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# Capitalization

Capitalization is the writing of a word with its first letter as an upper case and the remaining letters in lower case.

1. Capitalize a name .
2. Capitalize the first word of a sentence .
3. Capitalize the most important words of a title .
4. Capitalize the title of a person .

Capitalize

- A name: john \_\_\_\_\_ ming yee \_\_\_\_\_

- A personal title: mrs. lee \_\_\_\_\_

- The first word of a sentence: i am learning about capitalization.

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Write your first and last name with capitalization.

\_\_\_\_\_

Write your teacher's name with capitalization.

\_\_\_\_\_

# Capitalization

Journal

Date: \_\_\_\_\_

Day of the Week: \_\_\_\_\_

Underline one sentence in each section:

Today is a good day. 😊  
Today is not a good day. ☹️  
Nothing much happens today. 😐

I finished all my work. 😊  
I did not do my work well. ☹️

I feel happy today. 😊  
I need to try harder. ☹️

Practice: Rewrite the three sentences  
you underlined. Or write your own  
sentences.

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# Punctuation

When we speak, we can stop or change the tone of our voices to tell a sentence.

When we write, we use punctuations to show the end of a sentence.

There are three ways to end a sentence.

1. A period ( . )
2. A question mark ( ? )
3. An exclamation mark or point ( ! )

A period is used at the end of a sentence.

The moon is round.

A question mark is used at the end of a question.

Is the moon round?

An exclamation mark is used to show emotion or excitement.

Oh, the moon is so round!

Rewrite the sentences using capitals and periods. ( . )

1. the man walked

---

2. joe ran here

---

3. i saw birds

---

# Punctuation

Journal

Date: \_\_\_\_\_

Day of the Week: \_\_\_\_\_

Underline one sentence in each section:

Today is a happy day for me!  
Today is a sad day for me.  
Nothing special happens to me.  
Something special happens to me!

My teacher thinks I am doing good!  
My teacher thinks I need to pay attention.  
My teacher gives me a prize!

Practice: Rewrite the three sentences

you underlined. Or write your own

sentences.

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\_\_\_\_\_

Level 1 Lesson 3 **Capitalization and Punctuation**

Rewrite the sentences using capitals and periods. ( . )

1. the boys play ball

---

2. i call her up

---

3. my dad is big

---

4. john likes to kick balls

---

5. he has a ball

---

6. the ball is round

---

Rewrite the sentences using capitals and question marks. ( ? )

1. are you there

---

2. who was that

---

3. is that your dog

---

Level 1 Lesson 3 **Capitalization and Punctuation**

4. where do you live

---

5. what is your name

---

6. how old are you

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Rewrite the sentences using capital and exclamation marks. ( ! )

1. do not jump

---

2. i got it

---

3. stop and look

---

4. i am so excited

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5. he is so excited

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6. we are so excited

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# Capitalization and Punctuation

Journal

Date: \_\_\_\_\_

Day of the Week: \_\_\_\_\_

Underline one sentence in each section:

I got 100% on the test!
I made some mistakes on the test.
I made many mistakes on the test.
I am proud of myself!
I need to try harder.
My mom is happy!
My mom is not happy.
School is easy.
School is hard!
I like school!
I do not like school.

Practice: Rewrite the three sentences

you underlined. Or write your own

journal.

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\_\_\_\_\_

# Building Sentences

A sentence is a group of words that makes sense, ending with a period ( . ), question mark ( ? ), or exclamation mark ( ! ). A good sentence has a part that tells who or what the sentence is about. This is called the subject.

The subject is usually a noun or pronoun.

A noun is the name of a person, place, thing, or animal.

Pronouns are: I, you, he, she, it, we, you, or they.

Read the sentences below, the subject (or noun) are underlined.

The dog jumped the fence.

The bus is too full.

Underline the subject (noun or pronoun) of each sentence.

1. Most students walk to school.
2. Our teacher walks to school.
3. We walk to school.
4. Paul walks to school.

Write your own subject (noun or pronoun) for each sentence.

1. Mike wants to help. \_\_\_\_\_ likes to do it.
2. I ride a bike. \_\_\_\_\_ rides a bike too.

# Building Sentences

Journal

Date: \_\_\_\_\_

Day of the Week: \_\_\_\_\_

Circle one underline term, and add the period at the end of each sentence. Read the whole journal to yourself a few times.

1. The weather today is cloudy windy rainy sunny
2. It is cold cool hot warm
3. We stayed inside outside during recess
4. We had fun no fun
5. It is a nice day not a nice day
6. I hope tomorrow will be the same different

Rewrite the sentences or write your own.

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Level 1 Lesson 5     **Making Sentences and  
Asking Questions**

A sentence tells a whole idea. It has a beginning and an end.

Write a sentence about each subject (noun). Make the first letter capital. End the sentence with a period ( . ).

1. sun: The sun is up in the sky.

2. baby: \_\_\_\_\_

3. ball: \_\_\_\_\_

4. boy: \_\_\_\_\_

5. car: \_\_\_\_\_

A question asks something. It begins with a capital letter and ends with a question mark ( ? ). A question ask Who? What? Which? Where? How? and Why?

Write a question using the question words and end the question with a question mark.

1. who: \_\_\_\_\_

2. what: \_\_\_\_\_

# Making Sentences and Asking Questions

Journal

Date: \_\_\_\_\_

Day of the Week: \_\_\_\_\_

Circle one underline term, and add the period at the end of each sentence. Read your journal to yourself.

Today is not a school day. I went

shopping

to the park

to visit my grandma

We had lunch at \_\_\_\_\_

Write your own place

It was a

good day

quiet day

fun day

I feel \_\_\_\_\_

Write your own feeling

Writing practice: Today is Sunday.

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# More Questions and Exclamation Marks

An asking sentence is a question. It ends with a question mark( ? ). Who, what, when, why, and how are some words that questions begin with.

Write an asking sentence using the questions words. Remember to end with a question mark.

1. when: \_\_\_\_\_
2. where: \_\_\_\_\_
3. why: \_\_\_\_\_
4. how: \_\_\_\_\_

The exclamation mark ( ! ) shows emotion and excitement.

Complete the second sentence using an exclamation mark.

1. Billy fell down. He cried, " \_\_\_\_\_ "
2. Mom cuts the watermelon. It is so \_\_\_\_\_
3. I caught the ball. We won \_\_\_\_\_
4. The car is coming, \_\_\_\_\_

# More Questions and Exclamation Marks

Journal

Date: \_\_\_\_\_

Day of the Week: \_\_\_\_\_

Fill in the blanks. Don't forget to use punctuations at the end of each sentence. Read the whole journal to yourself a few times.

My family went to the pet shop this morning

We picked a \_\_\_\_\_  
(puppy, kitten, fish, bird, or your own pet)

We also bought \_\_\_\_\_ and \_\_\_\_\_ for our pet  
(food, tank, cage, leash)

We named it \_\_\_\_\_

It is a \_\_\_\_\_ pet  
(cute, nice, fluffy, quiet, noise)

We are all very happy

# Plural Nouns

## Naming Words or Subjects

When "s" is added to a naming word, the word names more than one.

Add a "s" to each of the subjects.

1. one bike

2. one flower

two \_\_\_\_\_

three \_\_\_\_\_

3. one dog

4. one book

ten \_\_\_\_\_

many \_\_\_\_\_

Write a sentence about each subject (plural noun).

desks \_\_\_\_\_

\_\_\_\_\_

girls \_\_\_\_\_

\_\_\_\_\_

balls \_\_\_\_\_

\_\_\_\_\_

pigs \_\_\_\_\_

\_\_\_\_\_

Self Checking: Put  $\checkmark$  marks if you answered each question:

Do I have the correct capitals in my sentences? \_\_\_\_\_

Do I have the correct punctuations at the end of the sentences? \_\_\_\_\_

Do my sentences make sense? \_\_\_\_\_

# Plural Nouns

## Naming Words or Subjects

Journal

Date: \_\_\_\_\_

Day of the Week: \_\_\_\_\_

Fill in the blanks and write your own response.

