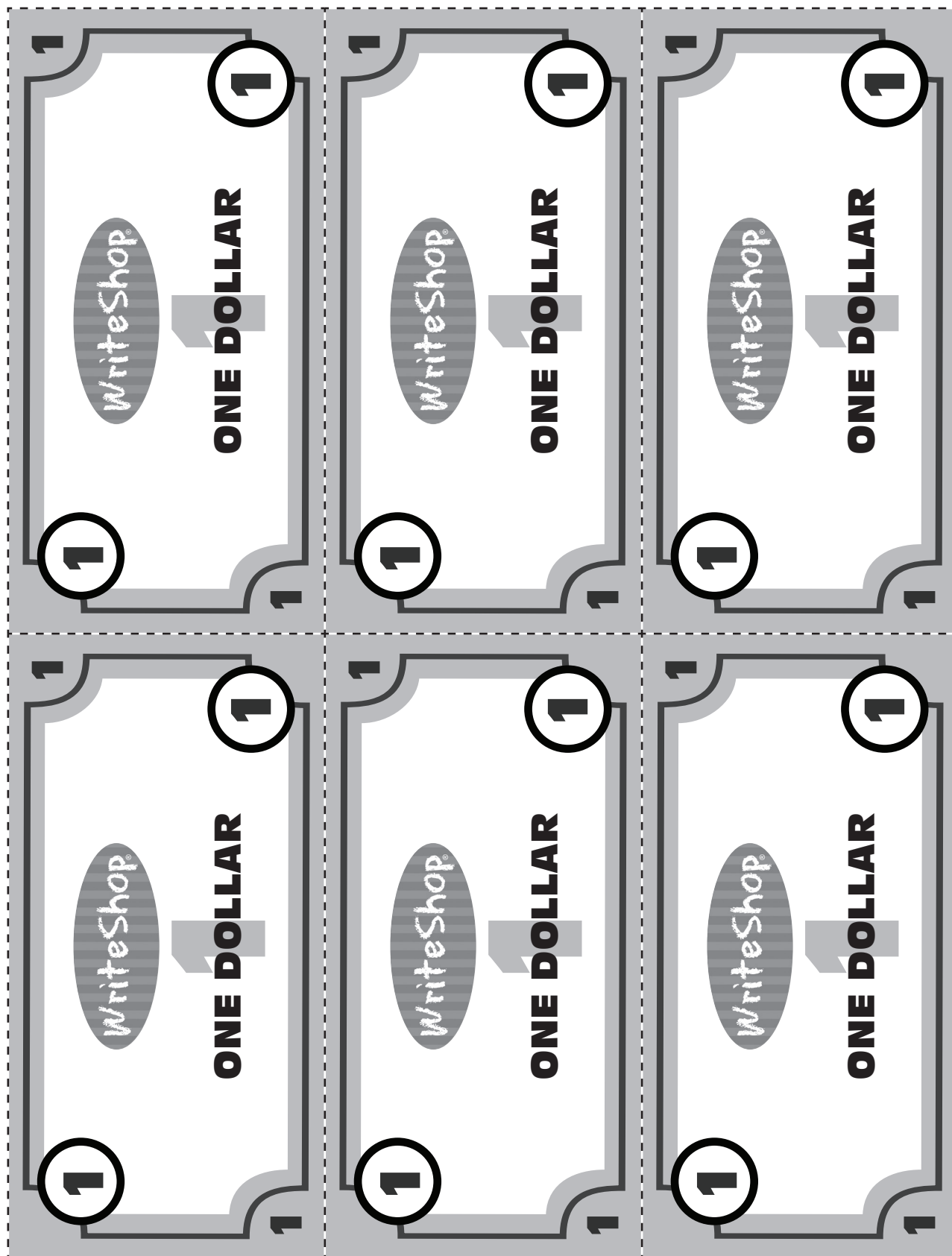


CONCRETE WORD BANK:

quickly roaring golden jeep clearing giraffe trotted shed bus raced
fire wildly apartment broken plain scampered lion flashlight brightly loud
village blazed lamp tall train gopher gracefully sputtered sped arena
grassland shone skyscraper gleamed city racehorse meadow twinkled

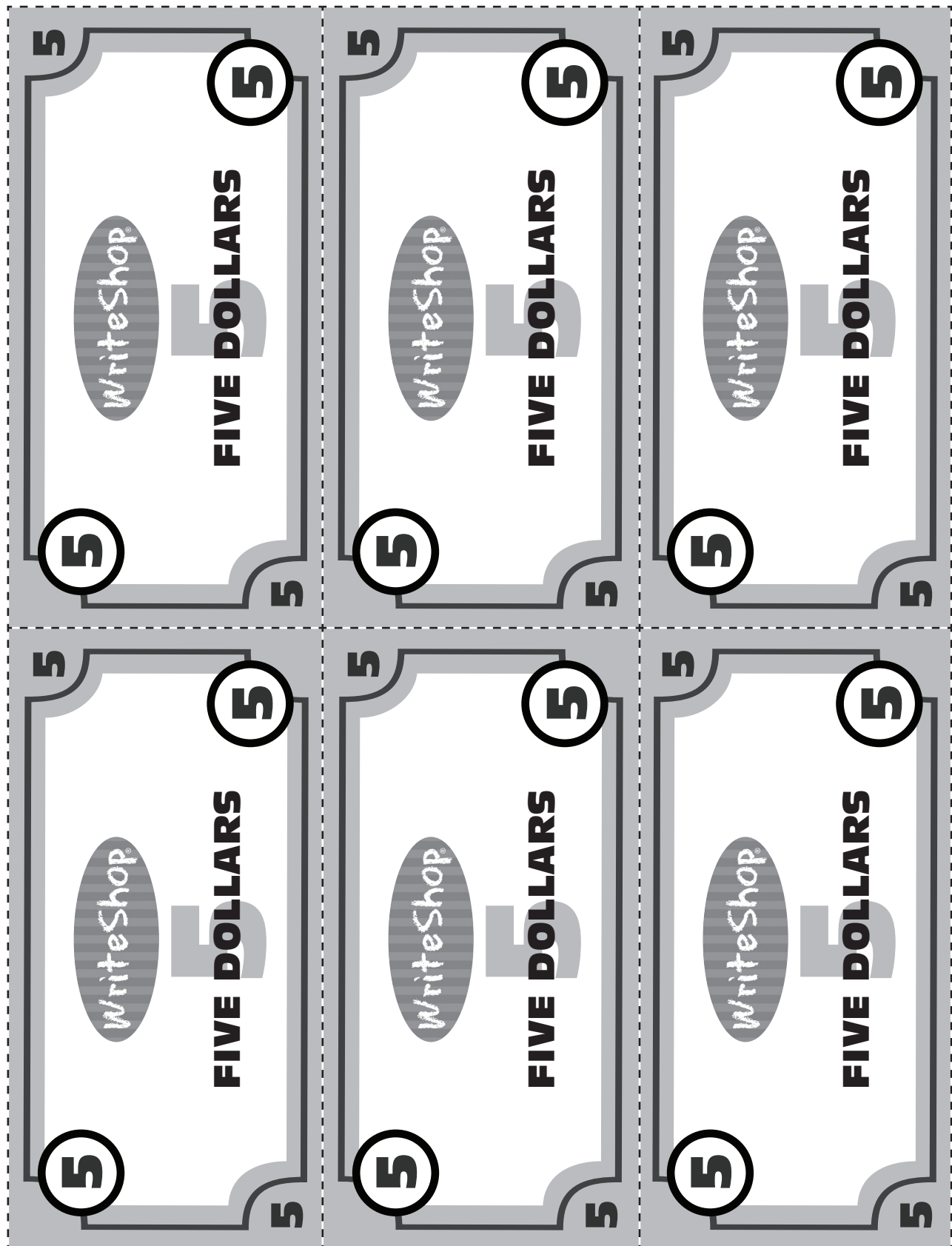
Activity Set I:3b
Skill Builder

Concrete Word Bank
One Dollar



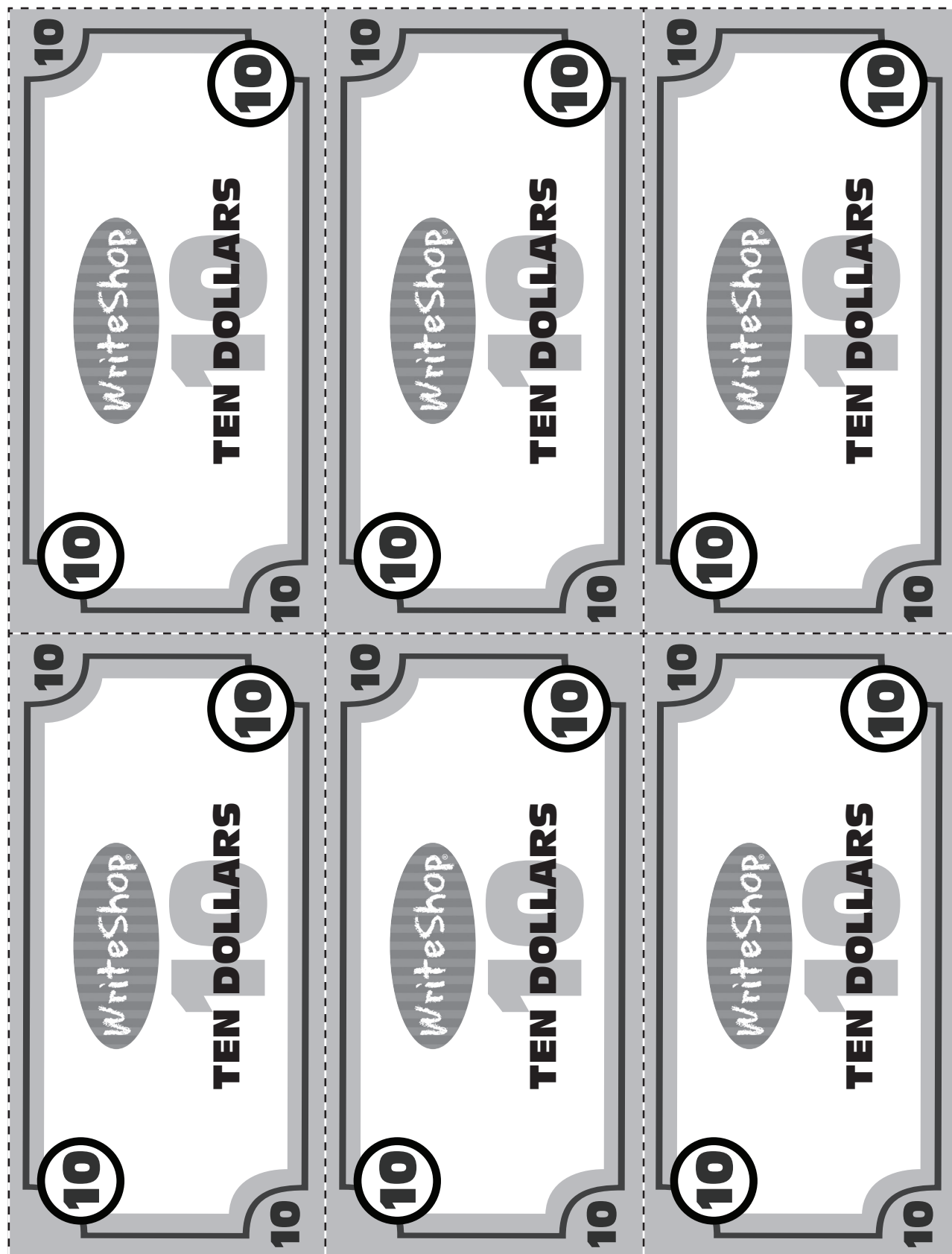
Activity Set 1:3c
Skill Builder

Concrete Word Bank
Five Dollars



Activity Set I:3d
Skill Builder

Concrete Word Bank
Ten Dollars



Activity Set 1:3 Journal

Name: _____

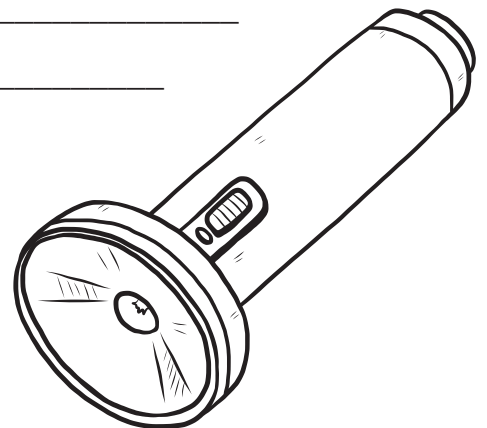
Directions: Imagine that you're on a thrilling adventure in an underground cave. You have an exciting vehicle to ride, a certain tool to use, and a special animal pal who joins you in the story. Before you start writing, draw a picture of each one in the spaces below. Don't overthink this part! Just choose your three items and sketch them in. Then complete the journal prompt.

Vehicle:

Tool:

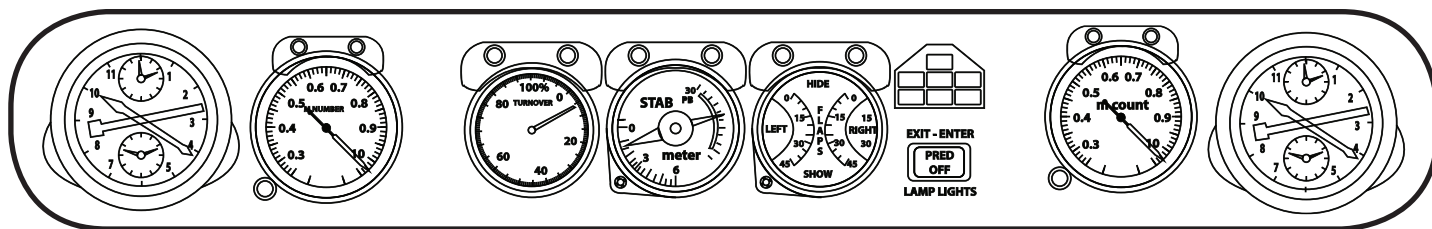
Animal:

I was exploring a dark cave deep underneath the ground. Suddenly the bright light of my flashlight quit working, and I _____



Activity Set I:4a Brainstorming, p. I

Name: _____



Title: _____

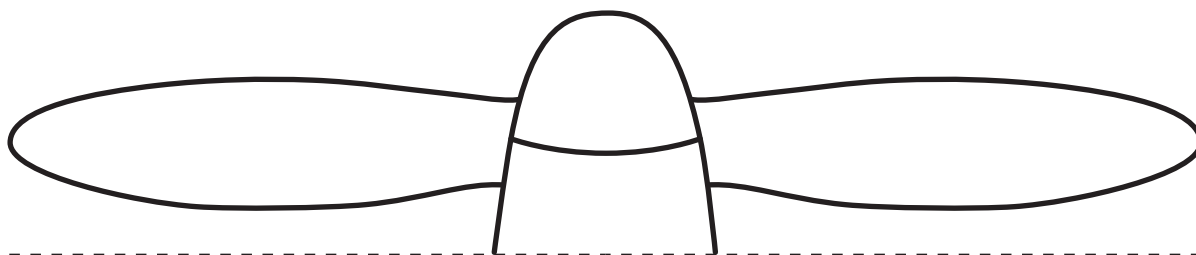
BEGINNING			
MIDDLE			
END			

Activity Set 1:4b
Brainstorming, p. 2

Name: _____

Propeller and Wings

Vehicle



Tool

Animal

All Lessons

Editing and Revising

Proofreading Marks

Mark	What It Means	Sample
	change to a capital letter	The <u>u</u> nited <u>s</u> tates is planning a trip to <u>m</u> ars.
	change to a lower-case letter	To prepare, ^{lc} / A stronauts are busy doing many experiments.
	write correct spelling	^{SP} Neal Armstrong was the first man to walk on the moon.
	delete	Many astronauts have explored outer space since then.
	delete space	No body has ever gone to Mars.
	insert space	NASA sent robots to explore [#] the Red Planet.
	insert period	They sent back photos. Have you seen them?
	start new paragraph	They're great! [¶] Would you like to go to Mars one day?
	insert here	You would travel ^{many months} in a spaceship.
	insert comma	You'd need to wear a spacesuit gloves and helmet.
	insert quotation marks	"I am the first person to walk on Mars." you would say.
	insert question mark	Wouldn't you love to go there? I would.
	insert exclamation point	It would be amazing!
	reverse letters or words	Sign (for up) astronOat training today.

Activity Set 1:8 Spotlight on Math

Adventure Planner

Destination: _____

Transportation

<i>Airfare, train tickets, helicopter, boat, car rental, etc.</i>	Estimated Cost
Subtotal:	

Lodging

<i>Hotel, resort, campground, beach hut, cruise ship, etc.</i>	Estimated Cost
Subtotal:	

Food & Drink

<i>Restaurants, fast food, groceries and water, freeze-dried meals, etc.</i>	Estimated Cost
Subtotal:	

Activities

<i>Helicopter tour, skydiving, snowboarding, rafting, canoeing, deep sea fishing, etc.</i>	Estimated Cost
Subtotal:	

Equipment & Gear

<i>Backpack, skis, binoculars, pickaxe, head lamp, boots, etc.</i>	Estimated Cost
Subtotal:	

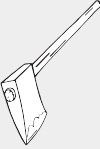







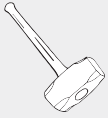
Total Costs

Enter the subtotal from each category in the subtotal column, then add them to find the total estimated cost of your trip.