Today I have \_\_\_\_\_ lessons.  
(piano, violin, chess, art, martial arts, swimming, or other)

I learned something new. (Write what you learned)

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It was a \_\_\_\_\_ lesson.  
(good, rewarding, difficult, challenging, easy, great)

Writing practice. Tell your tutor: What is your favorite sport? Why do you like it?

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# Verbs

## Action Words and Capital "I"

Verbs or action words tell us how the subject (nouns) moves. Here are a few actions words (verbs):  
play, jump, run, swim, read, write

"I" is a word you use when you talk or write about yourself.  
Use these words and make sentences with capital "I".

Example: I am six years old.

1. I play \_\_\_\_\_
2. I jump \_\_\_\_\_
3. run \_\_\_\_\_
4. swim \_\_\_\_\_
5. read \_\_\_\_\_
6. write \_\_\_\_\_

Self Checking:

Capital "I"? \_\_\_\_\_

Use correct punctuations at the end of the sentences? \_\_\_\_\_

Sentences make sense? \_\_\_\_\_

Correct spelling? \_\_\_\_\_

# Verbs

## Action Words and Capital "I"

Journal

Date: \_\_\_\_\_

Day of the Week: \_\_\_\_\_

Fill in the blanks.

I made a new friend today.

My friend's name is \_\_\_\_\_.

\_\_\_\_\_ is a \_\_\_\_\_  
(He, She) (boy, girl)

\_\_\_\_\_ is \_\_\_\_\_ years old.  
(He, She) (five, six, seven, other)

We have fun playing \_\_\_\_\_ together.  
(games, ball, catch, toys)

I like my new friend.

Writing Practice:

Write something about an old friend. ("old" as you know your friend for a while)

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# Pronouns

Pronouns can take the place of nouns, or naming words.

Pronouns are: I, we, you, he, she, it, they

Pronouns are used when the naming words have already been named.

My mother and I like to garden. We plant seeds.

(naming words)

(pronoun)

Ming Yee is my new friend. She is six.

(naming words)

(pronoun)

My dog Hope is cute. It can roll.

(naming words) (pronoun)

Fill in the blanks. Use the pronouns to complete the story.

I      we      you

My mother and I like to garden. \_\_\_\_\_ plant bean seeds. \_\_\_\_\_ have to water the beans. Then \_\_\_\_\_ move our bean plants in bigger pots. Mom and \_\_\_\_\_ work together. The bean plants will grow big. \_\_\_\_\_ will make bean soup. \_\_\_\_\_ can come join us for soup.

Fill in the blanks. Use the pronouns to complete the story.

I      she      we      it

My new friend is Ming Yee. \_\_\_\_\_ is six. \_\_\_\_\_ am six too. \_\_\_\_\_ have fun playing with my dog Hope. \_\_\_\_\_ rolls and \_\_\_\_\_ laughs.



## Three Forms of Personal Pronouns

There are three forms of personal pronouns.

First person: the speaker: I, we

I am six.

Second person: the person being spoken to: you

I am six. You are six.

Third person: the person being spoken about: he, she, it, they

I am six. You are six. She is six.

Fill in the blanks. Use the person pronouns to complete the story.

it    he    she    we

My cat is up in the tree. \_\_\_\_\_ is stuck. The tree is tall. \_\_\_\_\_ is too hard to climb. My Dad will help. \_\_\_\_\_ sets up the ladder. My Mom stands next to the ladder. \_\_\_\_\_ holds on. Dad gets the cat down. \_\_\_\_\_ pet our cat. \_\_\_\_\_ purrs and licks my hand. \_\_\_\_\_ are glad our cat is safe. \_\_\_\_\_ hope \_\_\_\_\_ will not climb up the tree again.



# Character

A character is a person or animal in a story.

Underline the character in each sentence.

1. Jerry has a dog.
2. Mom is proud of us.
3. Lee wears a lot of clothes.
4. He is a nice boy.

Make sentences using your own character or subject.

1. My Mom: \_\_\_\_\_
2. Ming: \_\_\_\_\_
3. The dog: \_\_\_\_\_
4. She: \_\_\_\_\_
5. The teacher: \_\_\_\_\_

Journal

Date: \_\_\_\_\_ Day of the week: \_\_\_\_\_

Write 3 sentences about a character in school.

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# Setting

The setting is where a story takes place.

Underline the setting in each sentence.

1. John goes to school.

2. My sister visited the farm.

3. Mrs. Lee buys food in the store.

4. Our family went to the beach.

Write sentences using the setting given.

1. kitchen \_\_\_\_\_  
\_\_\_\_\_

2. park \_\_\_\_\_  
\_\_\_\_\_

3. home \_\_\_\_\_  
\_\_\_\_\_

Journal

Date: \_\_\_\_\_ Day of the week: \_\_\_\_\_

Write 3 sentences about your school.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Main idea

A main idea is a sentence that tells about the whole story.

Most of the sentences in a story tells about the main idea.

Underline the main idea in each story.

### Story 1

Ellen likes to bake a cake. She mixes the cake batter. She puts the pan into the oven. It smells good!

### Story 2

I help my mom with laundry. First, I wash the clothes. Then, I fold them. Last, I put the clothes away.

### Story 3

Joshua gets ready for school. He eats a good breakfast. Then he dresses quickly and runs to the bus stop.

### Story 4

Meyer wants to give his mom a picture. He takes out paper and paint. He paints a picture of flowers.



# Story Sequence

Things in a story happen in a certain order. There is always a beginning, middle, and an ending. The main idea is usually written at the beginning.

Write the sentences in order. Remember to use capitals and periods.

- Meyer gave the picture to his mom
- Meyer took out some paper and paint
- he painted a pretty picture of a flower

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Journal

Date: \_\_\_\_\_ Day of the week: \_\_\_\_\_

Write about your best friend. Your best friend is the character and main idea in your writing.

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# Story Sequence (Part 2)

Rewrite the stories in the correct sequence.

## Story 1

- Joshua went to school.
- He ate a good breakfast.
- Joshua jumped out of bed

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## Story 2

- I help mom with the laundry.
- I fold the clothes neatly.
- Then, I put the clothes away.
- First, I wash the clothes.

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# Story Sequence

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Journal

Date: \_\_\_\_\_ Day of the week: \_\_\_\_\_

Write 3 sentences about how you get to school in the morning.

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# Story Sequence (Part 3)

Rewrite the stories in the correct sequence.

Story 1

- Ellen wants to make a cake.
- She puts the pan into the oven.
- Ellen mixes the cake batter.

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Story 2

- He looked everywhere for her.
- Josh could not find his dog Star.
- Then Josh saw Star.

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# Story Sequence

## (Part 3)

Journal

Date: \_\_\_\_\_

Day of the week: \_\_\_\_\_

Write about your school day using character, a setting, and story sequence.

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## Present Tense

The letters "ing" are added to verbs (actions words) to show present tense.

1. Add "ing" to the end of base verbs

Example: look - looking, go - going, help - helping, carry - carrying

2. If the word ends in a consonant and "e", drop the "e" and add "ing"

Example: ride - riding, come - coming, take - taking

3. If the word does not end in a consonant and "e", do not drop "e" and add "ing"

Example: see - seeing

4. If the word ends with a short vowel and consonant, double the last consonant and add "ing"

Example: stop - stopping, sit - sitting, shop - shopping

5. If the word ends with "ie", change the "ie" to "y" and add "ing"

Example: die - dying

6. Do not drop the "e" in dye

Example: dye - dyeing

# Present Tense

## Journal

Date: \_\_\_\_\_ Day of the week: \_\_\_\_\_

There are many things you like to do. Write about something you like to do: painting, drawing, reading or writing.

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### Checklist:

- \_\_\_ Did I tell what I like to do?
- \_\_\_ Does my sentences tell a complete thought?
- \_\_\_ Does my sentences begin with a capital letter and ends with a period?

# Adding "ing" to Action Words

Add "ing" to each verb (action word) and write a sentence that includes characters, a setting, action in the present "ing" form. Remember to use capitalizations and periods.

Example:

1. hope - hoping

I am hoping to get a new bike this Christmas.

2. hop - hopping

I saw a rabbit hopping across the garden.

1. die - \_\_\_\_\_

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2. dye - \_\_\_\_\_

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3. see - \_\_\_\_\_

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# Adding "ing" to Action Words

Journal

Date: \_\_\_\_\_ Day of the week: \_\_\_\_\_

Write about a lesson in learning something: swimming, skating, drawing, piano playing, or others.

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Checklist:

\_\_\_ Did I tell about the lesson?

\_\_\_ Does the order of the sentences make sense?

\_\_\_ Does my sentences begin with a capital letter and ends with a period?

# Adding "ing" to Verbs

Word	Add "ing"
Burst	
Deal	
Drive	
Be	
Become	
Find	
Forget	
Get	
Hide	
Keep	
Lead	
Let	
Lose	
Read	
Shake	
Begin	
Bring	
Build	
Buy	
Choose	

# Adding "ing" to Verbs

## Writing Practice

Date: \_\_\_\_\_ Day of the week: \_\_\_\_\_

Big kids can do many things. Now that you are bigger, write what you can do.

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### Checklist:

- Did I plan what sentences I will write about?
- Does the order of the sentences make sense?
- Does my sentences begin with a capital letter and ends with a period?

## Adding "ing" to Verbs (Part 2)

Word	Add "ing"
Cut	
Drink	
Fly	
Freeze	
Hold	
Feel	
Forgive	
Leave	
Quit	
Lay	
Do	
Feed	
Forbid	
Have	
Know	
Blow	
Grow	
Lie	
Say	
Play	

# Adding "ing" to Verbs (Part 2)

## Writing Practice

Date: \_\_\_\_\_

Day of the week: \_\_\_\_\_

Some pets are very special. Think about a pet you know. Write about why that pet is special. Use exclamation marks in your writing. An exclamation mark used in a sentence shows strong feelings.

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### Checklist:

- \_\_\_ Will the reader know how I feel about that special pet?
- \_\_\_ Does the order of the sentences show strong feelings?
- \_\_\_ Does my sentences begin with a capital letter and ends with an exclamation mark?

## Basic Verbs to Past Tense

Tense means time and a verb is an action. Tense tells when the action is occurring.

The two main forms of any verb are the present and the past tense.

The past tense is usually formed by adding "ed" to the basic verb.

Present Tense	Past Tense
Walk	
Talk	
Smoke	
Look	
Listen	
Finish	
Help	
Prove	
Enter	
Notice	
Telephone	
Count	
Want	
Play	

# Basic Verbs to Past Tense

## Writing Practice

Date: \_\_\_\_\_ Day of the week: \_\_\_\_\_

Think of something you did with your friends yesterday. Use past tense verbs to show past actions.

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### Checklist:

- \_\_\_ Did I use past tense verbs by adding "ed"?
- \_\_\_ Does each sentence tell a complete thought?

# Writing Sentences in Past Tense

Example: We played in the playground this morning.

1. jumped \_\_\_\_\_

\_\_\_\_\_

2. walked \_\_\_\_\_

\_\_\_\_\_

3. laughed \_\_\_\_\_

\_\_\_\_\_

4. looked \_\_\_\_\_

\_\_\_\_\_

5. helped \_\_\_\_\_

\_\_\_\_\_

# Writing Sentences in Past Tense

## Writing Practice

Date: \_\_\_\_\_ Day of the week: \_\_\_\_\_

Write about what your family did last Sunday. Remember to use past tense in your story.

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### Checklist:

\_\_\_ Does each sentence begin with a capital and end with a punctuation mark?

\_\_\_ Does each sentence tell a complete thought?

# Building Sentences with the Subject

A good sentence has a part that tells who or what the sentence is about. This is called the subject. The subject is also the noun. A noun is the name of a person, a place, thing, or an idea.

Underline the subject in each sentence.

1. The dog jumped the fence.
2. The bus is too full.
3. The children played together.
4. Most students walk to school.

Write sentences using the subjects.

1. The kittens \_\_\_\_\_  
\_\_\_\_\_
2. My friends \_\_\_\_\_  
\_\_\_\_\_

# Building Sentences with the Subject

## Writing Practice

Date: \_\_\_\_\_

Day of the week: \_\_\_\_\_

Pick a character with a name that would be your noun, like a friend or your pet. Write something special about your character.

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### Checklist:

- \_\_\_ Did I capitalize the name of my character?
- \_\_\_ Does each sentence have a noun?
- \_\_\_ Did I tell what is special about the character?

# Subject-Verb Agreement

The verb (action word) must agree with the subject (noun or pronoun).

The verb must agree with the subject in number.

I ride the bus.      They ride the bus.

If the subject is in the third person (he, she, it) the verb must be in the third person.

Mary rides the bus.      John rides the bus.

Mary and John ride the bus.

Rewrite the sentences below using the correct capitalization, punctuation, and subject-verb agreement.

1. mike want to help

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2. i rides a bike

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# Subject-Verb Agreement

## Writing Practice

Date: \_\_\_\_\_

Day of the Week: \_\_\_\_\_

Writing model:

Most cats like to jump and run.

My cat likes likes to sleep and eat.

Practice writing subject-verb agreement sentences like the model above.

First write a sentence with more than one subject.

Then write the subject in the third person.

Model writing:

My mom and I like to bake together. She likes chocolate cake the most.

Sentences:

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Sentences:

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# Subject-Verb Agreement (Part 2)

Circle the incorrect words and rewrite the sentences.

1. luke play with beth and ray

---

2. i and tom want to help Mother

---

3. the man like to read

---

4. lad want to eat

---

5. he come here

---

6. i sees a green turtle

---

Make your own correct subject-verb agreement

---

7.

---

8.

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9.

---

10.



# Subject-Verb Agreement (Part 3)

Pronoun order: other subjects always come before "I"

Example: i and jill wants to play  
Jill and I want to play.

Circle the incorrect words and rewrite the sentences.

1. and kay rides the bikes

---

2. jim play ball

---

3. i and lee reads books

---

4. the animals needs food

---

Now write your own correct subject-verb agreement sentences.

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_



# Adjectives

An adjective is a word that describes a person, place, thing or an animal.

Example: I saw a big elephant.  
big is the adjective describing the animal

Circle the adjective in each sentence.

1. I have a happy kitten.
2. Susan fed her green frog.
3. Mark lives in a small house.

Use the adjectives in a sentence.

1. cute \_\_\_\_\_  
\_\_\_\_\_

2. sad \_\_\_\_\_  
\_\_\_\_\_

Can you and your tutor think of more adjectives?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Adjectives

## Writing Practice

Date: \_\_\_\_\_

Day of the week: \_\_\_\_\_

Use the adjectives to describe the park in your neighborhood.

big

small

tall

cool

high

great

exciting

fun

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Checklist:

\_\_\_ Did I describe the sizes and colors in the park?

\_\_\_ Did I tell how much fun I have in the park?

# Adjectives (Part 2)

Adjectives or describing words can tell more about an animal.

These are some adjectives for animals:

- a long neck

- a long trunk

- a striped coat

- a curly tail

Complete the sentences using the adjectives above.