	Subtotal
Transportation	
Lodging	
Food & Drink	
Activities	
Equipment & Gear	
Total Estimated Cost:	

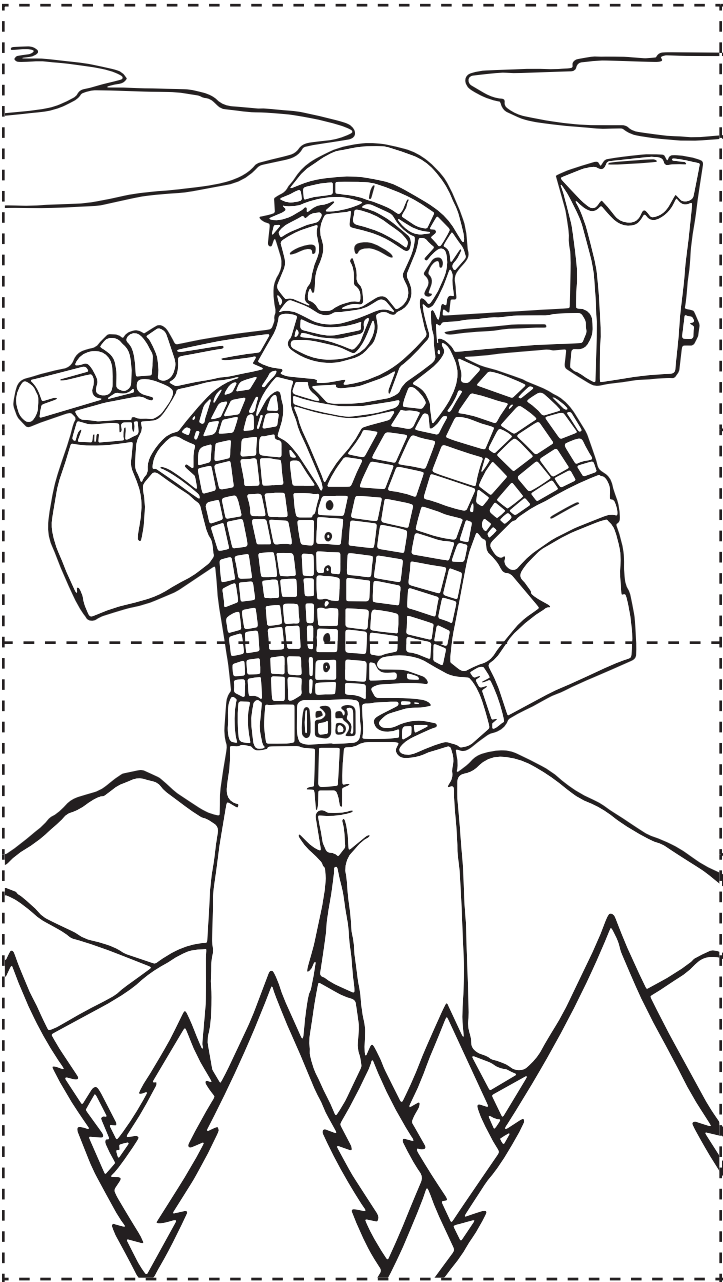
Activity Set 2:2 Lesson Overview

Tall Tales Chart

Character	Why Is This Folk Hero “Larger Than Life”?
 Paul Bunyan Lumberjack	<ul style="list-style-type: none"> • Made lakes and stamped out forest fires with his boots • Could clear a forest of trees with one swing of his axe • Clothes were so large he used wagon wheels for buttons
 Babe, the Blue Ox Paul Bunyan’s pet	<ul style="list-style-type: none"> • Took a flock of crows all day to fly from one horn to the other • Used Lake Michigan for a waterhole • Strong enough to straighten crooked roads
 Pecos Bill Cowboy	<ul style="list-style-type: none"> • Was raised by coyotes • Used a rattlesnake as a lariat • Roped a tornado and rode on its shoulders • Often rode a mountain lion instead of Widow-Maker
 Widow-Maker Pecos Bill’s horse	<ul style="list-style-type: none"> • Meanest, toughest horse in the West • Dynamite was his favorite food • Bucked like a maniac—only Pecos Bill could ride him
 Blue-Foot Sue Cowgirl	<ul style="list-style-type: none"> • Could ride anything that moved, even a giant catfish • Stood on the fish’s back while shooting at the clouds • Widow-Maker bucked her off his back and she bounced all the way to the moon
 Davy Crockett Frontiersman	<ul style="list-style-type: none"> • Wrestled a bear at 3 years old • Rode a lightning bolt • Untangled a comet from the North Pole
 Johnny Appleseed Pioneer	<ul style="list-style-type: none"> • Kept a wolf as a pet • Played with family of bears • Never wore shoes • Had skin so tough, even a rattlesnake bite couldn’t hurt him
 Annie Oakley Sharpshooter	<ul style="list-style-type: none"> • Could shoot tiny things from great distances • Shot through a dime tossed 90 feet into the air • Sliced a playing card in half from 75 feet away • Starred in Wild West shows as the best sharpshooter in the West
 John Henry Railroad man	<ul style="list-style-type: none"> • Won a race against a steam-drill machine using his own strength and two hammers to pound steel nails into railroad tracks

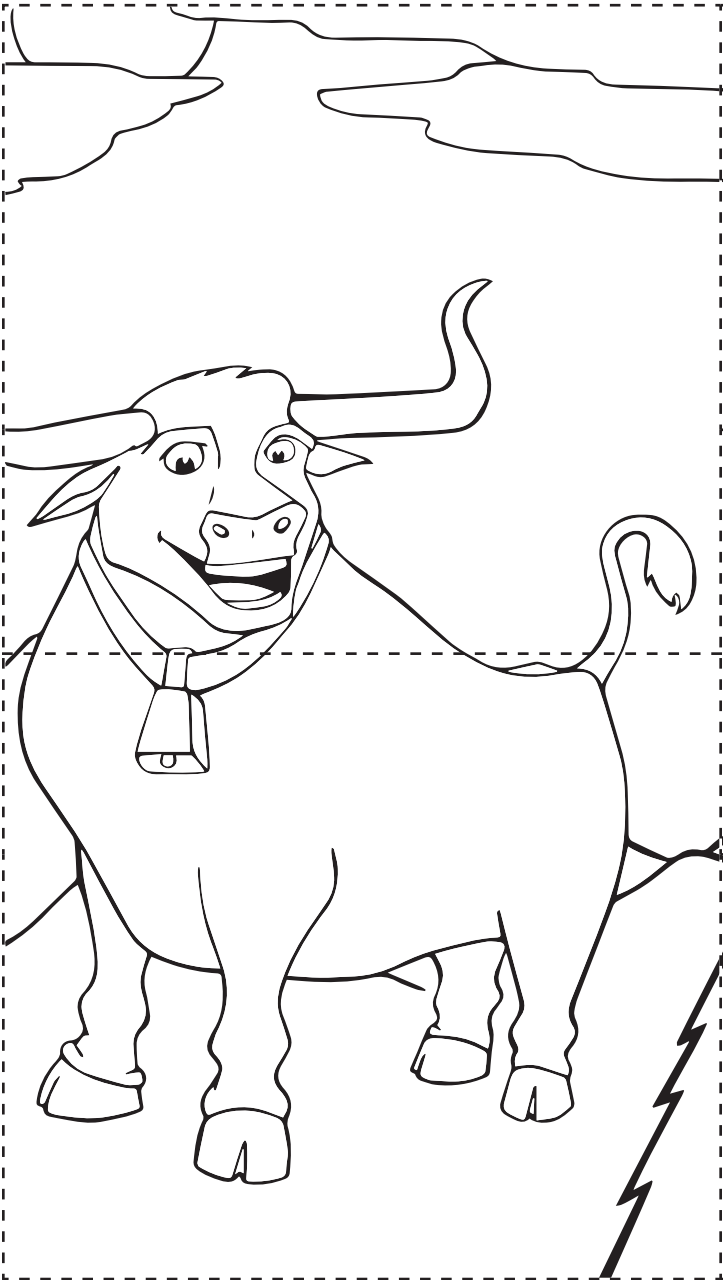
Activity Set 2:2
Pre-writing

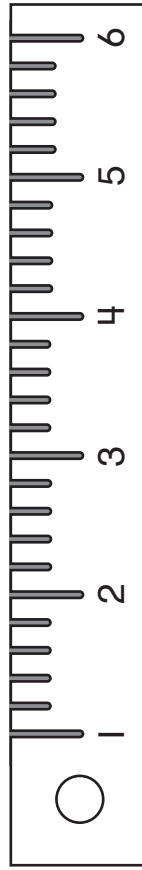
Taller Than Life: Paul Bunyan



Activity Set 2:2
Pre-writing

Taller Than Life: Babe the Blue Ox





Sentence Length Flip Card

Name: _____

Use a variety of different sentence lengths to add interest and meaning to your story.

SHORT SENTENCES: 6 words or fewer
Excitement. Danger. Fast Adventure.
Examples: "Stop!" he shouted. The horse bucked wildly.

1

2

3

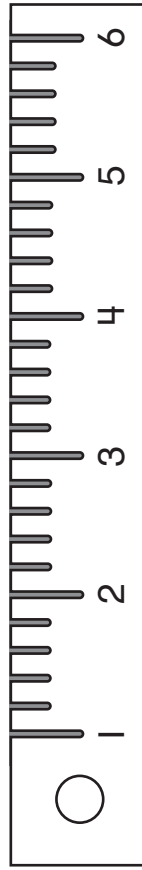
LONG SENTENCES: 7 words or more

Thoughtful. Slow. Explanations and descriptions. *Example:* She brushed her thick black hair that hung down her back like a horse's tail.

1

2

3



Sentence Length Flip Card

Name: _____

Use a variety of different sentence lengths to add interest and meaning to your story.

SHORT SENTENCES: 6 words or fewer
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Examples: "Stop!" he shouted. The horse bucked wildly.

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1

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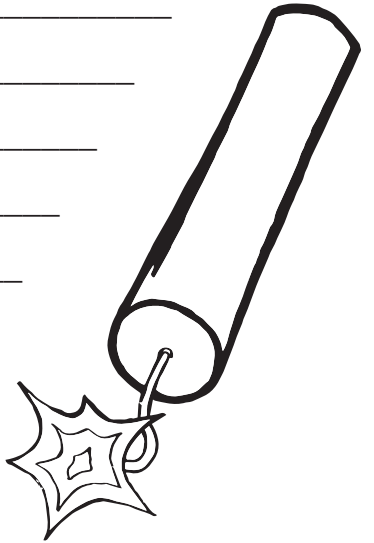
Activity Set 2:3

Journal Prompt

Name: _____

Directions: What gigantic contest might take place if Babe, Paul Bunyan's big blue ox, ever met Widow-Maker, Pecos Bill's horse? Write a new tall tale to tell what happens.

Widow-Maker was minding his own business one day when a cyclone picked him up and blew him all the way from Texas to Minnesota, where he met Babe, the giant blue ox. Pecos Bill and Paul Bunyan decided right then to hold a contest between their animals to see which one could _____



Activity Set 2:4a

Brainstorming



Name: _____

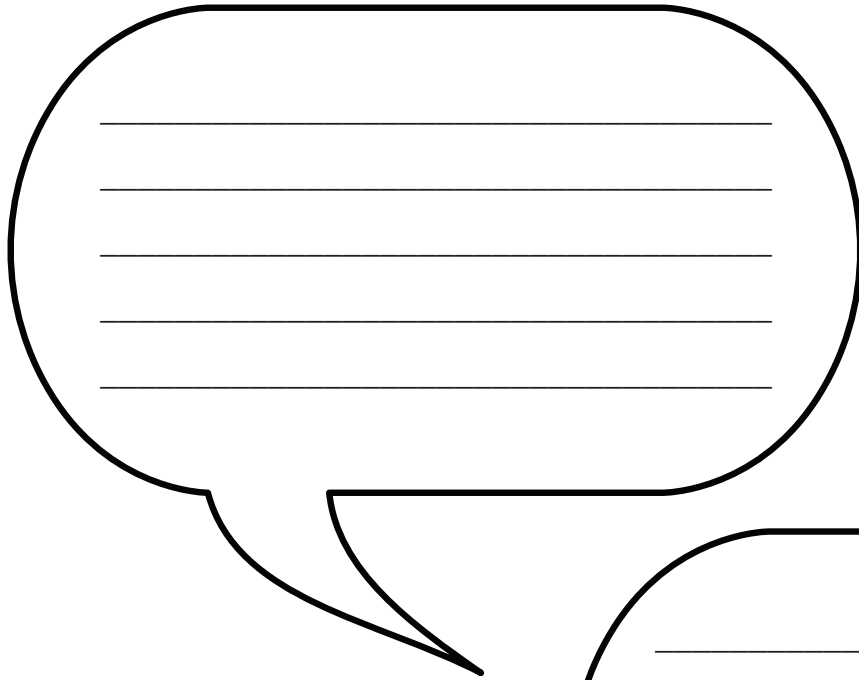
Title: _____

BEGINNING	<p>Long sentence: _____</p> <p>_____</p>		
MIDDLE	<p>Short sentence: _____</p>		
END			

Activity Set 2:4b
Brainstorming

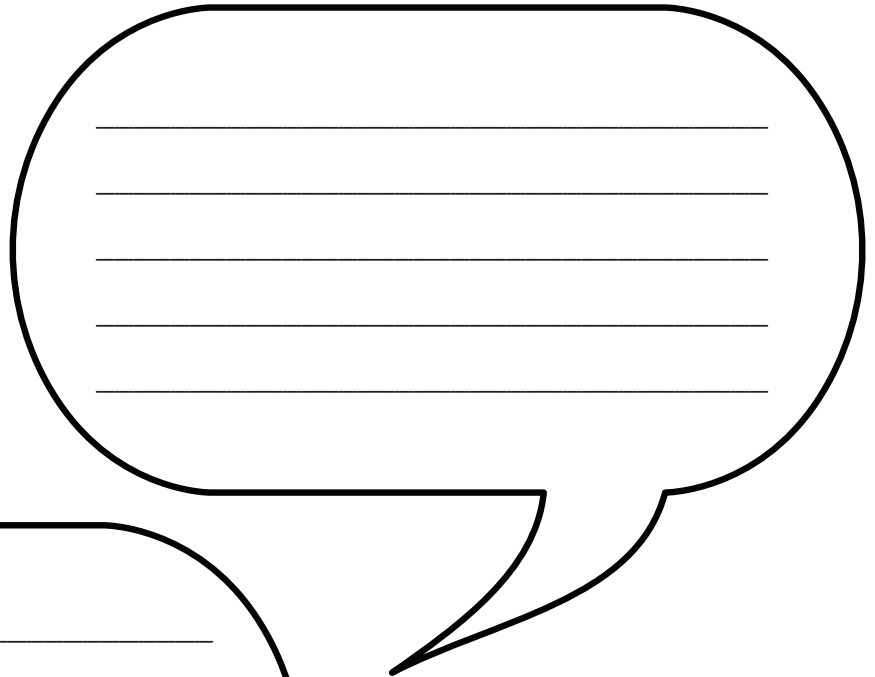
Name: _____

Figures of Speech



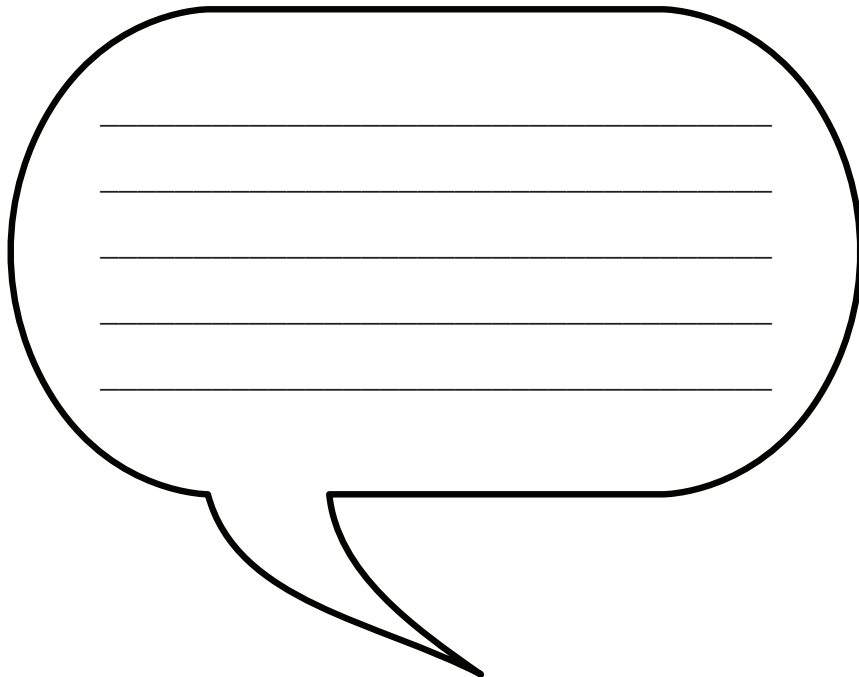
A large speech bubble with a tail pointing towards the bottom left. Inside the bubble are five horizontal lines for writing.

Idiom



A large speech bubble with a tail pointing towards the bottom left. Inside the bubble are five horizontal lines for writing.

Metaphor



A large speech bubble with a tail pointing towards the bottom left. Inside the bubble are five horizontal lines for writing.

Simile

Activity Set 2:6

Editing and Revising

Name: _____

Self-editing Check

Content

- ☐ I wrote a beginning, middle, and end.
- ☐ I added interesting details and descriptions.
- ☐ My story follows guidelines for its genre.

Mechanics and Grammar

- ☐ I wrote complete sentences that start with a capital letter and end with a punctuation mark.
- ☐ I used a capital letter for each proper noun.
- ☐ I used commas correctly.
- ☐ I used quotation marks correctly.
- ☐ I indented each new paragraph.

Self-editing

- ☐ I used proofreading marks to make corrections.
- ☐ I checked that my story makes sense.
- ☐ I looked in a dictionary to check my spelling.
- ☐ I looked in a thesaurus to find concrete words.

Activity Set 3:2a Pre-writing

Choose Your Own Mystery Game Board



Choose the mystery you want to solve, complete with a detective, suspects, and clues. Then explain what you think happened. Who is guilty? Why did the suspect do it? How do you want the detective to solve it?

The Mystery

place card here

The Detective

place card here

SUSPECTS

place card here

place card here

place card here

1

2

3

CLUES

place card here

place card here

place card here

Activity Set 3:2a Pre-writing

Choose Your Own Mystery Game Board



Choose the mystery you want to solve, complete with a detective, suspects, and clues. Then explain what you think happened. Who is guilty? Why did the suspect do it? How do you want the detective to solve it?

The Mystery

place card here

The Detective

place card here

SUSPECTS

place card here

place card here

place card here

1

2

3

CLUES

place card here

place card here

place card here

Activity Set 3:2b

Pre-writing

Choose Your Own Mystery

Mystery & Suspect Cards









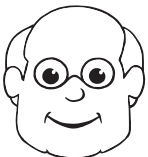



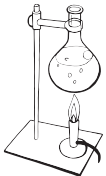



The Mystery

Choose the mystery that needs to be solved.