1. A pig has \_\_\_\_\_

2. A tiger has \_\_\_\_\_

3. A giraffe has \_\_\_\_\_

4. An elephant has \_\_\_\_\_

Add your own adjectives to the sentences below.

1. A turtle has \_\_\_\_\_

2. A camel has \_\_\_\_\_

Think of a pet you have or like to have. Write some adjectives about it.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Adjectives (Part 2)

## Writing Practice

Date: \_\_\_\_\_ Day of the week: \_\_\_\_\_

Use the adjectives to describe your pet.

Use: - color words

- size words (big, small)

- age (young, old)

More adjectives to describe your pet: cute, soft, fluffy, friendly

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### Checklist:

\_\_\_ After reading my sentences, does the reader see a picture of my pet in their mind?

# Adjectives for Characters

Adjectives describe how characters are like.

Read the stories below and write down the correct adjectives for each character.

<p>Dan plays with other children. He likes them. Dan is _____ .</p> <p>friendly                      selfish</p>	<p>Lily found some money. She gave the money to her teacher. Lily is _____ .</p> <p>brave                              honest</p>
<p>Sara loves to tell jokes. She makes everyone laugh. Sara is _____ .</p> <p>funny                              shy</p>	<p>Dr. Day likes to help pets. He said, "You are a good dog, Tip." Dr. Day is _____ .</p> <p>mean                              kind</p>

# Adjectives for Characters

## Writing Practice

Date: \_\_\_\_\_ Day of the week: \_\_\_\_\_

Write about a character: a friend, a cousin, a neighbor, your brother or sister. Write about how he or she is like. Use the words already given and other adjectives:

handsome, beautiful, pretty, smart, clever, strong, fast, slow, cool, brave

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### Checklist:

\_\_\_ Do the readers see the character you described in their minds?

# Review

Read the stories below and list out every lesson we learned.

## Story 1

Mark starts school today. He is a little scared. But he is happy that he is going to learn new things at school.

Characters: \_\_\_\_\_

Adjectives: \_\_\_\_\_

"ing" verbs: \_\_\_\_\_

Setting: \_\_\_\_\_

Verbs: \_\_\_\_\_

Subject-verb agreement: \_\_\_\_\_

## Story 2

Last summer, my family went to the Redwood Forest. The trees were as big as buildings. Some trees were so wide, you could drive a car through it. It was an awesome trip.

Characters: \_\_\_\_\_

Adjectives: \_\_\_\_\_

Past tense: \_\_\_\_\_

Setting: \_\_\_\_\_

Verbs: \_\_\_\_\_

Subject-verb agreement: \_\_\_\_\_

# Review

## Writing Practice

Date: \_\_\_\_\_

Day of the week: \_\_\_\_\_

Write your own story about your school day or a trip.

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### Checklist:

- Characters?
- Setting?
- Adjectives?
- Verbs?
- Subject-verb agreement?

## The Comma

A period is like a stop sign. It ends a sentence.

The comma ", " is like a short stop or a pause. The comma takes the place of "and".

Underline the correct sentence.

1. I have an apple and a pear and a fig.

I have an apple, a pear and a fig.

2. My best friends are Mary and John and Ming.

My best friends are Mary, John and Ming.

3. The hat is old and gray and dirty.

The hat is old, gray and dirty.

Rewrite the sentences below using commas. Keep one "and" at the end of the series of words.

Jeff likes cats dogs and birds.

---

# The Comma

## Writing Practice

Date: \_\_\_\_\_

Day of the week: \_\_\_\_\_

Pick your favorite restaurant and list your favorite food using commas and "and" at the end of the series.

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---

List your special toys using commas and "and" at the end of the series.

---

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## Plural Nouns

When "s" is added to the end of a noun, the noun means more than one. Some plural nouns need "es", some need to change "y" to "i" and then add "es". Some plural nouns are irregular.

"es" is added to these words:

Class	Watch
Box	Branch
Kiss	Dish
Fox	Fish

Change "y" to "i" and then "es"

Baby	Lady
Sky	Fairy
Berry	Forty

# Plural Nouns

## Writing Practice

Date: \_\_\_\_\_

Day of the Week: \_\_\_\_\_

Add "es" to words that end in x, sh, ch, ss.

### At the Zoo

Our class went on a field trip to the zoo. We saw three (fox) \_\_\_\_\_ and monkeys in (branch) ) \_\_\_\_\_. Zookeepers cleaned the cages with (brush) \_\_\_\_\_. There were other (class) \_\_\_\_\_. We sat down on (bench) \_\_\_\_\_ to eat our (sandwich) \_\_\_\_\_. We felt \_\_\_\_\_ . It was a \_\_\_\_\_.

(Try to add some adjectives at the last paragraph.)

# Irregular Plural Forms

Irregular nouns

Child -- children	Goose -- geese
Mouse -- mice	Man -- men
Foot -- feet	Woman -- women
Tooth -- teeth	Ox -- oxen

These words do not change:

Sheep -- sheep
Deer -- deer
Series -- series

These words add "s":

Piano -- pianos
Studio -- studios
Solo -- solos

These words add "es":

Potato -- potatoes
Tomato -- tomatoes

# Irregular Plural Forms

## Writing Practice

Date: \_\_\_\_\_ Day of the week: \_\_\_\_\_

Change the nouns into plural form.

### The Children's Zoo

The best part of the zoo is the (child) \_\_\_\_\_'s  
Zoo. We can get close to the animals to pat or feed them. There are  
(goose) \_\_\_\_\_, (ox) \_\_\_\_\_, (mouse)  
\_\_\_\_\_ and (sheep) \_\_\_\_\_. (Man)  
\_\_\_\_\_ and (woman) \_\_\_\_\_ bring their (child)  
\_\_\_\_\_ to the animals. They feed the animals (potato)  
\_\_\_\_\_ and (tomato) \_\_\_\_\_.

# Review

Rewrite the sentences below correctly.

1. there are many class in my school

---

2. are the baby crying a lot

---

3. the child is having fun playing together

---

4. i see three fish four mouse five goose

---

5. mom like to cook with lots of potato

---

6. i count twenty tooth in my mouth

---

# Review

## Writing Practice

Date: \_\_\_\_\_

Day of the week: \_\_\_\_\_

Review subject-verb agreement. Do not confuse this with making nouns plural. Verbs, action words, can tell about one or more than one.

Example: A cat jumps.

The cats jump.

Lisa (like) \_\_\_\_\_ to play soccer. Her friends Ben, Justin and Betty (play) \_\_\_\_\_ with her everyday. Ben always (bring) \_\_\_\_\_ the ball. Justin (keep) \_\_\_\_\_ score. They all (run) \_\_\_\_\_ fast.

# Review

Rewrite the sentences below correctly.

1. Listen to me mom dad andrew and mary

---

2. i like my friend dean nick and kelly

---

3. those woman got their foot wet

---

4. i and my brother will grow to be man

---

5. will there be two tooth-fairy for my two tooth

---

# Review

## Writing Practice

Date: \_\_\_\_\_ Day of the week: \_\_\_\_\_

Review subject-verb agreement. Do not confuse this with making nouns plural. Verbs, action words, can tell about one or more than one.

### My Uncle's Garden

My uncle has a big garden. He (grow) \_\_\_\_\_ tomatoes and potatoes. We (put) \_\_\_\_\_ them in a basket. Mom (cook) \_\_\_\_\_ the vegetables for dinner. We (enjoy) \_\_\_\_\_ out harvest. Dad (say) \_\_\_\_\_ my uncle has a green thumb!

# Possessive Nouns

Possessive nouns show ownership or belonging. It is formed by adding an apostrophe " ' " and a "s".

Example: The dress belongs to the girl.

The girl's dress.

An apostrophe alone is added to plural nouns.

Example: The boys' bicycles. The girls' dresses.

Irregular plural possessive forms:

The children's game.

The men's picture.

The women's club.

The oxen's tails.

Rewrite the sentence correctly using possessive nouns.

1. penny likes marys game

---

# Possessive Nouns

## Writing Practice

Date: \_\_\_\_\_

Day of the week: \_\_\_\_\_

### The Three Little Pigs

Three little pigs wanted to build their own houses. The first pig built his house with straw. The second pig built his house with sticks. The third pig built his house with brick.

Rewrite the story of The Three Little Pigs using apostrophe "s".

The first pig's house is made of straw. \_\_\_\_\_

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---

# Possessive Nouns Practice

Rewrite the sentences correctly using possessive nouns.

1. i read my cousins letter

---

2. the rooms color are red blue and green

---

3. the boys bicycles are broken

---

4. the trees leaves are turning yellow

---

5. the childrens lunches are ready

---

# Possessive Nouns Practice

## Writing Practice

Date: \_\_\_\_\_

Day of the week: \_\_\_\_\_

### Gram has a Cat

Gram has a cat named Sock. Sock feels soft when I pet him. It likes to be scratch under the chin.

Rewrite the story of Gram has a Cat using possessive nouns.

### Gram's Cat

Gram \_\_\_\_\_ cat is Sock. Sock \_\_\_\_\_ fur feel soft when I pet him.

Sock likes it when I scratch it \_\_\_\_\_ chin.

Can you make up some sentences or a story using possessive nouns?

# Contractions

In contractions, an apostrophe is used to show letters have been omitted. The apostrophe is placed where a letter or letters have been omitted.

Here are some contractions

She is ----- she's	She will ----- she'll
He is ----- he's	He will ----- he'll
It is ----- it's	It will ----- it'll
I am ----- I'm	I will ----- I'll
You are ----- you're	You will ----- you'll
They are ----- they're	They will ----- they'll
We are ----- we're	Does not ----- doesn't
Let us ----- let's	Can not ----- can't
I have ----- I've	Shall not ----- shalln't
You have ----- you've	Will not ----- won't

## Writing Practice

Date: \_\_\_\_\_ Day of the week: \_\_\_\_\_

Fill in the blanks using the contractions listed below:

isn't      can't      didn't      I'll      she'll

The kitten (did not) \_\_\_\_\_ eat her food. She (is not) \_\_\_\_\_ hungry now. (I will) \_\_\_\_\_ play with her now. The yarn (can not) \_\_\_\_\_ hurt her. Maybe (she will) \_\_\_\_\_ eat later.

# Contractions Practice

Rewrite the sentences correctly using contractions.

1. can't i go with you

---

2. well ride the bike

---

3. beth didnt want to eat

---

4. the cat cant run down the tree

---

5. didnt you catch the yellow ball

---

# Contractions Practice

## Writing Practice

Date: \_\_\_\_\_ Day of the week: \_\_\_\_\_

A contraction is two words made into one.

Rewrite the sentences using: I'm, you're, they're and we're.

1. I am six.

---

2. You are six.

---

3. They are six too!

---

4. We are all six years old!

---

## Irregular Past Tense

Tense means time and a verb is an action. Tense tells when the action is occurring. The past tense is usually formed by adding "ed" to the basic verb.

Irregular verbs, however do not follow any rule. They have to be studied and learned.

Here are some of them:

Present Tense	Past Tense
Am	Was
Bite	Bit
Break	Broke
Bring	Brought
Build	Built
Choose	Chose
Come	Came
Dig	Dug
Do	Did
Drink	Drank



# Irregular Past Tense (Part 2)

Present Tense	Past Tense
Eat	Ate
Fall	Fell
Fight	Fought
Fly	Flew
Get	Got
Go	Went
Hear	Heard
Hide	Hidden
Lose	Lost
Make	Made
Ride	Rode
Run	Ran
Say	Said
Sell	Sold
Sing	Sang
Sit	Sat
Take	Took
Tell	Told
Swim	Swam



Level 1 Lesson 43 **Past and Present Tense  
in Sentences**

The words see, eat and go tell about now, or the present.  
The words saw, ate and went tell about the past.

Read each pair of sentences. Complete each sentence with the words in the box.

1. Last night we _____ the moon.	see
2. Now we _____ the sun.	saw
3. We _____ dinner last night.	eat
4. Now we _____ breakfast.	ate
5. Now we _____ to school.	go
6. Last night we _____ to bed.	went

Writing Practice

Date: \_\_\_\_\_ Day of the week: \_\_\_\_\_

Use present tense to tell what you can do now. Use past tense to tell what you could do when you were 5 years old.

---

---

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---

# Rewrite the Sentences

Rewrite the sentences correctly.

1. last night i and alex run to the tree

---

2. Yesterday we see a green frog

---

3. mike billy and alex come to school late this morning

---

4. who eat all my cookies last night

---

5. you make me mad this morning

---

## Writing Practice

Date: \_\_\_\_\_

Day of the week: \_\_\_\_\_

Use present tense to tell what you are doing now. Use past tense to tell what you did yesterday.

---

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## Irregular Past Tense (Part 3)

Present Tense	Past Tense
Arise	Arose
Awake	Awoke, awaked
Bear	Bore
Beat	Beat
Become	Became
Begin	Began
Bend	Bent
Bleed	Bled
Blow	Blew
Burn	Burned, burnt
Burst	Burst
Buy	Brought
Cast	Cast
Cling	Clung
Creep	Crept
Deal	Dealt
Dive	Dived, dove
Draw	Drew
Dream	Dreamed, dreamt
Fling	Flung
Flow	Flowed
Fly	Flew
Forget	Forgot
Forgive	Forgave

# Irregular Past Tense (Part 3)

## Writing Practice

Date: \_\_\_\_\_ Day of the week: \_\_\_\_\_

When "ed" is added to an action word, it means the action took place in the past. Irregular past tense, however, need to be studied and learned.

Write a personal narrative starting with:

I remember when \_\_\_\_\_

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Check:

\_\_\_ Did I add "ed" correctly?

\_\_\_ Did I spell the irregular verbs correctly?

Level 1 Lesson 46 **Rewrite the Sentences**

Rewrite the sentences correctly.

1. yesterday i see fluffy clouds

---

2. this morning a blue bird fly over me

---

3. mike forget to bring his homework last week

---

4. mother wake me up early at 6 o'clock

---

5. some bugs creep into my shoe when i go for a hike

---

Writing Practice

Date: \_\_\_\_\_ Day of the week: \_\_\_\_\_

Write a personal narrative starting with:

This morning \_\_\_\_\_

---

---

---

Check: \_\_\_ Did I add "ed" correctly?

\_\_\_ Did I spell the irregular verb correctly?

# Irregular Past Tense (Part 4)

Present Tense	Past Tense
Grind	Ground
Grow	Grew
Hang (a picture)	Hung
Hang (a person)	Hanged
Hit	Hit
Hold	Held
Hurt	Hurt
Kneel	Knelt
Know	Knew
Lay (to place)	Laid
Lead	Led
Leave	Left
Lend	Lent
Lie (to rest)	Lay
Lie (to tell a lie)	Lied
Light	Lighted, lit
Lose	Lost
Mean	Meant
Meet	Met
Mistake	Mistook

# Irregular Past Tense (Part 4)

## Writing Practice

Date: \_\_\_\_\_ Day of the week: \_\_\_\_\_

Use past tense and irregular past tense to write:

Last week \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Check:

\_\_\_ Did I add "ed" to the action words?

\_\_\_ Did I spell the irregular tense correctly?

Level 1 Lesson 48 **Rewrite the Sentences**

Rewrite the sentences correctly.