MYSTERY: Bryan's most important baseball card is missing from his collection. It's worth lots of money.	MYSTERY: Someone stole the money out of Bryan's piggy bank.	MYSTERY: Bryan's science project is ruined. His paper is torn up and his test tube is broken.	MYSTERY: Nobody knows what happened to Bryan's fish tank and why his prize goldfish is gone.
MYSTERY: There's a baseball in Bryan's bedroom and his window is broken.	MYSTERY: The chopsticks are missing from Bryan's favorite take-out meal.	MYSTERY: Bryan's room is a mess with pizza and trash all over the floor.	MYSTERY: Bryan's brand new solar-powered underwater watch is missing.

The Suspects

Choose three guilty suspects.

SUSPECT: IAN Bryan's little brother, who is always playing in Bryan's room 	 SUSPECT: ZOE Bryan's big sister, who needs money for a new dress	SUSPECT: REX The neighbors' huge dog, who eats trash out of the trash can and digs holes 	 SUSPECT: MRS. WURM The housekeeper
 SUSPECT: LIZ Teen looking for a summer job to earn money to get braces	SUSPECT: SETH Likes everything about sports no matter how the game is played 	 SUSPECT: JOJO Clown performing tricks for Ian's birthday party	SUSPECT: KIRK Bryan's friend, who had an argument with Bryan yesterday 
SUSPECT: GRAMPS Loves sushi, pizza, and chocolate cake 	 SUSPECT: CARI Bryan's mischievous cousin, who is visiting for a week	SUSPECT: PIZZA DELIVERY GUY Needs money to buy a new video game system 	 SUSPECT: POLLY Bryan's talkative and smart parrot, who is always escaping from her cage
 SUSPECT: LEA Wants to win the science contest	SUSPECT: BOOTS Zoe's cat, who doesn't like birds or dogs or other pets 	 SUSPECT: MR. WEBB Electrician installing new wires at Bryan's house	SUSPECT: BITS Ian's pet hamster, who likes to steal shiny things 

Activity Set 3:2c

Pre-writing

Choose Your Own Mystery

Detective & Clue Cards

The Detectives:

Choose the one to solve your mystery!

 <p>Detective Seymore Clues</p>	 <p>Smart Cat, Private Eye</p>	 <p>Detective Mario</p>	 <p>Sammi the Sleuth</p>
 <p>Rena Jung, Girl Detective</p>	 <p>Miss Maple, Private Detective</p>	 <p>Detective Darrell</p>	 <p>Detective Doggone Dawg</p>

The Clues:

Choose three clues the detective finds.

<p>CLUE: Suspect #1 left footprints at the scene where the mystery took place.</p>	<p>CLUE: Witness saw Suspect #1 leaving home just before the mystery took place.</p>	<p>CLUE: A long hair was found at the scene of the mystery!</p>	<p>CLUE: Muddy paw prints led up to the open window next to the scene of the mystery.</p>
<p>CLUE: Witness gave proof that Suspect #2 was lying.</p>	<p>CLUE: Suspect #2 had a suspicious text message on their cell phone.</p>	<p>CLUE: A witness testified she had seen the whole thing take place.</p>	<p>CLUE: A trail of birdseed was found leading out the door.</p>
<p>CLUE: The missing item was found in the bedroom of Suspect #3.</p>	<p>CLUE: Suspect #3 lost something that was found at the scene of the mystery.</p>	<p>CLUE: The postal worker saw what happened when the mail was delivered that day.</p>	<p>CLUE: The doggie door wasn't locked like it was supposed to be.</p>
<p>CLUE: It happened at night when little children were all in bed fast asleep.</p>	<p>CLUE: A witness said he saw all three suspects eating together at a local restaurant.</p>	<p>CLUE: The doorbell wasn't working even though the suspect said the doorbell rang.</p>	<p>CLUE: The suspect couldn't read the important note because his glasses were broken.</p>

Activity Set 3:3

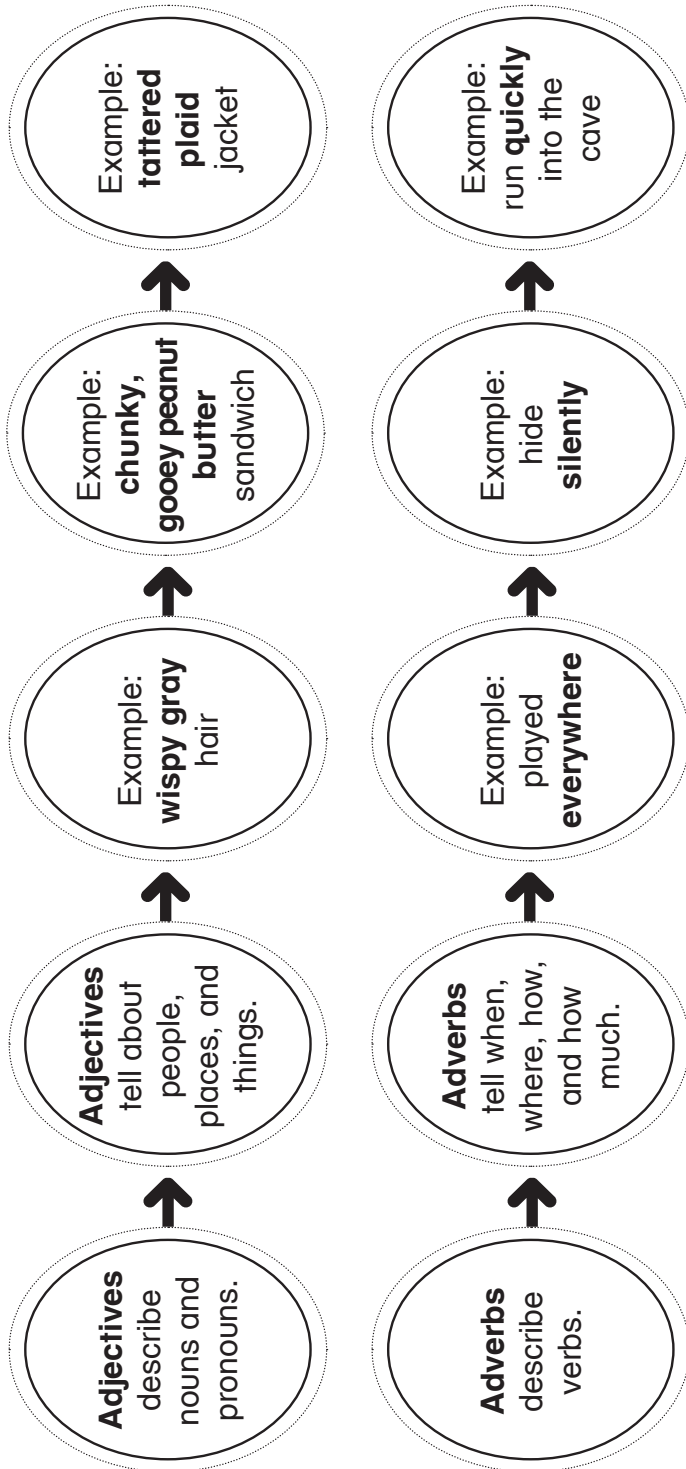
Skill Builder

Colorful Descriptions

Paint Box

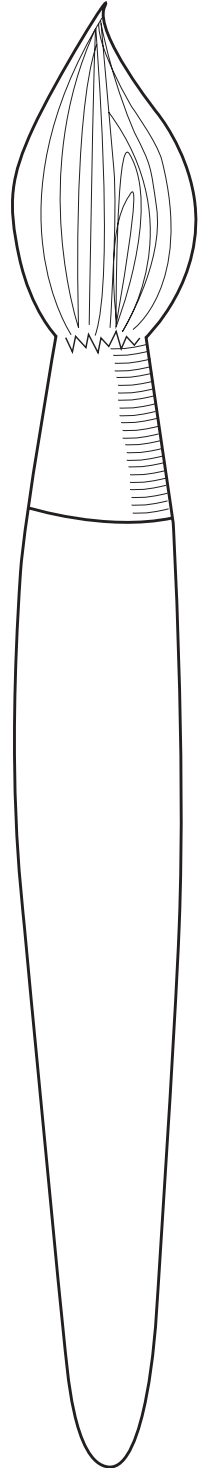
Add COLOR to your story!

Include details and descriptions
in narrative writing.



Describe using your 5 SENSES

to make a story come alive!



Activity Set 3:3

Skill Builder

Paint Box Mystery

The Case of the Disappearing Diamond

Sam the Sleuth climbed out of the rowboat and walked up the gangplank onto the ship.

"Ahoy, Captain Jack!" he said to the pirate who met him on deck. "I've come to solve your mystery."

Captain Jack paced back and forth. "Next week, I am taking this treasure chest to Hurricane Bay. But this morning, I noticed the golden diamond is missing!"

"Did you find any clues?" Sam asked.

Captain Jack looked around. "No. I'd ask my first mate, Swabs, but I can't find him."

"Do you think he took the diamond?"

Captain Jack shook his head. "I don't know what to believe."

"Who else knows about the jewel?" Sam the Sleuth asked.

"A fellow pirate, Captain Stubs," said the captain. "He has admired the diamond for a long time."

"Anyone else?"

"My parrot, Matilda. She loves shiny objects."

Sam the Sleuth searched for clues. He crawled below deck. He climbed high up to the crow's nest. He poked around the galley. Then he took his evidence to Captain Jack.

"I found some clues. Matilda's perch is empty," the sleuth reported. Then he held up a fistful of blue

feathers. "And I found these near the treasure chest."

"It can't be!" the captain insisted. "Matilda would never take the diamond!"

"Take me to her cage," Sam the Sleuth said.

Captain Jack led him down a hatch and opened a door. They found Swabs squished into Matilda's locked cage.

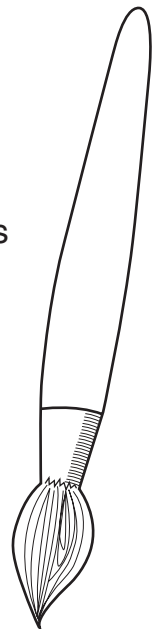
"Swabs!" cried Captain Jack. "What happened? And what are you doing in Matilda's cage?"

"I was double-checking the lock on the treasure chest," Swabs explained. "Suddenly, I heard Matilda squawking. She sounded like she was in danger! I raced to her cage. The next thing I knew, everything went black. When I woke up, I was inside this cage and Matilda had the diamond in her beak."

"Where is Matilda now?" asked the captain.

"She has flown to New York City! She told me she plans to wear the diamond to the Birdcage Theater."

"Case closed," said Sam the Sleuth. "I'll catch the next plane to New York and hunt down that blue bandit. You'll have your diamond again before you set sail!"



Activity Set 3:3 Journal Prompt

Name: _____

MYSTERY at the mansion

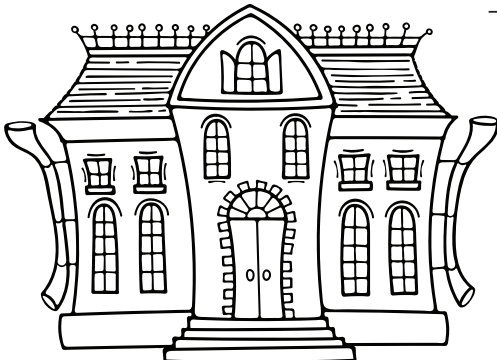
Directions: What's the perfect setting for a mystery? An old mansion, of course! Choose adjectives and adverbs from the Word Bank to add colorful descriptions to these beginning sentences. Then finish the mystery in your own words.

WORD BANK

Adjectives: dark scary ancient night mysterious stormy black threatening

Adverbs: heavily nearly completely wildly almost sadly darkly mysteriously

_____ clouds hung _____
adjective adjective adverb
in the _____ sky, _____ hiding the
adjective adverb
_____ mansion at the top of the hill. A wolf howled. Detective
adjective
Klue-so knocked on the door, and _____



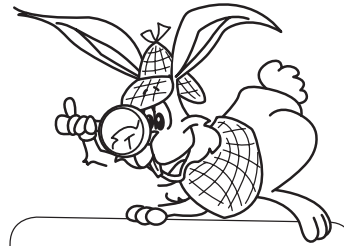
Activity Set 3:4 Brainstorming

Name: _____

Detective _____ **'s Journal**

Name of your chosen investigator

TITLE: _____

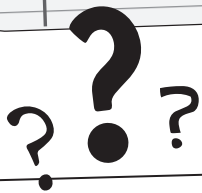


Setting:	
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	
Missing Item:	
<input type="radio"/>	

Suspect:	
<input type="radio"/>	
Motive:	
<input type="radio"/>	
<input type="radio"/>	

Suspect:	
<input type="radio"/>	
Motive:	
<input type="radio"/>	
<input type="radio"/>	

Suspect:	
<input type="radio"/>	
Motive:	
<input type="radio"/>	
<input type="radio"/>	



Clues:	
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	

More Clues:	
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	
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PLOT	
<input type="radio"/>	Beginning:
<input type="radio"/>	
<input type="radio"/>	Middle:
<input type="radio"/>	
<input type="radio"/>	End:
<input type="radio"/>	

Activity Set 3:5 Writing Paper

PAGE

PAGE

Activity Set 3:6

Editing and Revising

Name: _____

Self-editing Check

Content

- ☐ I wrote a beginning, middle, and end.
- ☐ I added interesting details and descriptions.
- ☐ My story follows guidelines for its genre.

Mechanics and Grammar

- ☐ I wrote complete sentences that start with a capital letter and end with a punctuation mark.
- ☐ I used a capital letter for each proper noun.
- ☐ I used commas correctly.
- ☐ I used quotation marks correctly.
- ☐ I indented each new paragraph.

Self-editing

- ☐ I used proofreading marks to make corrections.
- ☐ I checked that my story makes sense.
- ☐ I looked in a dictionary to check my spelling.
- ☐ I looked in a thesaurus to find concrete words.

Lessons 2-5 Editing and Revising

Name: _____

Concrete Bank Register

Tally the Number of Each

	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Earn \$1.00				
<i>Adverbs</i>				
<i>Adjectives</i>				
Earn \$5.00				
<i>Sensory Detail</i>				
<i>Specific Word</i>				
<i>Strong Verb</i>				
Earn \$10.00				
<i>Thesaurus</i>				

Lesson 2

\$ 1.00 x _____ tallies = \$ _____
 \$ 5.00 x _____ tallies = \$ _____
 \$ 10.00 x _____ tallies = \$ _____
Total Earned \$ _____

Lesson 3

\$ 1.00 x _____ tallies = \$ _____
 \$ 5.00 x _____ tallies = \$ _____
 \$ 10.00 x _____ tallies = \$ _____
Total Earned \$ _____

Lesson 4

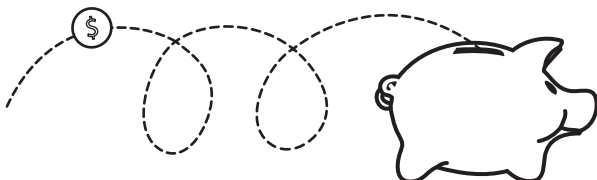
\$ 1.00 x _____ tallies = \$ _____
 \$ 5.00 x _____ tallies = \$ _____
 \$ 10.00 x _____ tallies = \$ _____
Total Earned \$ _____

Lesson 5

\$ 1.00 x _____ tallies = \$ _____
 \$ 5.00 x _____ tallies = \$ _____
 \$ 10.00 x _____ tallies = \$ _____
Total Earned \$ _____

Goals or Rewards

\$ _____
 \$ _____
 \$ _____
 \$ _____
 \$ _____
 \$ _____
 \$ _____
 \$ _____
 \$ _____
 (Amount) (Item or Prize)



Activity Set 4:2 Pre-writing

You Were There! Game Board



FINISH!

Golden
Gate
Bridge



Beginning: I invite him/her to join me at...

Middle: He/She wants to quit, but I...

End: I'm happy it happened because...

Beginning: I give him/her a(n)...

Middle: He/She tells me to...

End: After this, I'll be sure to...

GO FORWARD
1 SPACE

Ancient Egypt



GO BACK TO
The Coliseum



Statue of
Liberty

The Coliseum



TAKE
ANOTHER
TURN

MOVE
FORWARD TO
Statue of
Liberty

Beginning: I meet him/her at...

Middle: He/She tells me that...

End: Next time, I'll...

The White House



Big Ben



GO FORWARD
1 SPACE

Beginning: I go to school with him/her, and one day...

Middle: He/She needs help, so I...

End: I'll never forget that...

TAKE
ANOTHER
TURN

Beginning: I sell him/her a...
Middle: He/She invites me to...
End: Now I want to...

Beginning: I move next to him/her, and...

Middle: He/She shows me...

End: Hopefully, one day I can...