1. our tree grow so much last year

---

2. last night mom dad and lucy hang up the picture

---

3. spot our puppy lose its way this morning

---

4. everyone meet in the playground yesterday

---

Writing Practice

Date: \_\_\_\_\_ Day of the week: \_\_\_\_\_

Use action words to write a personal narrative, starting with:

We went to the park on Sunday. \_\_\_\_\_

---

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---

Check: \_\_\_ Did I use the correct past tense in each sentence?

## Irregular Past Tense (Part 5)

Present Tense	Past Tense
Pay	Paid
Put	Put
Read	Read
Rid	Rid
Rise	Rose
Seek	Sought
Send	Sent
Shake	Shook
Shine	Shone
Shrink	Shrank
Slay	Slew
Sleep	Slept
Slide	Slid
Speak	Spoke
Spend	Spent
Spit	Spit, spat
Spring	Sprang
Steal	Stole
Teach	Taught
Write	Wrote
Wear	Wore
Wake	Woke, waked

# Irregular Past Tense (Part 5)

## Writing Practice

Date: \_\_\_\_\_ Day of the week: \_\_\_\_\_

Use past tense to write about your teacher you had last year.

Last year, my teacher was \_\_\_\_\_

---

---

---

---

---

Check:

\_\_\_ Did I tell about my teacher in the correct past action words?

Level 1 Lesson 50 **Rewrite the Sentences**

Rewrite the sentences correctly.

1. last year our teacher mrs chan teach us many new things

---

2. the boy weep when he fall down earlier

---

3. the president speak to us this morning

---

Writing Practice

Date: \_\_\_\_\_ Day of the week: \_\_\_\_\_

Use action words to tell something happened in the playground.

During recess, a boy \_\_\_\_\_

---

---

---

---

---

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---

---

Check:

\_\_\_ Did I tell/spell all my action words correctly?

# Verbs in the Future

The job of a verb in a sentence is to tell what happens. A verb can tell what the subject is doing or already did.

A verb can also tell what a subject will do in the future. "Will" helps verbs tell about the future.

Rewrite the sentences using "will".

1. we have talked to Bob tomorrow

---

2. next week, she paints her room

---

## Writing Practice

Date: \_\_\_\_\_ Day of the week: \_\_\_\_\_

Write a personal narrative about something you will do tomorrow.

Tomorrow I will \_\_\_\_\_

---

---

---

---

Check: \_\_\_ Did I write "will" in front of all my future action words?

# Verbs in the Future

Rewrite the sentences using "will".

1. mom give me the tickets tomorrow

---

2. you have seen that movie next weekend

---

3. parents visited the school tonight

---

## Writing Practice

Date: \_\_\_\_\_ Day of the week: \_\_\_\_\_

Write a note to invite a friend to your birthday party.

Dear \_\_\_\_\_

My birthday will be on \_\_\_\_\_

We will have \_\_\_\_\_

---

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---

Love, your friend,

---

# Time Order Words

Events happen in time order. Time order words help us write the events clearer.

Time order words can be first, second and third. They can also be first, next, then, last and finally.

Rewrite the events below, use first, next, then and finally.

- I came to school.
- I ate breakfast.
- I woke up this morning.
- I got dressed.

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# Time Order Words

## Writing Practice

Date: \_\_\_\_\_ Day of the week: \_\_\_\_\_

Think about a breakfast food you like. Write the steps you or your mom take to make this breakfast. Use time order words.

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---

Check:

\_\_\_ Are the steps in the right order?

\_\_\_ Did I use time order words?

# Time Order Words

Write the events using first, next, then and last.

Rewrite the steps in the right order with capital and punctuations.

## Doing Laundry

You put the clothes away

You fold the clothes neatly

You get the clothes out of the basket

You wash the clothes

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## Writing Practice

Date: \_\_\_\_\_

Day of the week: \_\_\_\_\_

Write about how you make something.

---



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---

Check: \_\_\_ Will readers be able to follow my directions?

\_\_\_ Did I include each step?

\_\_\_ Did I use the time order words?

## Title or Topic

A title or topic tells what a story is about.

When we write, we have to stay with the title and tell only about the topic.

Read the paragraphs below and cross out the sentences that does not belong to the topic.

### Baseball

Baseball is a sport. To play, we need a bat, mittens and a baseball.  
My brother can hit. Baseball is a fun game.

### Whale

A Whale is about the biggest animal on earth. Whales live in the ocean. But they are not fish. My mother loves whales.

# Title or Topic

## Writing Practice

Date: \_\_\_\_\_ Day of the week: \_\_\_\_\_

Write a paragraph about your favorite sport.

Remember: - stay with the topic

- talk about the topic only

\_\_\_\_\_

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---

Check:

\_\_\_ Did I write anything that does not belong to the topic?

## Personal Narrative

A narrative is a story with a beginning, a middle and an end.

A personal narrative should tell about one event, one thing that happened.

It is something that happened to the writer. So the writer should use the word "I" to tell the story.

Model:

The Lost Dog  
(Title or Topic)

I lost my dog. His name is Spot. My Mom helped me look everywhere.

We asked our neighbors. We put signs everywhere around the neighborhood.

Then a neighbor found Spot in his yard. I was glad Spot is home now.

# Write a Personal Narrative

Use "I" and "we" to tell about the event because the event is about you or people (and animal) with you.

Write only one event. Do not include another event that is not connected to this event.

---

(Topic or Title)

What happened in the beginning?

---

---

---

What happened in the middle?

---

---

---

What happened in the end?

---

---

---

# Write a Personal Narrative

\_\_\_\_\_  
(Topic or Title)

Beginning \_\_\_\_\_

---

---

---

---

Middle \_\_\_\_\_

---

---

---

---

Ending \_\_\_\_\_

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Checklist: \_\_\_ Do I have a clear beginning?

\_\_\_ Do I have my details in order? \_\_\_ Do I have a good ending?



# Describing What You Hear and Feel

When writing details, we also want to include experiences with our other senses.

Words like loud and soft, describe the noise level.

Words like buzz, clink and boom imitate real sounds.

Match the sounds to the words below

a ticking

fly

a buzzing

clock

a loud screeching

rain drop

splish, splash

owl

Write two sentences to describe the sound on the school playground.

---

---

---

Organization and Structure.

Playground Noises

Children: laughing, yelling, talking, screaming,	Other Sounds: swing squeaking, ball bouncing, jump rope tapping
--	---

# Adding Details and Descriptions

Readers like details that tell about the event. They want descriptions in your narrative.

A description tells about a person, a place or thing. It includes details that tell what you saw, heard, smelled, tasted or felt.

Describe what you see using colors, sizes, shapes and numbers.

Write details of a toy you own.

Organization and Structure: What are the adjectives or descriptions I can use for my toy.

Colors: red, blue, white, orange, black, brown, purple	Sizes: big, small, enormous, huge, tiny	Shapes: square, rectangle, round
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My \_\_\_\_\_

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# The Writing Process

Date: \_\_\_\_\_

Day of the Week: \_\_\_\_\_

The purpose of writing is to tell readers your ideas. Good writing goes through several steps. Each step helps to make your idea easier to understand. This is called the writing process.

These are the steps:

Story Map: A prewriting step to help organize the writer's thoughts or ideas.

Rough Draft: The next step of the writing process is drafting. This is when writers turn their ideas into sentences.

Peer Conference: Conferring with peers as a positive way to get and give helpful suggestions about writing.

Edit: Writers need to edit their writing so that it conforms to standard spelling and punctuation.

Layout: Writers plan how their work to look. It can be the size and kind of paper and how their writing should appear.

Publish: This is the final, finished work that the writers share with the readers.