Mount Rushmore



START

GO FORWARD
1 SPACE

Eiffel
Tower



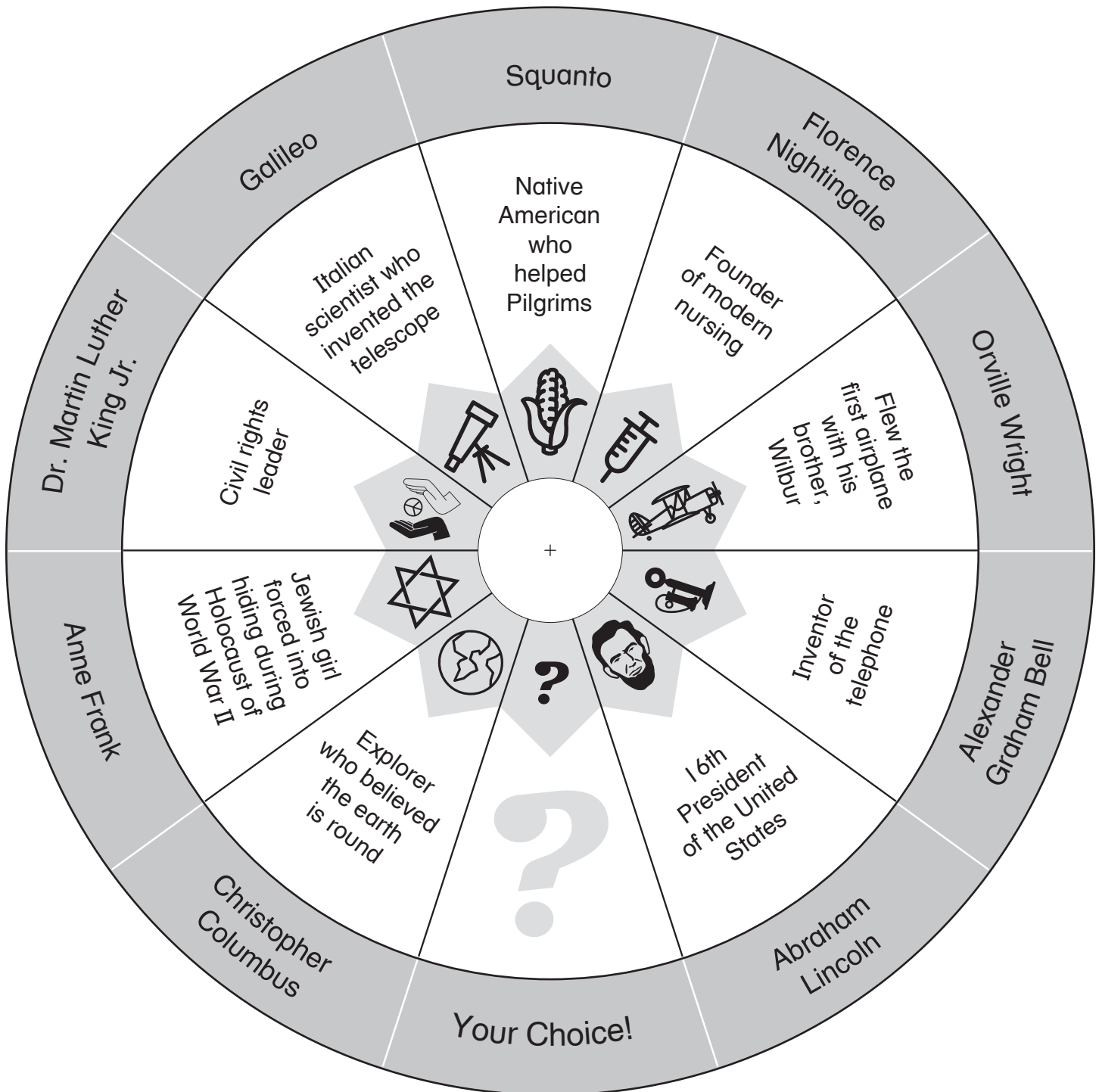
LOSE A TURN

Activity Set 4:2

Pre-writing

You Were There!

Spinner



To Assemble Spinner: Poke a hole in the center of the spinner and insert a paper fastener. Create a spinner by positioning a large paperclip on the fastener and spinning it around in a circle. If the paperclip does not spin freely around the fastener, try spinning it around a pencil point instead, as shown.

Activity Set 4:2

Pre-writing

You Were There!

Historical Figures for Blank Spinner

Directions: Choose nine figures from this list (or from historical figures you are learning about in history). Write one name in each space of Activity Set 4:2 “You Were There!” blank spinner.

Rulers and Political Leaders

King Tutankhamun
Alexander the Great
King Henry VIII
Queen Elizabeth I
Benjamin Franklin
George Washington
John Adams
Thomas Jefferson
Abraham Lincoln
Jefferson Davis
Queen Victoria
Theodore Roosevelt
Winston Churchill
Franklin D. Roosevelt



Explorers, Adventurers, and Military Figures

Marco Polo
Amerigo Vespucci
Christopher Columbus
Sir Francis Drake
Pocahontas
Squanto
Sacagawea
Napoleon Bonaparte
Lewis and Clark
Daniel Boone
Nathan Hale
Davy Crockett
John “Johnny Appleseed” Chapman
Annie Oakley
Robert E. Lee
Charles Lindbergh



Artists, Inventors, Scientists, and Reformers

Leonardo da Vinci
Michelangelo
Johannes Gutenberg
Martin Luther
Galileo Galilei
Sir Isaac Newton
Noah Webster
Alexander Graham Bell
George Washington Carver
Thomas Edison
Henry Ford
Marie Curie
Wright Brothers
Albert Einstein

Civil Rights Leaders, Freedom Fighters, and Unlikely Heroes

Joan of Arc
Crispus Attucks
Sojourner Truth
Paul Revere
Betsy Ross
Frederick Douglass
Harriet Tubman
Clara Barton
Florence Nightingale
Susan B. Anthony
Booker T. Washington
Helen Keller
Rosa Parks
Anne Frank
Martin Luther King, Jr.
Cesar Chavez

Activity Set 4:3

Journal Prompt

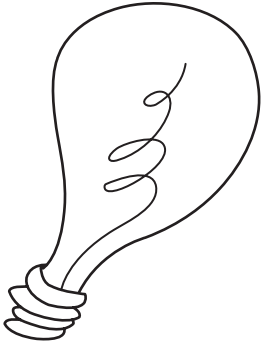
Name: _____

Directions: Thomas Edison was one of the greatest inventors who ever lived. He invented the phonograph, which was an early kind of music player. He also had a team of inventors. Together, Edison and his team worked on inventions such as the light bulb. Write a historical fiction story about the time you worked with Thomas Edison as one of his inventors. Choose at least five words from the Word Bank to use in your story.

WORD BANK

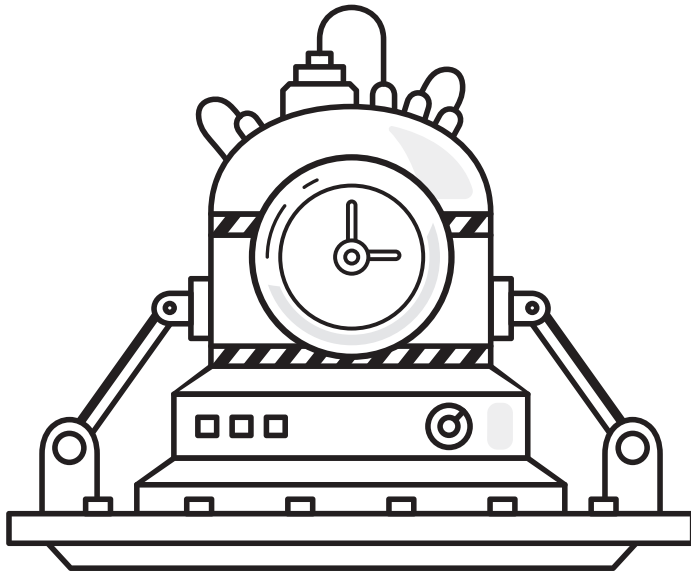
notes laboratory persevered factory materials success research
patience invention experimented patent idea perfected inventor

I decided to stay late in the laboratory to continue my experiment with the light bulb. At midnight, Thomas Edison opened the door and _____

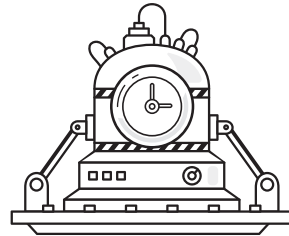


Activity Set 4:3
Skill Builder

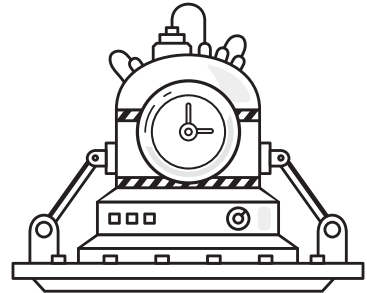
Go-Back-In-Time Machine



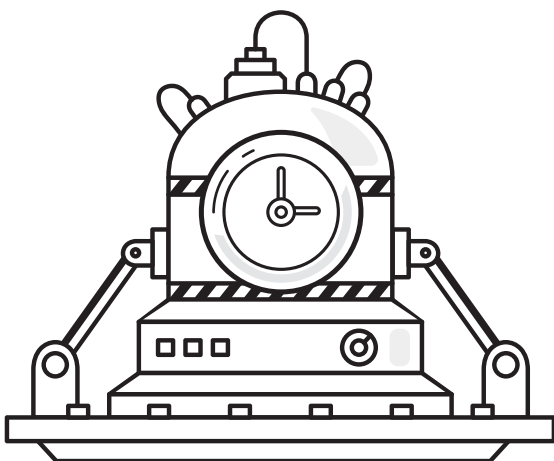
**Go-Back-In-Time
Machine**



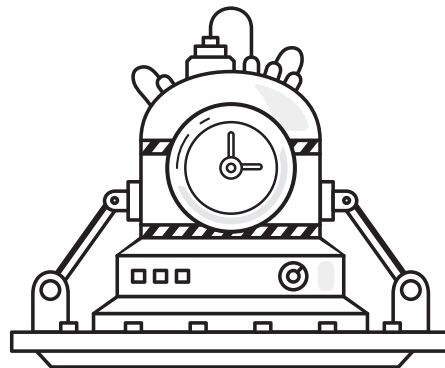
**Go-Back-In-Time
Machine**



**Go-Back-In-Time
Machine**



**Go-Back-In-Time
Machine**



**Go-Back-In-Time
Machine**

Activity Set 4:4 Brainstorming

Name: _____

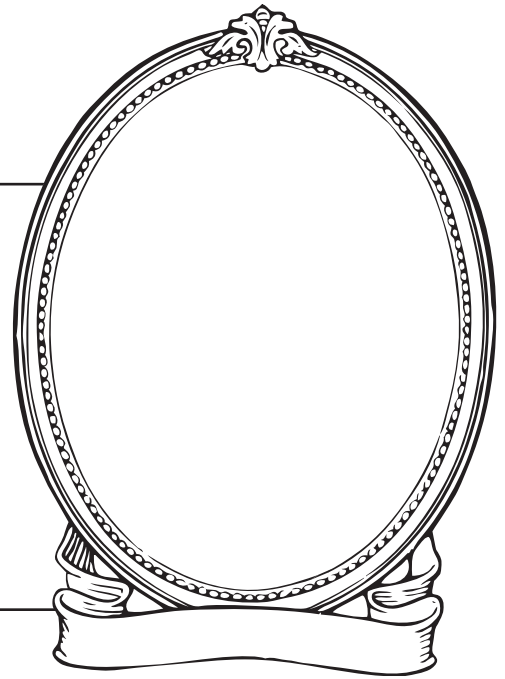


Ideas for Colorful Descriptions

.....
Adjectives:

Adverbs:

Five Senses:



Title: _____

Things I know about
this person:

PLOT



Beginning:



Middle:



End:



Things I know about
this era in history:

Activity Set 4:6
Editing and Revising

Name: _____

Self-editing Check

Content

- ☐ I wrote a beginning, middle, and end.
- ☐ I added interesting details and descriptions.
- ☐ My story follows guidelines for its genre.

Mechanics and Grammar

- ☐ I wrote complete sentences that start with a capital letter and end with a punctuation mark.
- ☐ I used a capital letter for each proper noun.
- ☐ I used commas correctly.
- ☐ I used quotation marks correctly.
- ☐ I indented each new paragraph.

Self-editing

- ☐ I used proofreading marks to make corrections.
- ☐ I checked that my story makes sense.
- ☐ I looked in a dictionary to check my spelling.
- ☐ I looked in a thesaurus to find concrete words.

Activity Set 4-10

Editing and Revising

Punctuation Foundation

PUNCTUATION MARKS

Use a punctuation mark at the end of a sentence.

Period

It is used at the end of a declarative sentence.

I met George Washington.

It can be at the end of an imperative sentence.

Come here.

Quotation Marks

Quotation marks always come in pairs.

They enclose the exact words a person speaks.

"I can help," said Squanto.

They enclose titles of articles, book chapters, stories, songs, and poems.

I read the poem "Old Hickory."

Comma

A comma is used to separate words, phrases, and ideas.

A comma is used to set off a quote.

"I see your cabin, a fence, a wagon, and a horse," I said.

Exclamation Point

An exclamation point is used at the end of an emotional or exclamatory sentence.

The war is over!

It can be used at the end of an imperative sentence.

Look over there!

Apostrophe

An apostrophe shows ownership.

It was Lincoln's hat.

An apostrophe is used in a contraction.

I can't go.

TRICKY APOSTROPHES TO KEEP STRAIGHT:

they're = they are
there = over that way
their = they own it
you're = you are
your = you own it
it's = it is
its = it owns it

Question Mark

A question mark is used at the end of a question. *Where is the king?*

Activity Set 5:2

Pre-writing

Wild & Wacky LIMERICKS

Limerick #1

There once was a _____ from _____
(1-syllable adjective) (1-syllable animal) (Word Bank A: place)
 Who wanted to _____ in a/the _____ .
(1-syllable verb) (Word Bank A)
 He asked his friend _____
(Word Bank B: name)
 To bring him a _____
(Word Bank B)
 But his friend had gone out in a/the _____ .
(Word Bank A)

Limerick #2

There once was a(n) _____ named _____
(person or animal, 2 syllables) (Word Bank C: name)
 Who had a collection of _____ .
(Word Bank C: plural form)
 (S)He went to the store
 To just buy one more,
 But they sold her/him a big box of _____ !
(Word Bank C: plural form)

Word Bank

A

JANE
SPAIN
MAINE
rain
drain
train
plane
grain
chain
lane
crane

Word Bank

B

DALE
GAIL
pail
whale
jail
mail
nail
snail
quail
tail
sail

Word Bank

C

TED
NED
FRED
bed
red
bread
fed
shed
sled
head
thread

Word Bank

D

Word Bank

E

Activity Set 5:2

Model and Teach

RHyme TIME

Rhyming Word Lists

CHASE GRACE

brace
case
face
lace
place
race
space

DAVE MAEVE

brave
cave
gave
grave
save
shave
wave

JAKE

bake
break
cake
flake
lake
make
quake
rake
shake
snake
steak
take

NOME ROME

chrome
comb
dome
foam
gnome
home

JANE MAINE SPAIN WAYNE

cane
chain
crane
drain
grain
lane
mane
plane
rain
train

KATE NATE

ate
bait
crate
date
gate
late
plate
skate
wait
weight

FAY KAY RAY

bay
clay
day
gray
hay
jay
neigh
pay
play
pray
say
sleigh
spray
stay
tray
way
weigh

JACK MACK

back
black
clack
crack
pack
quack
rack
sack
shack
smack
snack
stack
track
whack

PAM SAM

clam
gram
ham
jam
ram
slam
swam
tram

ANNE DAN JAN NAN

can
fan
man
pan
plan
ran
tan
van

IKE MIKE

bike
hike
like
spike
strike
trike

FRANK HANK

bank
blank
drank
plank
sank
tank
thank

MATT PAT

bat
cat
fat
flat
gnat
hat
mat
rat
sat
splat
vat

LOU STU SUE

blue
boo
chew
crew
dew
do
few
flew
glue
goo
grew
knew
moo
new
screw
threw
two
who
zoo

DEAN JEAN

bean
clean
green
lean
mean
scene
seen
teen

GREECE REESE

cease
crease
geese
grease
niece
peace
piece

BREE DEE LEE

bee
flea
knee
pea
sea
see
tea
tree

NICK RICK VIC

brick
chick
click
kick
pick
quick
sick
slick
stick
thick
tick
trick

BILL JILL PHIL WILL

chill
fill
grill
hill
ill
mill
pill
skill
spill
thrill
will

BEAU FLO JOE MOE

blow
bow
crow
doe
glow
go
grow
hoe
know
low
mow
no
row
show
slow
snow
so
toe

BOB ROB

blob
job
knob
mob
slob
sob
throb

DOUG

bug
dug
hug
jug
mug
plug
rug
shrug
snug
tug

FRANCE LANCE

ants
chance
dance
glance
pants
plants
prance

FRED NED TED

bed
bread
fed
head
led
read
red
shed
sled
thread

JIM KIM TIM

brim
dim
grim
gym
him
slim
swim
trim

DOT

cot
hot
knot
not
pot
rot
shot
spot
trot

DALE GAIL

bale
hail
jail
mail
nail
pail
quail
sail
scale
snail
tail
trail
whale

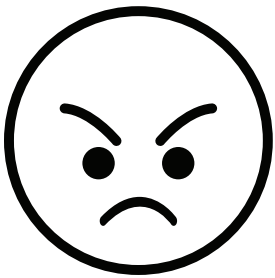
Activity Set 5:3

Skill Builder

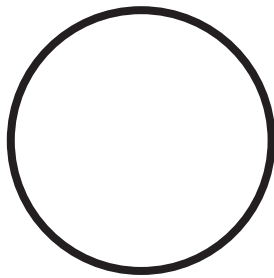
Dramatic Voice

Directions: In the circles below, draw a face that shows each emotion. Then read aloud the limerick below, choosing two different emotion words to fill in the blanks. (Do not write the words on the blanks. Just say them aloud.)

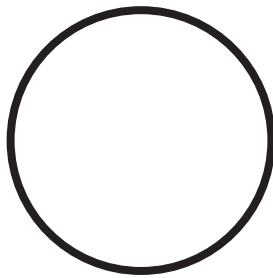
As you read the limerick aloud, try to use a lot of drama to give a strong voice to the poem. Use facial expressions and body movement. Make your voice sound like the emotion in the poem. Read the limerick aloud several more times, choosing different emotion words to use each time.



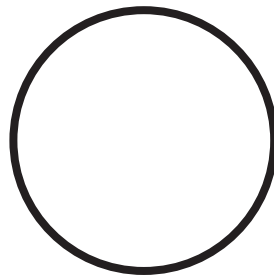
mad



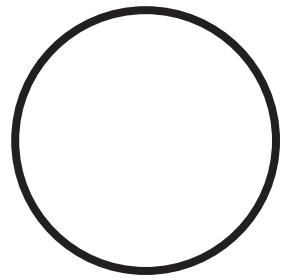
brave



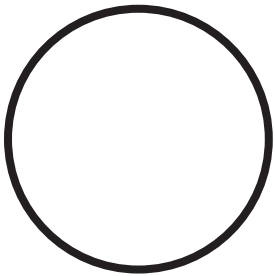
sad



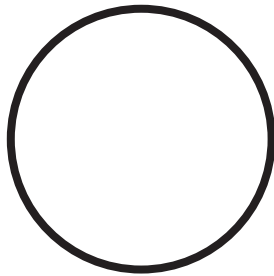
bored



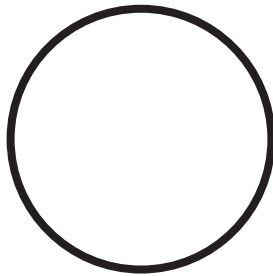
shy



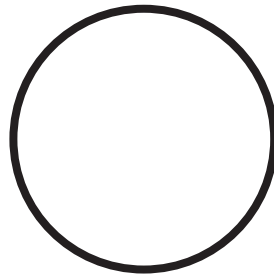
glad



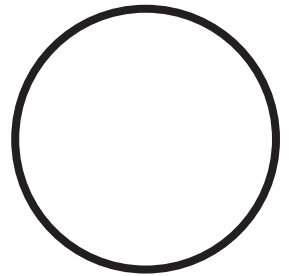
hurt



mean



scared



proud

Emotions add strong voice to your writing.