# Story Map

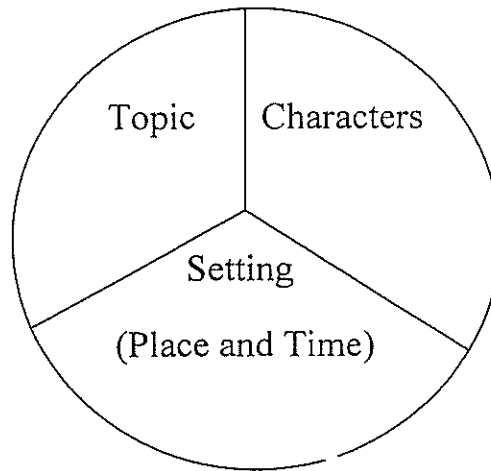
Date: \_\_\_\_\_

Day of the Week: \_\_\_\_\_

There are many different story map formats. It is a tool to help us become better writers. The story map is a guide.

Title: \_\_\_\_\_

Beginning



Middle

First...
Next...
Then...

Ending



# Story Map Format 2

Date: \_\_\_\_\_

Day of the Week: \_\_\_\_\_

Story map is a tool to help us write better. You can also make up your story map.

Title: \_\_\_\_\_

Setting:
Characters:
Problem:
What happened?
Solution:
Conclusion:

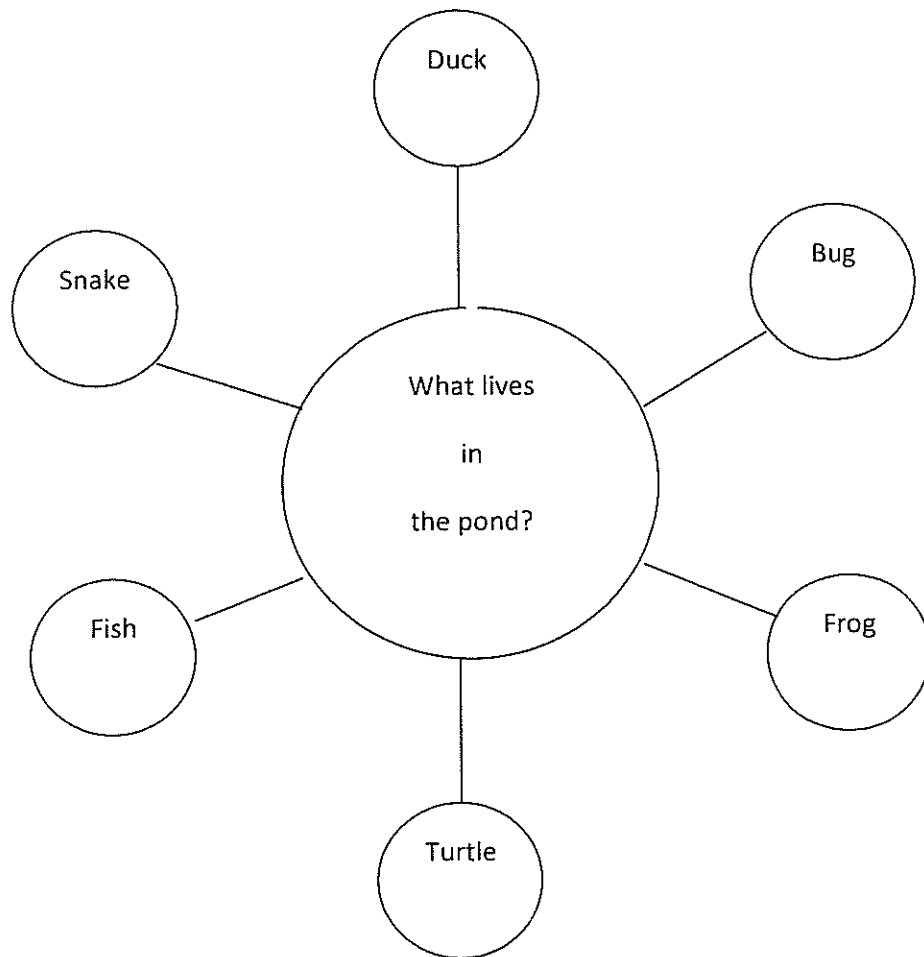
# The Web

Date: \_\_\_\_\_

Day of the Week: \_\_\_\_\_

Sometimes we write to inform readers about facts. Unlike a narrative, there is no sequence of events or solution to problems. A “web” is then used to help us organize the facts we want to include.

Title: What lives in the pond?



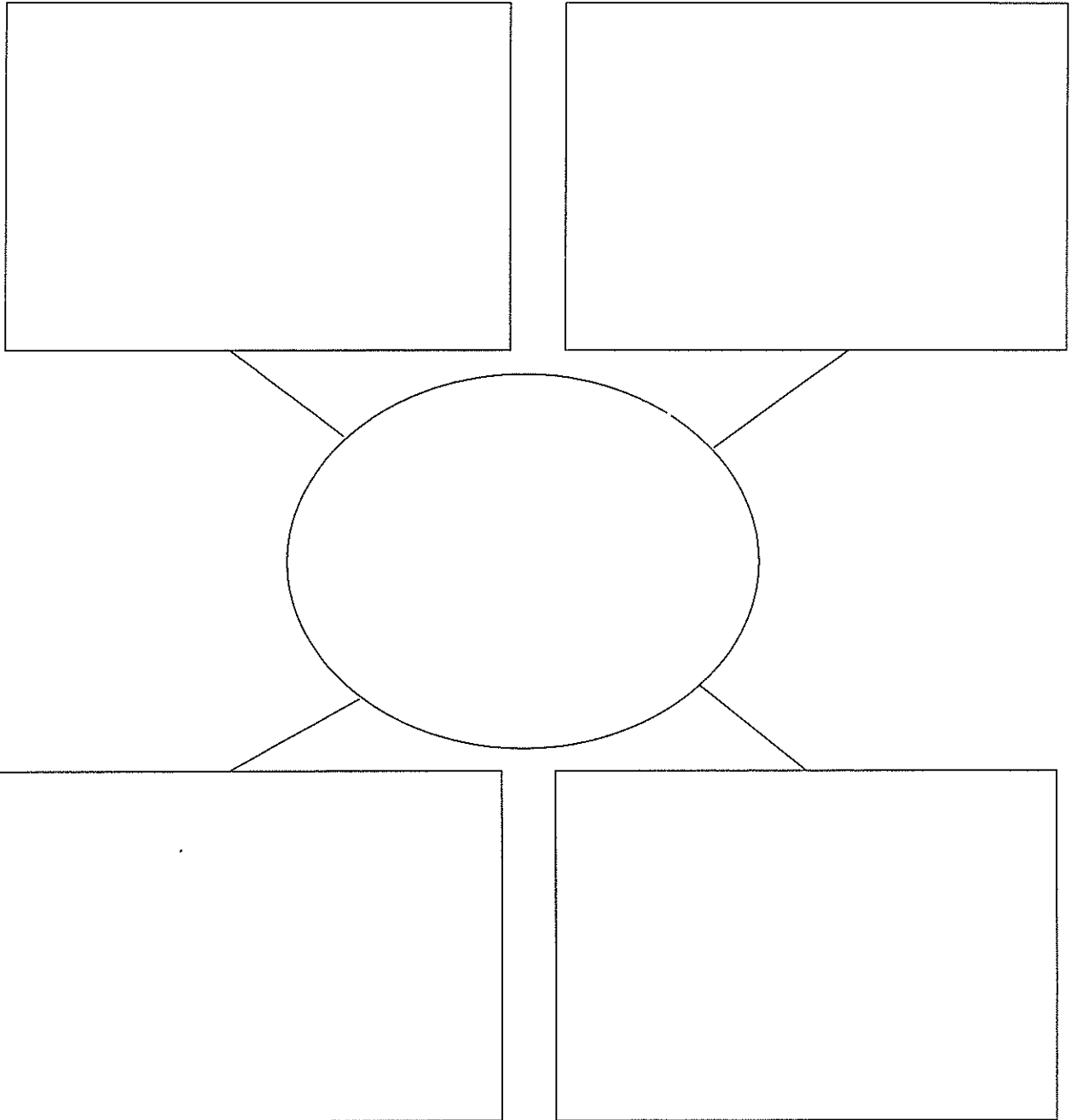
Try to create a web about your school.

# The Web

Date: \_\_\_\_\_

Day of the Week: \_\_\_\_\_

Title: \_\_\_\_\_



# Rough Draft

Date: \_\_\_\_\_

Day of the Week: \_\_\_\_\_

The next step of the writing process is drafting. This is when writers turn their ideas into sentences.

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The story beginning is the first part of the rough draft. A story beginning gets readers interested and helps them know about the characters, setting and topic of a story.

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Here are two story beginnings on a topic. Put a check mark on the story beginning that sounds more exciting and interesting.

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Story Beginning 1 \_\_\_\_\_

Tara, a tiger cub

The character in this story is Tara, a tiger cub. The setting is in a wild animal park.

Story Beginning 2 \_\_\_\_\_

Tara, a tiger cub

Tara is a tiger cub. She was born in a wild animal park.

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\*When working on rough draft, writers do not worry about spelling and mistakes. They will fix these later.

# Rough Draft: Continuing the Story

Date: \_\_\_\_\_

Day of the Week: \_\_\_\_\_

The story beginning was the first part of the rough draft. Now use the story map to continue writing the events in the story. Use the time order words first, next, then and last. Include details, descriptions and dialogue.

## Rough draft: Concluding a Story

The conclusion of a story has two parts.

The first part tells how the problem is resolved.

The second part is the closing.

It can tell a lesson the characters learned, restates the main, idea, or simply lets reader know that the characters went on with their lives.

---

\* When working on rough draft, writers do not worry about spelling and mistakes. They will fix these later.

# Rough Draft

Date: \_\_\_\_\_

Day of the Week: \_\_\_\_\_

Title: \_\_\_\_\_

Characters: \_\_\_\_\_

Setting: (place and time) \_\_\_\_\_

Beginning

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Middle

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# Rough Draft

End

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\* When working on rough draft, writers do not worry about spelling and mistakes. They will fix these later.

# Revising with Peer / Revising

Date: \_\_\_\_\_

Day of the Week: \_\_\_\_\_

The purpose of writing is to communicate an idea to other people. In order to make our writing better, we confer with others. Every piece of writing can be revised in some way to make it more interesting and easier to understand.

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After the story was revised by another, look at the story you have been working on.

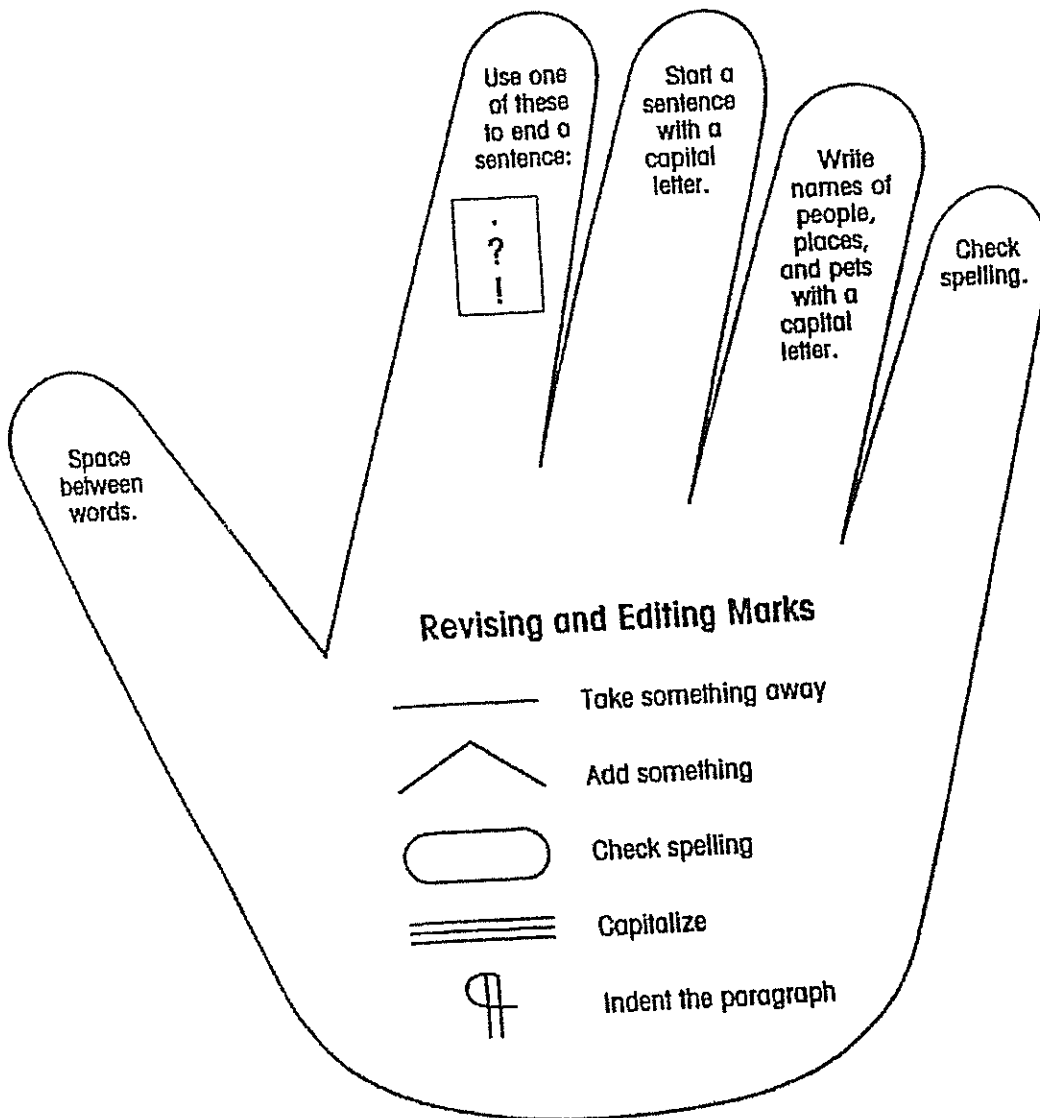
Reread the rough draft from beginning to end. (It will help if you are skipping lines as you write your rough draft. This will make changing more easy.)

Read slowly and softly to yourself, listening carefully to make sure what you wrote makes sense.

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Now you are ready to edit.

# Revising and Editing Marks















# Adding Dialogue

Date: \_\_\_\_\_

Day of the Week: \_\_\_\_\_

When a writer writes a narrative, sometimes the characters talk. The words they say are called dialogue.

Dialogue starts with an open quotation mark and closes with a close quotation mark.

A comma is added after the character "said" to separate the story from the character's words.

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Rewrite the sentences, add the correct comma, open and close quotation marks:

1. Look out! shouted the bus driver

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2. Mrs. Chan said Let's be quiet

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3. Mom said This is a good map

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4. The waiter suggested The soup is very good

---

5. The mechanic replied You need new tires

---

## Adding Details (Descriptions)

Date: \_\_\_\_\_

Day of the Week: \_\_\_\_\_

Adding details to a narrative helps readers understand the story better. When you add details, think about the things you see, hear, smell and feel.

Add details to a character:

I see a girl.

I see a little girl.

I see a pretty little girl with big brown eyes and long black hair.

Add details to a setting or place:

I live in a house.

I live in a tiny, old house.

I live in a tiny, old house with many windows and a tall door.

I live near the park in a tiny, old house with many windows and a tall door.

Add details to a thing:

I have a peach.

I have a yellow, fuzzy peach.

I have a sweet, yellow, fuzzy peach.

I have a sweet, yellow, fuzzy peach that is juicy and crunchy.