There was a _____ dragon of old
Who guarded a treasure of gold.
One day a _____ knight
Rode up for a fight,
Now the knight guards the treasure, I'm told.



Activity Set 5:3a
Journal Prompt

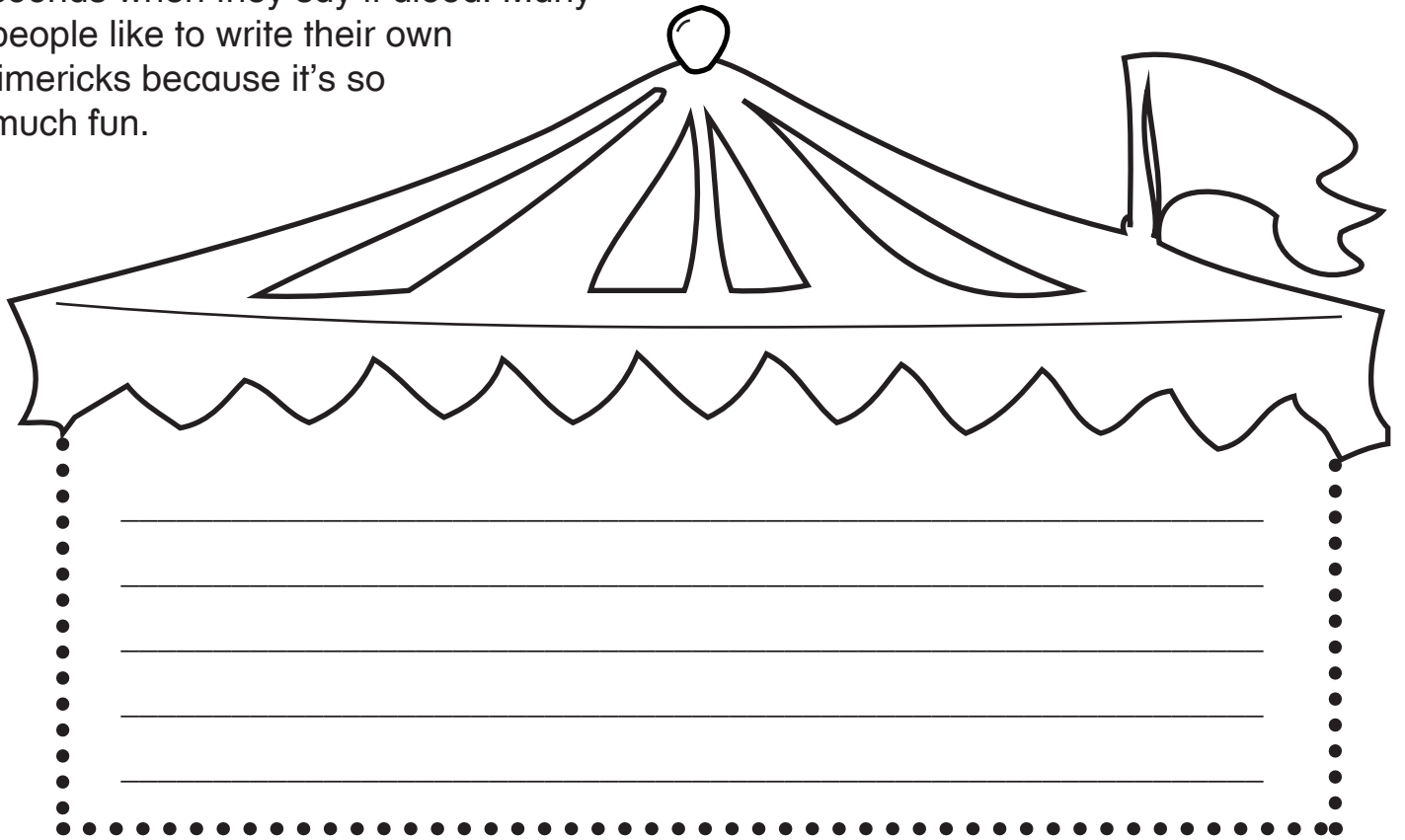
Name: _____

LIMERICKS ARE FUN!

A limerick can be appealing for different reasons. Some kids think it's silly and it makes them laugh. Others like the characters in the poem. Still others like the funny way the limerick ends or the way it sounds when they say it aloud. Many people like to write their own limericks because it's so much fun.

Directions:

Choose a favorite limerick from the "12 Limericks" page and copy it in the box below. Think of two or more reasons why you like it. Write your answers on the lines at the bottom of the page.



I really like this limerick because I can imagine _____

Activity Set 5:3b Journal Prompt

Name: _____

LIMERICKS ARE FUN!

12 Limericks

1 There was a small boy from Japan
Who could carry more weight than a man.
He lifted four cars
And tossed them to Mars,
And now he is called Superman.

2 There once was a girl named Michelle,
who stood on the roof with a bell,
She rang it for hours
In hail, wind, and showers,
And now she will never get well.

3 Said the hippo who dined on teacakes
With a zebra, a mole, and two snakes,
"I must run down the street
For more cookies to eat,
Even though we will get bellyaches."

4 In Paris there lived a vain Pig,
Who strolled through the town in his wig.
Till the wind rose one day
And blew it away.
Now the Pig stays at home and eats figs.

From *Book of Nonsense* (1845)

by Edward Lear

5 There was an Old Man with a beard,
Who said, "It is just as I feared!
Two owls and a hen,
Four larks and a wren,
Have all built their nests in my beard!"

6 There was a Young Lady whose chin,
Resembled the point of a pin;
So she had it made sharp,
And purchased a harp,
And played several tunes with her chin.

7 There was an Old Man who said, "Hush!
I perceive a young bird in this bush!"
When they said, "Is it small?"
He replied, "Not at all!
It is four times as big as the bush!"

8 There was an Old Man of Kilkenny,
Who never had more than a penny;
He spent all that money,
On onions and honey,
That wayward Old Man of Kilkenny.

From *Baby's Own Aesop* (1887)

by Walter Crane

9 A poor thing the Mouse was, and yet,
When the Lion got caught in a net,
All his strength was no use
'Twas the poor little Mouse
Who nibbled him out of the net.

10 So the Mouse had Miss Lion for bride;
Very great was his joy and his pride;
But it chanced that she put
On her husband her foot,
And the weight was too much, so he died.

11 Being plagued with mosquitoes one day,
Said Old Fox, "Pray, don't send them away,
For a hungrier swarm
Would work me more harm,
I had rather the full ones should stay."

12 How the cunning Old Crow got his drink
When 'twas low in the pitcher, just think!
Don't say that he spilled it!
With pebbles he filled it,
Till the water rose up to the brink.

Activity Set 5:4 Brainstorming

Name: _____

Title: _____
optional

Step 1: Choose an animal or person (1 or 2 syllables). Choose a common noun, not a proper noun (*cat*, not *Paws*; *girl*, not *Jenn*).

Step 2: Choose a 1-syllable emotion word to describe the animal or person.

Step 3: Choose a 1-syllable name. It can be a person's name or a place name.

LIST A:
Write a list of rhyming words.

Line 1: Write the first line of your limerick, using this rhythm: *da DUM da da DUM da da DUM*

Line 2: Use the same rhythm from Line 1 to write the second line of your limerick, ending with a word from LIST A.

Line 3: Tell what happens in the story. Use this rhythm: *da DUM da da DUM*. End this line with a word from LIST B.

Line 4: Use the same rhythm from Line 3, and end this line with a word from LIST B.

Line 5: How do you want your limerick to end? Can you make it silly? Write the last line of your limerick. Be sure to use the same rhythm from Line 1 and end the line with a word from LIST A.

Step 4: Make a new list of words that rhyme.

LIST B:

Activity Set 5:6

Editing and Revising

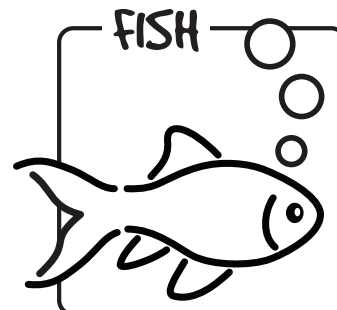
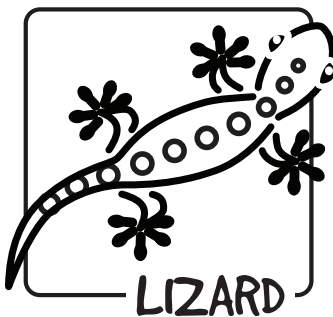
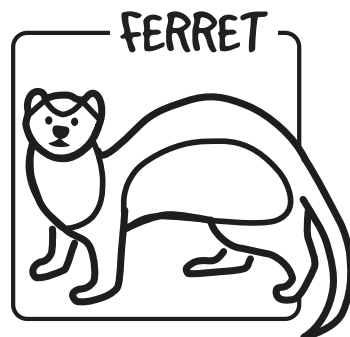
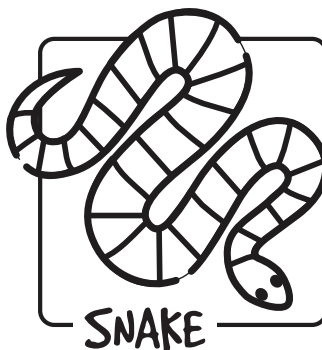
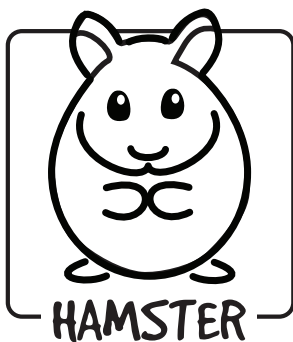
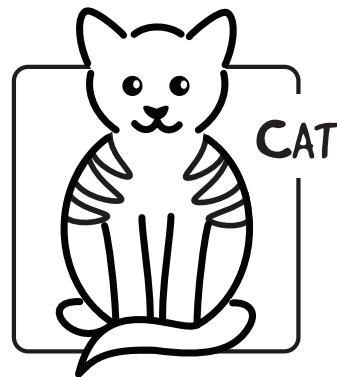
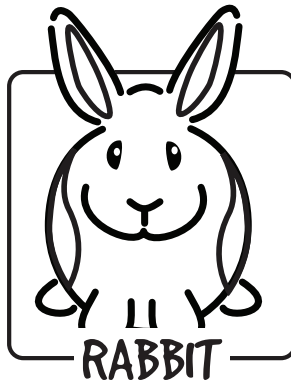
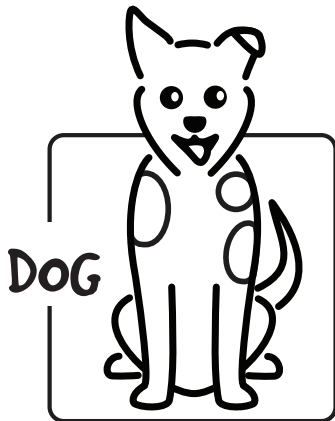
Name: _____

Limerick Self-editing Check

- ☐ I used proofreading marks to make corrections.
- ☐ I wrote 5 lines in my limerick.
- ☐ I checked to see that Lines 1, 2, and 5 rhyme.
- ☐ I checked to see that Lines 3 and 4 rhyme.
- ☐ I checked to see that lines 1, 2, and 5 use this rhythm:
da DUM da da DUM da da DUM.
- ☐ I checked to see that lines 3 and 4 use this rhythm:
da DUM da da DUM.
- ☐ I used at least one emotion word to make the voice strong.
- ☐ I started each line with a capital letter.
- ☐ I used correct punctuation.
- ☐ I looked in a dictionary to check my spelling.

Activity Set 6:2
Pre-writing

Pets for Sale[🐾]



Pet Prompts

You'll like this pet because...

With this pet, you'll have fun...

This is the best pet you could ever have because...

This pet is great for your family because...

This pet is better than a _____ because...
(different kind of pet)

Activity Set 6:3
Journal Prompt

Name: _____

Pet Gadget

Directions: Your local pet store is selling a new kind of pet called the Pet Gadget. This electronic robot pet plays fetch like a dog and purrs like a cat. It can do all sorts of clever things!

In the frame, draw a picture of the Pet Gadget. On the lines below, write what you plan to tell your parents to convince them to let you buy it and bring it home.



The Pet Gadget is the best pet our family could ever have, because _____

Activity Set 6:4 Brainstorming

Name: _____

mayor's name

Attach a picture
of your mayor here.

date

salutation

Introduction:

Purpose:

Example of Benefits:

Example of Benefits:

Example of Benefits:

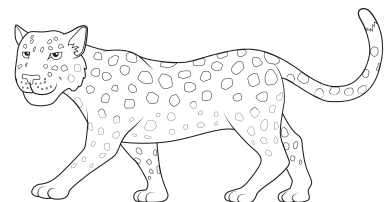
BODY

Conclusion:

closing

signature

Emotion Words:



Lessons 6-10 Editing and Revising

Concrete Bank Register

Tally the Number of Each

	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Earn \$1.00					
<i>Adverbs</i>					
<i>Adjectives</i>					
Earn \$5.00					
<i>Sensory Detail</i>					
<i>Specific Word</i>					
<i>Strong Verb</i>					
Earn \$10.00					
<i>Thesaurus</i>					

Lesson 6

\$ 1.00 x _____ tallies = \$ _____
 \$ 5.00 x _____ tallies = \$ _____
 \$ 10.00 x _____ tallies = \$ _____
Total Earned \$ _____

Lesson 7

\$ 1.00 x _____ tallies = \$ _____
 \$ 5.00 x _____ tallies = \$ _____
 \$ 10.00 x _____ tallies = \$ _____
Total Earned \$ _____

Lesson 8

\$ 1.00 x _____ tallies = \$ _____
 \$ 5.00 x _____ tallies = \$ _____
 \$ 10.00 x _____ tallies = \$ _____
Total Earned \$ _____

Lesson 9

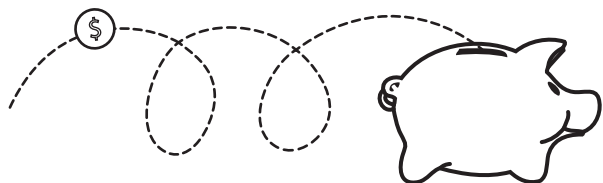
\$ 1.00 x _____ tallies = \$ _____
 \$ 5.00 x _____ tallies = \$ _____
 \$ 10.00 x _____ tallies = \$ _____
Total Earned \$ _____

Lesson 10

\$ 1.00 x _____ tallies = \$ _____
 \$ 5.00 x _____ tallies = \$ _____
 \$ 10.00 x _____ tallies = \$ _____
Total Earned \$ _____

Goals or Rewards

\$ _____
 \$ _____
 \$ _____
 \$ _____
 \$ _____
 \$ _____
 \$ _____
 \$ _____
 \$ _____
 \$ _____
 (Amount) (Item or Prize)



Activity Set 6:6
Editing and Revising

Name: _____

Persuasive Letter Self-editing Check

Content

- ☐ My letter includes a *date*, *salutation*, *body*, *closing*, and *signature*.
- ☐ I added at least one emotion word.
- ☐ I included examples of how my reader would benefit.

Mechanics and Grammar

- ☐ I wrote complete sentences that start with a capital letter and end with a punctuation mark.
- ☐ I used a capital letter for each proper noun.
- ☐ I used commas correctly.
- ☐ I indented each new paragraph.

Self-editing

- ☐ I used proofreading marks to make corrections.
- ☐ I checked that my story makes sense.
- ☐ I looked in a dictionary to check my spelling.
- ☐ I looked in a thesaurus to find concrete words.

Activity Set 6:7a
Publishing the Project

Alphabet Monograms

A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z		

A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z		

Activity Set 6:7b
Publishing the Project

Alphabet Monograms

A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z		

A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z		

Activity Set 7:2
Pre-writing

Five Senses Spin-off
Game Cards

I flew in an airplane
to visit my cousins.

I hiked up
a tall mountain with
my dog.

I camped overnight
in a tent in the
woods.

I went to my favorite
amusement park
with my family.

Grandma and I
spent the morning
baking cookies.

My family and I
went sledding
in the snow.

We spent a day
at the zoo.

I rode on a train
to see the Grand
Canyon.

We took the bus
to the sports arena
to see a game.

I went to see a
funny new movie
with my best friend.

I galloped down
a country road on
my horse.

Our family spent a
week at the beach.

We went out to
eat at my favorite
restaurant.

I went to a concert
with my parents.

My friends
and I went down a
water slide.

I got soaked in a
sudden rainstorm.


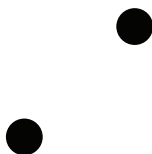
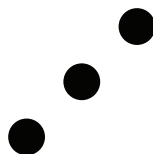
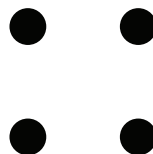
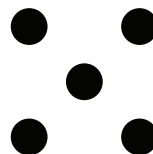
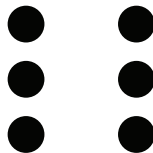

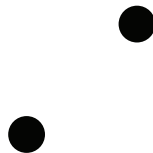
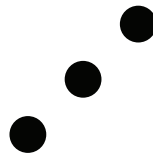
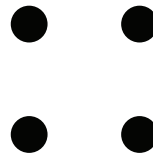
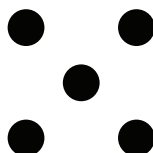
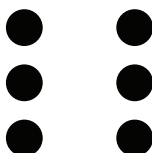

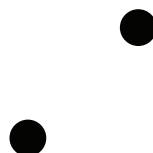
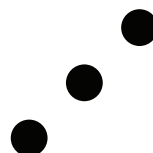
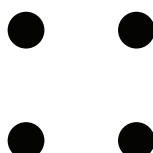
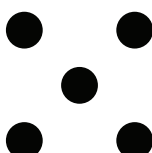
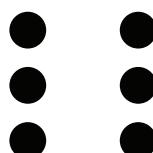
I flew in a helicopter
to see a volcano
close up.

I went to the rodeo
with my friends in
their truck.

Activity Set 7:3

Skill Builder

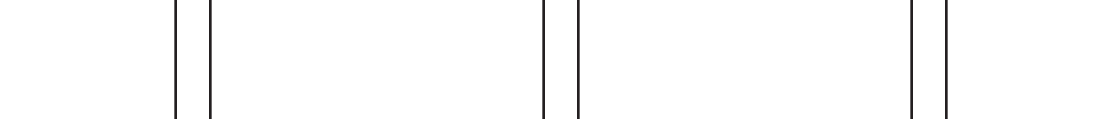
Sentence Dominoes

 <hr/> <p>Later in the day...</p>	 <hr/> <p>At first I felt grumpy, but then...</p>	 <hr/> <p>Since we had the Family Pass...</p>	 <hr/> <p>...we hiked to the waterfall.</p>	 <hr/> <p>...it rained and poured.</p>
 <hr/> <p>...we couldn't find my brother.</p>	 <hr/> <p>Before lunch...</p>	 <hr/> <p>It didn't really matter because...</p>	 <hr/> <p>After that...</p>	 <hr/> <p>...all the rides were free.</p>
 <hr/> <p>...we went to three different animal shows.</p>	 <hr/> <p>...I received ten free game tokens.</p>	 <hr/> <p>When we reached the top...</p>	 <hr/> <p>Because it was Tuesday...</p>	 <hr/> <p>Once we got inside...</p>
 <hr/> <p>...I got to pet the dolphins.</p>	 <hr/> <p>...Alex and I rode the tram.</p>	 <hr/> <p>...the zoo was closed.</p>		

Activity Set 7:3 Journal Prompt

TEAM TOURNAMENT

Which picture will you write about? On the lines below, write one paragraph about that experience as if it were in the **body** of your personal narrative. Include a topic sentence, sentences that tell lots of details about this event, and a closing sentence.

Four empty square boxes arranged horizontally, intended for drawing.

A black and white line drawing of a soccer ball with a hexagonal pattern. A player's foot, wearing a cleated shoe, is shown kicking the ball. The player is wearing white socks with a dark stripe at the top. The illustration is positioned in the bottom right corner of the page.



Activity Set 7:4

Brainstorming

Name: _____

Title: _____

Sensory Details

Introduction	First Paragraph	Main Topic: _____ Subtopics: _____ _____ _____ Closing: _____				
	Paragraph #2	Subtopic #1: _____ Details: _____ _____ _____ Closing: _____				
		Paragraph #3			Subtopic #2: _____ Details: _____ _____ _____ Closing: _____	
					Paragraph #4	
Body	Last Paragraph	Closing: _____ _____ _____ _____ _____				
	Closing					

Activity Set 7:4 Brainstorming

Indoor Scavenger Hunt Clues

It's a scavenger hunt!
Just follow the clues.
The very first one
Is in a shoe.

Is this the last clue?
Nope! No, it's not.
But here's a hint:
It's a place that gets hot.

Paint and brushes,
Pastel chalks,
This next clue is in
An art supply box.

In the closet
On a shelf,
A new clue is hiding.
See for yourself!

There's a clue on the
bookshelf,
But how will you know?
Hint, hint: Don't look up,
It's somewhere below.

Are you hunting for
The missing link?
Take a look
By the nearest sink.

In our favorite place
To watch TV,
You'll find the next clue.
Hurry and see!

You're almost done!
Pick up the pace.
The next clue is found
Where you see your
own face.

It's in the open,
So don't feel blind,
On a desk
A clue you'll find.

It's not in a pocket,
Or in your coats.
The next clue hides
With musical notes!

Finished yet?
Don't be so sure!
A clue awaits
Behind a door.

Are you running late?
Do you know the time?
The clue will help you
Solve this rhyme.

Here's a new clue.
Are you ready to look?
Where would you go
If you want to cook?

Find this next clue
If you're able.
It's hiding under
One of our tables.

The very last clue...
And that is all...
Is hidden where we
Make a call.

Activity Set 7:6

Editing and Revising

Name: _____

Self-editing Check

Content

- ☐ The first paragraph introduces the main idea.
- ☐ Three or more middle paragraphs add details about the main idea.
- ☐ The last paragraph concludes the main idea.
- ☐ I used concrete writing by adding sensory details and colorful descriptions.

Mechanics and Grammar

- ☐ I wrote complete sentences that start with a capital letter and end with a punctuation mark.
- ☐ I used a capital letter for each proper noun.
- ☐ I used commas correctly.
- ☐ I used quotation marks correctly.
- ☐ I indented each new paragraph.

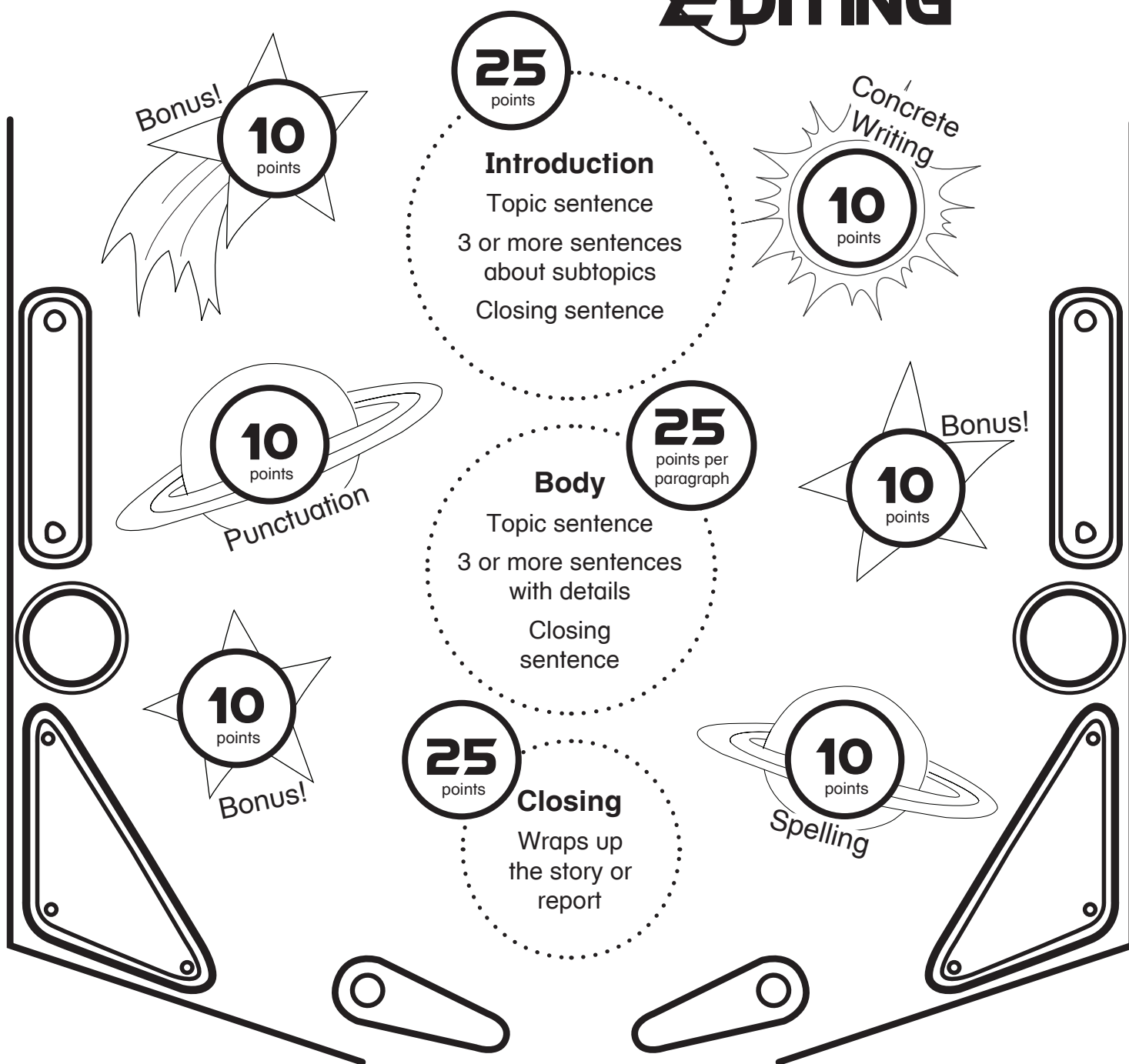
Self-editing

- ☐ I used proofreading marks to make corrections.
- ☐ I checked that my story makes sense.
- ☐ I looked in a dictionary to check my spelling.
- ☐ I looked in a thesaurus to find concrete words.

Lessons 7-10
Editing and Revising

Name: _____

GALAXY PINBALL EDITING



	Points for Spelling, Punctuation, and Concrete Writing	Points for Intro	Points for Body	Points for Closing	Bonus Points	Final Score
Team Saturn						
Team Jupiter						

Activity Set 8:2a
Pre-writing Activity

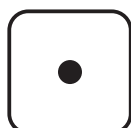
Story Stacker
Game Board



Main Idea

Roll a 6.

place card here



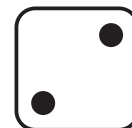
Roll a 1

Subtopic #1

place card here

#1 Supporting Details

place card here



Roll a 2



Roll a 3

Subtopic #2

place card here

#2 Supporting Details

place card here



Roll a 4



Roll a 5

Subtopic #3

place card here

#3 Supporting Details

place card here



Roll a 6

Activity Set 8:2a Pre-writing Activity

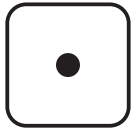
Story Stacker Game Board



Main Idea

Roll a 6.

place card here



Roll a 1

Subtopic #1

place card here

#1 Supporting Details

place card here



Roll a 2



Roll a 3

Subtopic #2

place card here

#2 Supporting Details

place card here



Roll a 4



Roll a 5

Subtopic #3

place card here

#3 Supporting Details

place card here



Roll a 6

Activity Set 8:2b

Pre-writing Activity

Story Stacker

Cards

The Three Little Pigs Main Idea: Three pigs leave home and must build new homes for themselves. But the big bad wolf tries to knock them down.	The Three Little Pigs <i>Subtopic #1:</i> The first little pig builds himself a house of straw.	The Three Little Pigs <i>#1 Supporting Details:</i> He buys the straw from a farmer. His house is very flimsy. The wolf easily blows it down. This pig runs off.
	The Three Little Pigs <i>Subtopic #2:</i> The second little pig builds himself a house of sticks.	The Three Little Pigs <i>#2 Supporting Details:</i> He buys the sticks at the market. His house is also flimsy. The wolf easily blows it down. This pig runs off.
	The Three Little Pigs <i>Subtopic #3:</i> The third little pig is smart. He builds himself a house of bricks.	The Three Little Pigs <i>#3 Supporting Details:</i> He builds a strong house. His brothers join him inside. The wolf can't blow it down. The wolf runs away.
Goldilocks and the Three Bears Main Idea: Goldilocks goes for a walk in the woods and finds a house, which she enters uninvited.	Goldilocks <i>Subtopic #1:</i> Goldilocks is very hungry.	Goldilocks and the Three Bears <i>#1 Supporting Details:</i> Goldilocks tastes the three bowls of porridge. Papa Bear's is too hot. Mama Bear's is too cold. She eats Baby Bear's all up.
	Goldilocks <i>Subtopic #2:</i> Goldilocks explores the house after she is done eating.	Goldilocks and the Three Bears <i>#2 Supporting Details:</i> She sits in Papa Bear's chair. It's too big. Mama Bear's is also too big. Baby Bear's is just right, but she breaks it!
	Goldilocks <i>Subtopic #3:</i> Goldilocks is very sleepy.	Goldilocks and the Three Bears <i>#3 Supporting Details:</i> She lies down in Papa Bear's bed, but it's too hard. Mama Bear's is too soft. Baby Bear's is just right, so she falls asleep. Then the bears return home.
Jack and the Beanstalk Main Idea: Jack trades his cow to buy beans because he is told they will make him wealthy.	Jack and the Beanstalk <i>Subtopic #1:</i> Jack and his mom are starving.	Jack and the Beanstalk <i>#1 Supporting Details:</i> He is supposed to sell their cow and buy food, but Jack trades in their cow for beans in hopes of getting rich.
	Jack and the Beanstalk <i>Subtopic #2:</i> Jack plants the beans and climbs up the beanstalk to a castle.	Jack and the Beanstalk <i>#2 Supporting Details:</i> A mean giant lives in the castle. Jack takes a bag of gold and a goose that lays golden eggs.
	Jack and the Beanstalk <i>Subtopic #3:</i> Jack finds the singing harp and runs back home with it.	Jack and the Beanstalk <i>#3 Supporting Details:</i> After Jack climbs down the beanstalk the final time, he chops it down with an axe. He and his mother live happily ever after.

Lessons 8-10 Skill Builder

Transitions

The words or phrases we use to move from one paragraph to the next are called transitions. Transitions help readers connect the ideas in a story and help sentences and paragraphs flow together better. There are many words and phrases you can use for transitions. Here are just a few.



Time/Sequence

once	later on	on
to begin with	not long after	when
first	soon	by
second	suddenly	by the time
third	during	before
next	meanwhile	after
then	since	after a while
eventually	until	afterwards
at last	today	earlier
finally	tomorrow	later
	yesterday	a few minutes later

Conjunctions

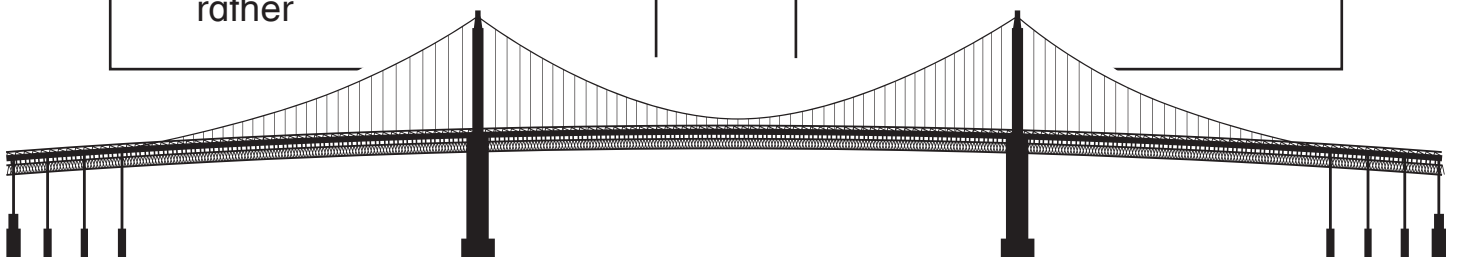
also	although
besides	as
however	as if
instead	as soon as
meanwhile	because
therefore	even though
	if
	unless
	whenever
	wherever
	whether
	while

To Connect Ideas

even though
in contrast
instead
nevertheless
on the other hand
on the contrary
rather

To Connect Opposing Ideas

additionally	in fact
also	in addition
besides	in conclusion
for example	in summary
for instance	
most importantly	



Activity Set 8:3

Skill Builder

Transitions Word Search

Directions: In the word list, find and circle the transitions from List 1. Search forward, backward, and diagonally. If there is time (or on another day), you may find and circle the transitions from List 2.

(Note: Transitions like *after* and *after a while* will not be found on the same line. Search for both terms individually.)

E Z E C J Y L N E D D U S R O B
V M P R T O M O R R O W E L C W
E T S R I F N X T N E T F O H N
N H A O E D R I H T F S J E G O
T T F F X V Z M E A C A N E X T
U I T L T S I P N L K L H Y G L
A W E K Q E V O W U N T I L F O
L N R R L C R S U R L A W T H N
L I A S O O N W X S E C N O B G
Y G W V S N Q O A X L V Z D E A
P E H B W D W N M R U Y N A F F
Y B I D Y E S T E R D A Y Y O T
D O L P R E I L R A E S F Q R E
S T E J T R M E A N W H I L E R
A F E W M I N U T E S L A T E R

Transitions: List 1

a few minutes later	once
after	suddenly
before	then
earlier	to begin with
first	until
next	yesterday

Transitions: List 2

after a while	second
afterwards	soon
at last	third
eventually	today
meanwhile	tomorrow
not long after	when

Activity Set 8:3 Journal Prompt

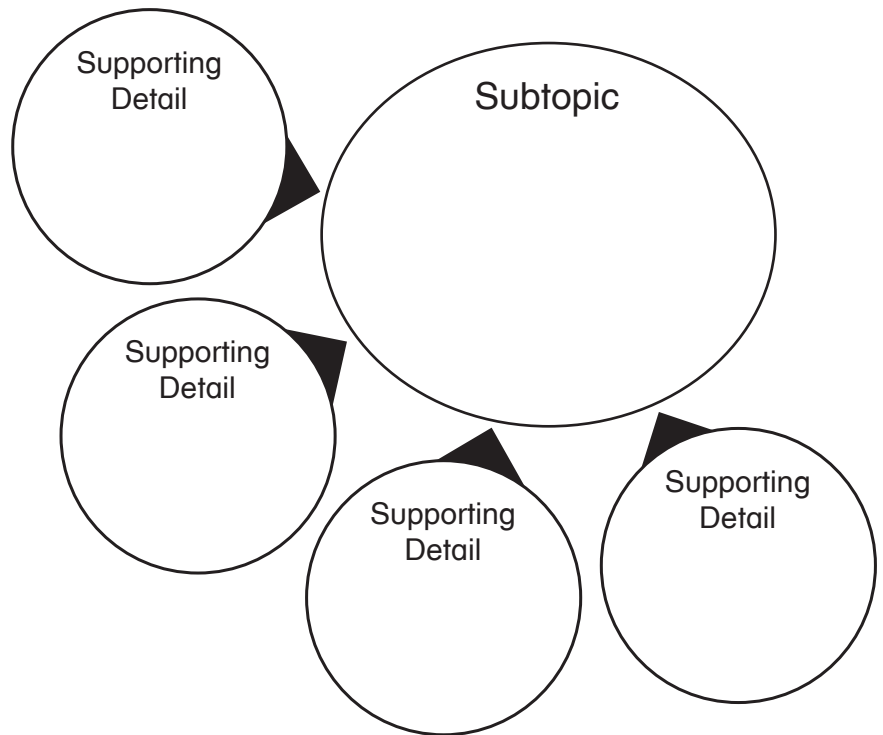
Name: _____

Story Summary

Story or Book Title

Chapter Title

Main Idea



Directions: Read a short story in 5 or 10 minutes. (If it's from a longer book, just read one chapter or short section.) In the boxes above, write the title of the story or chapter you read, and write down the main idea. Choose one subtopic that happened in the story and write it in the circle above. In the ovals, add three or four supporting details about that subtopic. On the lines below, write a summary in your own words that tells what happened in the story regarding that subtopic.

During one important part of the story, _____

Activity Set 8:4

Brainstorming

Name: _____

Title: _____

Transition Words
or Phrases

Introduction	Paragraph #1	Main Topic: _____ Subtopics: _____ _____ _____ Closing: _____				
	Body	Paragraph #2		Subtopic #1: _____ Details: _____ _____ _____ Closing: _____		
		Paragraph #3		Subtopic #2: _____ Details: _____ _____ _____ Closing: _____		
		Paragraph #4		Subtopic #3: _____ _____ _____ _____ Closing: _____		
Closing	Paragraph #5	Closing: _____ _____ _____ _____ _____				

Activity Set 8:6

Editing and Revising

Name: _____

Self-editing Check

Content

- ☐ The first paragraph introduces the main idea.
- ☐ Three or more middle paragraphs add details about the main idea.
- ☐ The last paragraph concludes the main idea.
- ☐ I used concrete writing by adding sensory details and colorful descriptions.

Mechanics and Grammar

- ☐ I wrote complete sentences that start with a capital letter and end with a punctuation mark.
- ☐ I used a capital letter for each proper noun.
- ☐ I used commas correctly.
- ☐ I used quotation marks correctly.
- ☐ I indented each new paragraph.

Self-editing

- ☐ I used proofreading marks to make corrections.
- ☐ I checked that my story makes sense.
- ☐ I looked in a dictionary to check my spelling.
- ☐ I looked in a thesaurus to find concrete words.

Activity Set 9:2

Pre-writing

Take a Book Walk!

Beginning

How does the story start?

Who is the main character?

What problem does the main character need to solve?

Take a Book Walk!
Lesson 9:2 WriteShop Junior Book F

Middle

What happens in the middle?

How does the middle of the story influence the ending?

Take a Book Walk!
Lesson 9:2 WriteShop Junior Book F

End

What is the climax of the story?

How does the story end?

How did you feel when the problem was resolved?

Take a Book Walk!
Lesson 9:2 WriteShop Junior Book F

Opinion

In this story, what lesson does the author want us to learn?

What is your opinion of the story?

What did you like?

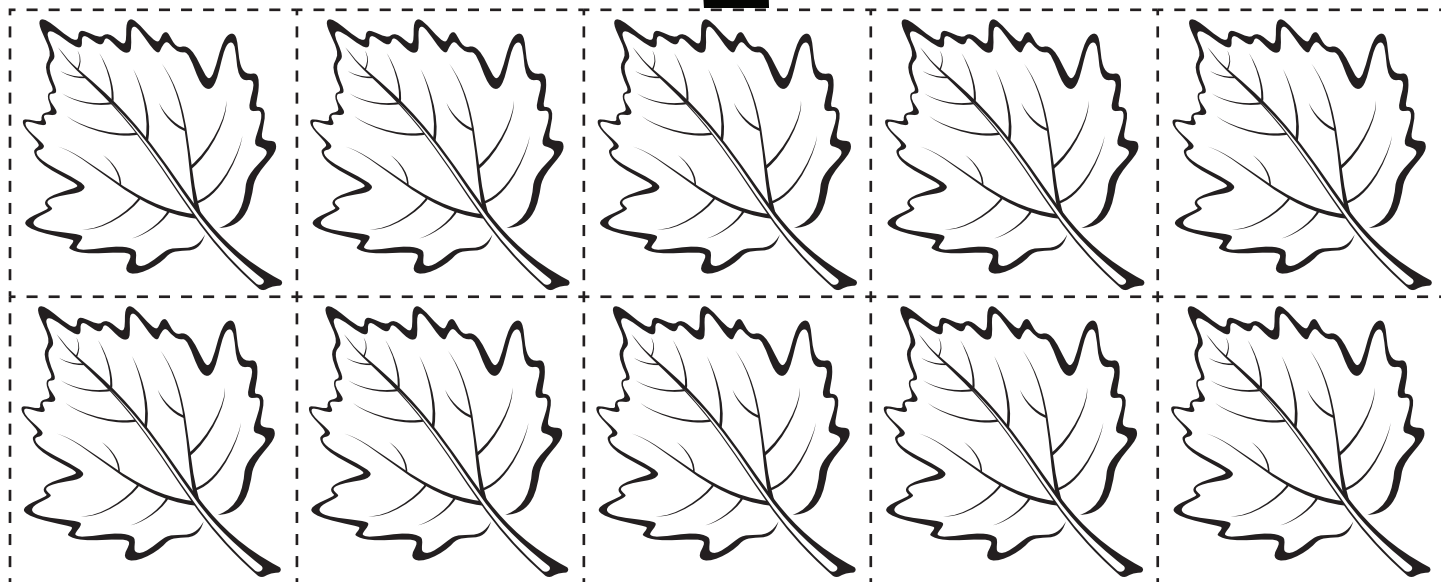
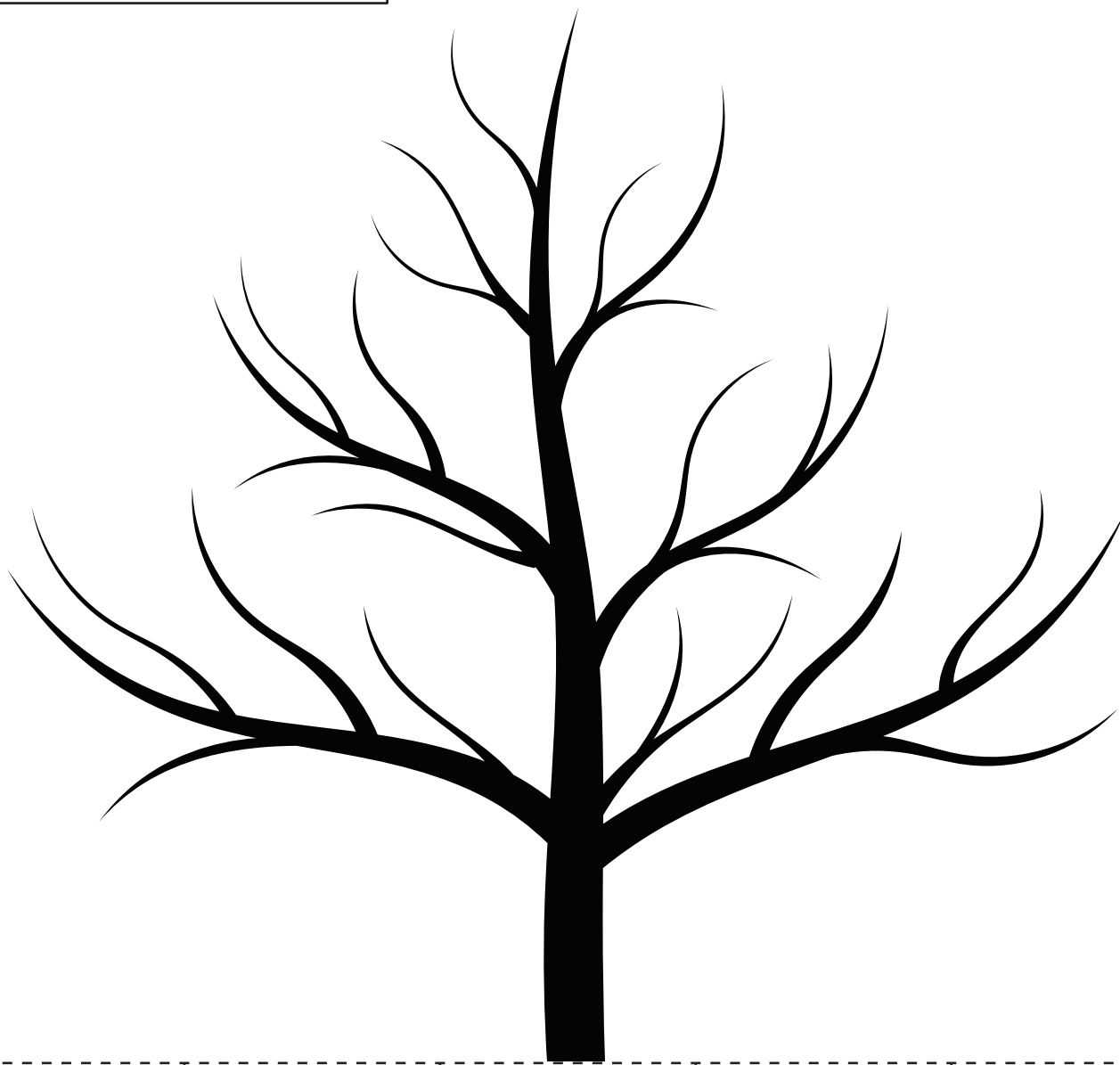
What would you like to change?

What event in your own life did the story remind you of?

Take a Book Walk!
Lesson 9:2 WriteShop Junior Book F

Activity Set 9:3
Skill Builder

Story Tree



Activity Set 9:3 Journal Prompt

Name: _____

Book Connections

Directions: Look at a book you read recently. In the boxes below, draw a picture of what happened in the beginning, middle, and end of the story. Then write about an experience this book reminded you of—something that happened to you in real life.

Beginning

Middle

End

One event that happened in the book, _____ ,
title of book

reminded me of my own life when _____

Activity Set 9:4

Brainstorming

Name: _____

Title: _____ By: _____

Introduction	First Paragraph	Title of Book: _____ Author: _____ Beginning: _____ Middle: _____ End: _____ Transition: _____	The lesson the author is trying to teach is...	
	Beginning	Beginning: _____ Detail: _____ Detail: _____ Detail: _____ Transition: _____	I think the author is saying that...	
		Middle	Middle: _____ Detail: _____ Detail: _____ Detail: _____ Closing: _____	I think the author is saying that...
			End	End: _____ Detail: _____ Detail: _____ Detail: _____ Transition: _____
Body				
Closing	Last Paragraph	Closing: _____ _____ _____ _____ _____		

Activity Set 9:6
Editing and Revising

Name: _____

Self-editing Check

Content

- ☐ The first paragraph introduces the main idea.
- ☐ Three or more middle paragraphs add details about the main idea.
- ☐ The last paragraph concludes the main idea.
- ☐ I used concrete writing by adding sensory details and colorful descriptions.

Mechanics and Grammar

- ☐ I wrote complete sentences that start with a capital letter and end with a punctuation mark.
- ☐ I used a capital letter for each proper noun.
- ☐ I used commas correctly.
- ☐ I used quotation marks correctly.
- ☐ I indented each new paragraph.

Self-editing

- ☐ I used proofreading marks to make corrections.
- ☐ I checked that my story makes sense.
- ☐ I looked in a dictionary to check my spelling.
- ☐ I looked in a thesaurus to find concrete words.

Activity Set 10:2a

Pre-writing

Story Stretchers

Introduction



The Statue of Liberty

If you visit New York City, you will see a famous landmark called the Statue of Liberty guarding the harbor. Not any ordinary statue, Lady Liberty is a noble green figure that can be seen by people both near and far away. The statue was given as a gift from France to America. She is a symbol of freedom to many people.

Lesson 10:2 WriteShop Junior Book F, Story Stretchers

Body Paragraph

To begin with, this monument is an amazing achievement of grand architecture. It is hard to believe how big it really is. The statue itself is 151 feet tall. At the base of the statue is a pedestal that is 150 feet tall. Altogether, the Statue of Liberty towers 300 feet above New York Harbor.

Body Paragraph

Before the Statue of Liberty was ever built, a historian from France suggested his country should honor America's 100th anniversary of the signing of the Declaration of Independence. He wanted France to give the United States a special gift. Several years later, a famous French sculptor, Frederic-Auguste Bartholdi, designed a gigantic statue. This would be France's gift to America. It showed the friendship between the two countries. France and America worked together to make the statue a reality.

Closing

Today, you can visit the Statue of Liberty, a national monument. Small boats carry people from New York City to Liberty Island where she stands. Sometimes the statue is having work done to keep her in good shape. No visitors are allowed when the landmark is closed for repairs. But when the statue is open, you can climb the stairs all the way to her crown! One day, I want to visit the famous Lady Liberty.



Lesson 10:2 WriteShop Junior Book F, Story Stretchers

Body Paragraph

As soon as the Statue of Liberty was finished, people began to look at her as a symbol of freedom. Immigrants who sailed to America from other countries first noticed her as their boat drew near to New York City. They felt happy that they were reaching the shores of a free country. Some immigrants said, "I felt like the statue was welcoming me with outstretched arms."

Lesson 10:2 WriteShop Junior Book F, Story Stretchers

Activity Set 10:2b

Pre-writing

Story Stretchers

Expansion Cards

Expansion Card	<p>In addition to her overall height, the individual parts of the statue are also immense. Her head is 18 feet tall, and each eye is nearly three feet across. Her waist measures 35 feet around. Each ray on Liberty's crown is nine feet long and weighs 150 pounds. She is so tall that visitors must climb 154 steps to go from the top of the pedestal to her head. As this impressive statue stands high against the city skyline, she raises her massive torch for all to see.</p> <p>Lesson 10:2 WriteShop Junior Book F, Story Stretchers</p>	Expansion Card	<p>Since Lady Liberty is so big, people wonder what she is made of. Weighing 225 tons, the statue is built from a frame of steel supports covered with hundreds of thin copper sheets. There is enough copper to make 30 million pennies! Over the years, the shiny brown copper developed a green patina from sun, rain, and weather. Because the statue's green color has become so famous, great care is taken not to damage the patina. Workers who make repairs even treat new copper so that it turns green right away.</p> <p>Lesson 10:2 WriteShop Junior Book F, Story Stretchers</p>
Expansion Card	<p>By the time the project was finished, many important people had become involved, including two famous architects. Alexandre-Gustave Eiffel helped design the structure inside the statue, and Richard Morris Hunt designed the pedestal she stands on. The famous American newspaper publisher, Joseph Pulitzer, helped raise enough money for the United States to build the pedestal. And a poet named Emma Lazarus wrote a brand-new poem, "The New Colossus," to raise funds. It is inscribed on a plaque and mounted on the pedestal. This poem has become a message of hope to immigrants.</p> <p>Lesson 10:2 WriteShop Junior Book F, Story Stretchers</p>	Expansion Card	<p>In fact, one of the reasons so many immigrants saw the Statue of Liberty when they first came to America is because she stands on Liberty Island. Liberty Island is right next to another island called Ellis Island. This was the official place where all immigrants from Europe had to stop before they could go on to America. Today there is a museum on Ellis Island where you can find interesting information about this piece of America's history. Both Ellis Island and Liberty Island are part of the National Park Service.</p> <p>Lesson 10:2 WriteShop Junior Book F, Story Stretchers</p>

Activity Set 10:2c

Pre-writing

Story Stretchers

Answer Key

The Statue of Liberty

If you visit New York City, you will see a famous landmark called the Statue of Liberty guarding the harbor. Not an ordinary statue, Lady Liberty is a noble green figure that can be seen by people both near and far away. The statue was given as a gift from France to America. She is a symbol of freedom to many people.

To begin with, this monument is an amazing achievement of grand architecture. It is hard to believe how big it really is. The statue itself is 151 feet tall. At the base of the statue is a pedestal that is 150 feet tall. Altogether, the Statue of Liberty towers 300 feet above New York Harbor.

In addition to her overall height, the individual parts of the statue are also immense. Her head is 18 feet tall, and each eye is nearly three feet across. Her waist measures 35 feet around. Each ray on Liberty's crown is nine feet long and weighs 150 pounds. She is so tall that visitors must climb 154 steps to go from the top of the pedestal to her head. As this impressive statue stands high against the city skyline, she raises her massive torch for all to see.

Since Lady Liberty is so big, people wonder what she is made of. Weighing 225 tons, the statue is built from a frame of steel supports covered with hundreds of thin copper sheets. There is enough copper to make 30 million pennies! Over the years, the shiny brown copper developed a green patina from sun, rain, and weather. Because the statue's green color has become so famous, great care is taken not to damage the patina. Workers who make repairs even treat new copper so that it turns green right away.

Before the Statue of Liberty was ever built, a historian from France suggested his country should honor America's 100th anniversary of the signing of the Declaration of Independence. He wanted France to give the United States a special gift. Several years later, a famous French sculptor, Frederic-Auguste Bartholdi, designed a gigantic statue. This would be France's

gift to America. It showed the friendship between the two countries. France and America worked together to make the statue a reality.

By the time the project was finished, many important people had become involved, including two famous architects. Alexandre-Gustave Eiffel helped design the structure inside the statue, and Richard Morris Hunt designed the pedestal she stands on. The famous American newspaper publisher, Joseph Pulitzer, helped raise enough money for the United States to build the pedestal. And a poet named Emma Lazarus wrote a brand-new poem, "The New Colossus," to raise funds. It is inscribed on a plaque and mounted on the pedestal. This poem has become a message of hope to immigrants.

As soon as the Statue of Liberty was finished, people began to look at her as a symbol of freedom. Immigrants who sailed to America from other countries first noticed her as their boat drew near to New York City. They felt happy that they were reaching the shores of a free country. Some immigrants said, "I felt like the statue was welcoming me with outstretched arms."

In fact, one of the reasons so many immigrants saw the Statue of Liberty when they first came to America is because she stands on Liberty Island. Liberty Island is right next to another island called Ellis Island. This was the official place where all immigrants from Europe had to stop before they could go on to America.

Today there is a museum on Ellis Island where you can find interesting information about this piece of America's history. Both Ellis Island and Liberty Island are part of the National Park Service.

Today, you can visit the Statue of Liberty, a national monument. Small boats carry people from New York City to Liberty Island where she stands. Sometimes the statue is having work done to keep her in good shape. No visitors are allowed when the landmark is closed for repairs. But when the statue is open, you can climb the stairs all the way to her crown! One day, I want to visit the famous Lady Liberty.



Activity Set 10:2d
Pre-writing

Story Stretchers
Diagram

Topic of Report: _____

The diagram is a pre-writing tool for story stretching. It consists of a central vertical column of three circles, each representing a subtopic. Each circle is connected by a horizontal double-headed arrow to a rectangular box on either side. Each box contains fields for 'Detail:', 'More Information:', and 'Details:'.

Subtopic #1

Detail: _____
More Information: _____
Details: _____

Subtopic #2

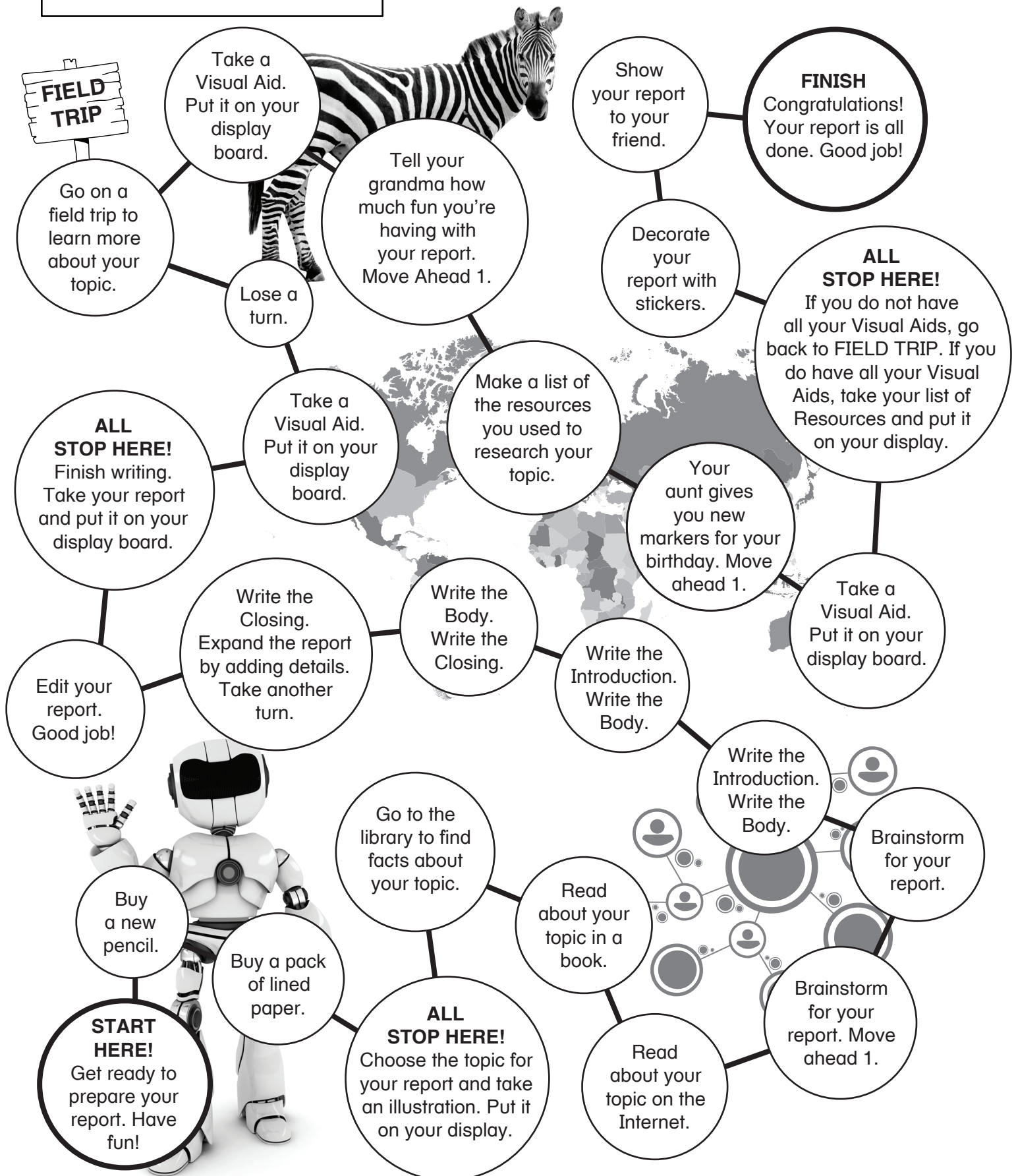
Detail: _____
More Information: _____
Details: _____

Subtopic #3

Detail: _____
More Information: _____
Details: _____

Activity Set 10:3a Skill Builder

Choose Your Own Report Game Board

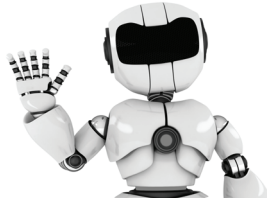


Activity Set 10:3b Skill Builder

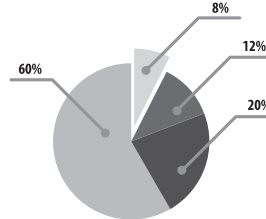
Choose Your Own Report Game Pieces



Illustration



Illustration



Graph

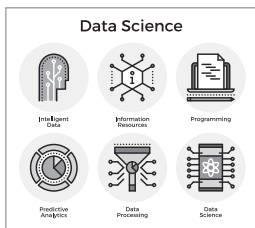
Zebras

This is a report. This is a report. It is a report. This is a report. This is a report. This is a report. This is a report. This is a report. This is a report. This is a report.

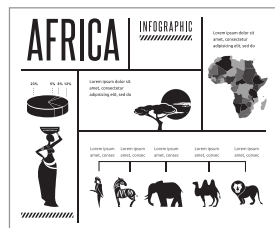
This is a report. This is a report. It is a report. This is a report. This is a report. This is a report. This is a report. This is a report. This is a report. This is a report.

This is a report. This is a report. It is a report. This is a report. This is a report. This is a report. This is a report. This is a report. This is a report. This is a report.

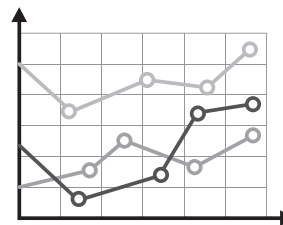
This is a report. This is a report. It is a report. This is a report. This is a report. This is a report. This is a report. This is a report. This is a report. This is a report.



Chart



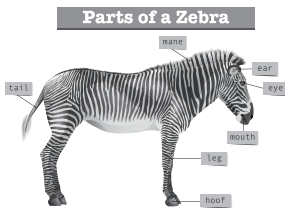
Chart



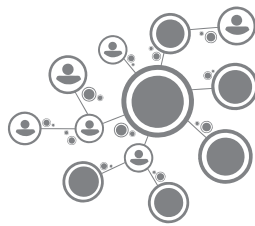
Graph

This is a report. This is a report. It is a report. This is a report. This is a report. This is a report. This is a report. This is a report. This is a report. This is a report.

This is a report. This is a report. It is a report. This is a report. This is a report. This is a report. This is a report. This is a report. This is a report. This is a report.



Diagram



Diagram



Map

The ASIMOV Robot

This is a report. This is a report. It is a report. This is a report. This is a report. This is a report. This is a report. This is a report. This is a report. This is a report.

This is a report. This is a report. It is a report. This is a report. This is a report. This is a report. This is a report. This is a report. This is a report. This is a report.

This is a report. This is a report. It is a report. This is a report. This is a report. This is a report. This is a report. This is a report. This is a report. This is a report.

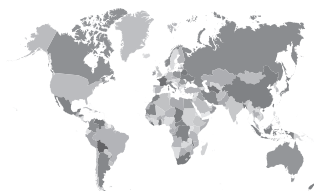
This is a report. This is a report. It is a report. This is a report. This is a report. This is a report. This is a report. This is a report. This is a report. This is a report.

Resources

www.funfacts.com
Animals of Africa
Trivia Encyclopedia

Resources

www.funfacts.com
Encyclopedia of Robots
Things to Know



Map

Activity Set 10:3c
Skill Builder

Choose Your Own Report Display Boards

Visual Aid

Visual Aid

The Report

Visual Aid

Resources

Visual Aid

Visual Aid

The Report

Visual Aid

Resources

Activity Set 10:3 Journal Prompt

Name: _____

Topic: _____

Directions: Choose a topic about something that interests you, such as an animal, sport, or hobby. Write the name of the topic on the line above. In the first box, write several facts you already know about it. In the middle box, write several things you'd like to learn about it. Next, look up the topic in a book or on the Internet. Spend a short time reading about your topic. In the last box, write several things you learned.

When finished, answer the prompt below, choosing one thing you learned and writing several sentences about it.

What I know:

What I want to know:

What I learned:

The most interesting thing I learned about _____
topic

is that _____

Activity Set 10:4a

Brainstorming, p. 1

Name: _____

Title: _____

Introduction	First Paragraph	Topic of Report: _____
		Subtopic #1: _____
		Subtopic #2: _____
		Subtopic #3: _____
		Transition: _____

Body	Subtopic #1	Subtopic #1: _____
		Details: _____

		Transition: _____

Body	Detail	Detail: _____
		<i>More Info:</i> _____

		Transition: _____
	Detail	Detail: _____
		<i>More Info:</i> _____

		Transition: _____

Body	Subtopic #2	Subtopic #2: _____
		Details: _____

		Transition: _____

Activity Set 10:4b, **Brainstorming**, p. 2

Body	<div>Detail</div>	<div>Detail: _____</div> <div>More Info: _____</div> <div>_____</div> <div>_____</div> <div>Transition: _____</div>
	<div>Detail</div>	<div>Detail: _____</div> <div>More Info: _____</div> <div>_____</div> <div>_____</div> <div>Transition: _____</div>
	<div>Subtopic #3</div>	<div>Subtopic #3: _____</div> <div>Details: _____</div> <div>_____</div> <div>Transition: _____</div> <div>_____</div>
	<div>Detail</div>	<div>Detail: _____</div> <div>More Info: _____</div> <div>_____</div> <div>_____</div> <div>Transition: _____</div>
	<div>Detail</div>	<div>Detail: _____</div> <div>More Info: _____</div> <div>_____</div> <div>_____</div> <div>Transition: _____</div>
Closing	<div>Last Paragraph</div>	<div>Closing: _____</div> <div>_____</div> <div>_____</div> <div>_____</div>

Activity Set 10:4

Brainstorming

Name: _____

Title: _____

Nonfiction Report

Alternative Worksheet

Introduction	First Paragraph	Topic of Report: _____ Subtopic #1: _____ Subtopic #2: _____ Subtopic #3: _____ Transition: _____	
	Subtopic #1	Subtopic #1: _____ Details: _____ _____ _____ Transition: _____	
		Subtopic #2	Subtopic #2: _____ Details: _____ _____ _____ Transition: _____
			Subtopic #3
Body	Last Paragraph	Closing: _____ _____ _____ _____ _____	

Activity Set 10:6

Editing and Revising

Name: _____

Self-editing Check

Content

- ☐ The first paragraph introduces the main idea.
- ☐ Three or more middle paragraphs add details about the main idea.
- ☐ The last paragraph concludes the main idea.
- ☐ I used concrete writing by adding sensory details and colorful descriptions.

Mechanics and Grammar

- ☐ I wrote complete sentences that start with a capital letter and end with a punctuation mark.
- ☐ I used a capital letter for each proper noun.
- ☐ I used commas correctly.
- ☐ I used quotation marks correctly.
- ☐ I indented each new paragraph.

Self-editing

- ☐ I used proofreading marks to make corrections.
- ☐ I checked that my report makes sense.
- ☐ I looked in a dictionary to check my spelling.
- ☐ I looked in a thesaurus to find concrete words.

CONGRATULATIONS!



**JOB
WELL
DONE!**

**You're a
Winner!**

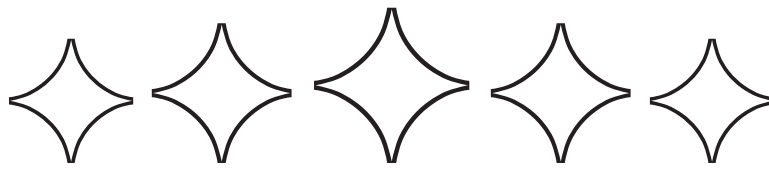
Hip, Hip, Hooray!

Additional Resources

Blank Reading Logs

Blank Journal Pages

Evaluation Charts



5-Star Reading Log

My Name: _____

Title of Book: _____

Author's Name: _____

Directions: At the top of the page, rate this book from 1-5 stars. The more stars you color in, the better you liked the book. Then answer the questions below. Circle which opinion you have.

Date: _____ Number of pages in this book: _____

I would / would not tell a friend to read this book because _____

I liked / didn't like the character, _____, because

I liked / didn't like what happened when _____

Name: _____

Reading Log Chapter Check

Date: _____ Number of pages in this chapter: _____

Title of Book: _____

Author's Name: _____

☒ My favorite thing about this chapter was _____

☒ If I were the author, one thing I would change about this chapter would be _____



Name: _____

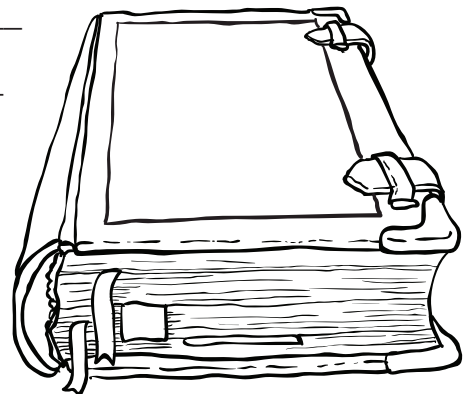
Reading Log Journal

Date: _____ Number of pages I read: _____

Title of Book: _____

Author's Name: _____

My favorite part of today's reading passage was _____



Name: _____

Reading Log Summary

Date: _____ Number of pages I read: _____

Title of Book: _____

Author's Name: _____

A summary of the story from beginning to end:



Name: _____

Nonfiction Reading Quest

Date: _____ Number of pages I read: _____

Title of book: _____

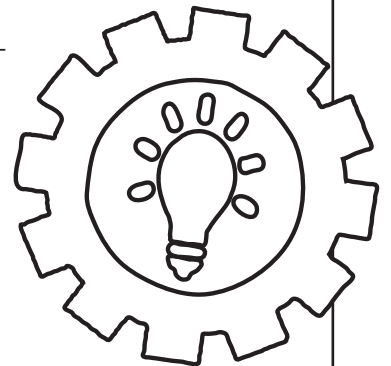
Topic I read about today: _____

Three new things I learned about today's topic while reading this book:

1. _____

2. _____

3. _____



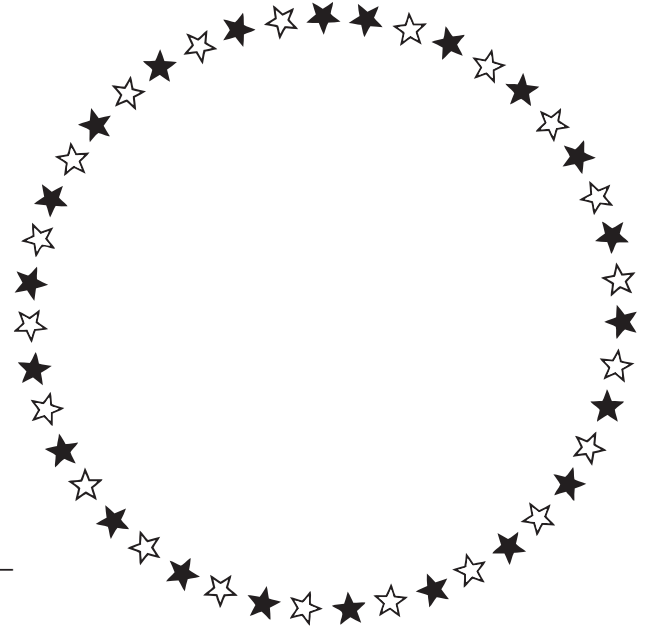
Name: _____

Journal Page

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____

JOURNAL PAGE



Journal page with horizontal lines for writing.

Junior Writing Skills Evaluation Chart

KEY:

A = Always

M = Most of the time

S = Some of the time

N = Never

	Lesson 1 Date: _____	Lesson 2 Date: _____	Lesson 3 Date: _____	Lesson 4 Date: _____	Lesson 5 Date: _____	Lesson 6 Date: _____
Content						
Writing Project has strong beginning, developed middle, and satisfying end					---	
Main idea is well developed with details, examples, and descriptions					---	
Writing Project is focused and makes sense						
Writing Project follows guidelines for the genre						
Writing Project uses concrete words						
Mechanics and Grammar						
Uses correct punctuation						
Uses correct spelling						
Indents paragraphs correctly					---	
Capitalizes correctly						
Writes complete sentences						
Self-editing						
Identifies correct elements of writing						
Identifies mistakes						
Writes corrections without help						
Replaces weak words with stronger ones						
Uses dictionary and thesaurus to improve Writing Project						

Junior Writing Skills Evaluation Chart

KEY:

A = Always

M = Most of the time

S = Some of the time

N = Never

Lesson 7

Date:

Lesson 8

Date:

Lesson 9

Date:

Lesson 10

Date:

Content

1st paragraph introduces the Writing Project or main topic

Middle 3 (or more) paragraphs in the body provide details

Last paragraph concludes the Writing Project

Each paragraph starts with a topic sentence introducing the main idea

Each paragraph has 3 or more supporting details

Each paragraph ends with a closing sentence concluding the main idea

Writing Project is focused and makes sense

Writing Project contains concrete words

Mechanics and Grammar

Uses correct punctuation

Uses correct spelling

Indents paragraphs correctly

Capitalizes correctly

Writes complete sentences

Self-editing

Identifies correct elements of writing

Identifies mistakes

Writes corrections without help