G3 Being a Writer

Week 2

Directions:

- Work on your writing prompt throughout the week. Complete your brainstorming, draft, revising and editing, and final draft.
- Complete the STAAR practice throughout the week.
- Complete one Daily Gram a day.
- Complete one Skills Practice a day.
Writing Prompt
Written Composition: Opinion

Write about your favorite place to spend time. Describe the place and explain what makes it special.

Be sure to-

- clearly state your opinion
- support your opinion with reasons
- restate your opinion at the end of your composition
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences
USE THIS PREWRITING PAGE TO PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON THE LINED PAGE IN THE ANSWER DOCUMENT.
USE THIS PREWRITING PAGE TO PLAN YOUR COMPOSITION.
STAAR Practice
Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Amy wrote this paragraph after learning about weather. Read the paragraph and look for corrections Amy needs to make. Then answer the questions that follow.

(1) Changes in weather affect what we do each day. (2) For this reason, we should make our own outdoor center to measured the weather. (3) A few simple tools would help students understand more about weather. (4) A better place to start would be with a thermometer and a rain gauge. (5) Each day we could use the thermometer and rain gauge to record the temperature and how much it has rained. (6) These tools would allow us to predict how the weather might change over time. (7) These activities would help students study weather like real scientists. (8) We would also have fun learning about the weather in our city of El paso.
4 What change should be made in sentence 2?

F  Change *reason* to *reasons*
G  Change *should* to *shood*
H  Change *our* to *your*
J  Change *measured* to *measure*

5 What change should be made in sentence 4?

A  Change *better* to *good*
B  Change *place* to *plase*
C  Change *would be* to *was*
D  Change *with* to *from*

6 What change, if any, should be made in sentence 8?

F  Change *learning* to *lurning*
G  Change *about* to *for*
H  Change *El paso* to *El Paso*
J  No change is needed.
Daily Grams
CAPITALIZATION:

   Capitalize this part of a friendly letter:

1. dear max,
   is your birthday on memorial day?
   franny

PUNCTUATION:

2. Yikes I lost my dollar

ALPHABETIZING:

   Write these words in alphabetical order:

3. milk grass market game

   (1) ___________________
   (2) ___________________
   (3) ___________________
   (4) ___________________

PARTS OF SPEECH:   NOUNS

   Plural means more than one. Most singular nouns add s to form the
   plural. Nouns that end in s, sh, ch, x, and z add es to form the plural.

Place a ✓ if the plural is formed by adding es:

4. A. ___ eye       C. ___ brush       E. ___ box
    B. ___ church     D. ___ plus       F. ___ wrist

SENTENCE COMBINING:

5. The lion roared.
The lion yawned.
The lion lay down.
DAY 56

CAPITALIZATION:
1. they stopped at sunset crater national monument.

PUNCTUATION:

Punctuate this part of a friendly letter:
2. Dear Karen
   How is your mother
   Love
   Tara

PARTS OF SPEECH: VERBS

Past tense means past time. Something has already happened.

Circle the past tense:
3. That person ( liked, likes ) dessert.

PREFIXES/ROOTS/SUFFIXES:

4. The root of preheat is _________________.

SENTENCE COMBINING:

5. The floor was sticky.
   Lemonade had been spilled.

   ........................................................................................................
   ........................................................................................................
CAPITALIZATION:

Capitalize the first word of a closing of a letter.

Example: Your friend,
         Gena

Capitalize this part of a friendly letter:

1. dear uncle troy,
   we are going to the detroit zoo.
   love,
   donna

PUNCTUATION:

2. Pennys cousin lives in Rome Georgia

DICTIONARY: GUIDE WORDS

Guide words tell you the first word and the last word on a dictionary page.

Example: nice nut

3. Will the word nasty be found on the page with the guide words, nice and nut? __________

PARTS OF SPEECH: ADJECTIVES

Adjectives are describing words.

Circle any descriptive adjectives:

4. Brown pebbles were in a fish tank.

SENTENCE COMBINING:

5. A bug buzzed around me.

The bug flew away.
DAY 58

CAPITALIZATION:

1. becky studied german at hood college.

PUNCTUATION:

Remember:
Place a comma after yes or no at the beginning of a sentence.
Example: No, we can’t stop now.

2. Yes well sing play games and do crafts

SYNONYMS/ANTONYMS:

Synonyms are words that have similar meanings.
Antonyms are words with opposite meanings.

Place a √ if the words are antonyms:

3. A. _____ first - last
   B. _____ silently - soundlessly
   C. _____ frozen - thawed

PARTS OF SPEECH: VERBS

The subject of a sentence tells who or what the sentence is about.
A verb tells what is (was) or what happens (happened) in a sentence.
Example: Suddenly, the boat tilted.

Underline the subject once and the verb twice:

4. A small moth flew toward us.

SENTENCE COMBINING:

5. Skates are on the floor.
   They are ice skates.
DAY 59

CAPITALIZATION:
1. she went to fawn plumbing company last friday.

PUNCTUATION:
Punctuate this address:

2. Mr Jerry Flank  
   84 Park Lane  
   Dallas Texas  75209

PREFIXES/SUFFIXES/ROOTS:
3. The prefix of review is ________________.

FRIENDLY LETTER:

Determine these letter parts. Your choices are greeting, closing, heading, signature, and message (body):

4. 2 Drye Street  
    Largo, FL  34643  
    November 27, 20--

   (A) ________________  Dear Akil,
   (B) ________________  We will be arriving in Canada soon. Tell your family that we will call them when we arrive.

   Sincerely,  
   Bruno

SENTENCE COMBINING:

5. Thomas woke. Thomas took a shower. Thomas ate breakfast.

   ______________________________________________________________

   ______________________________________________________________
Skills Practice
Let It Rain

A. Match each subject to its predicate. Write the new sentences on the lines.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Predicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>The rain</td>
<td>was a fun movie to watch.</td>
</tr>
<tr>
<td>Mia's grandpa</td>
<td>made popcorn together.</td>
</tr>
<tr>
<td>Mia</td>
<td>ruined Mia’s plans for outdoor fun.</td>
</tr>
<tr>
<td>Mia and Grandpa</td>
<td>liked her grandpa’s ideas.</td>
</tr>
<tr>
<td><em>The Wizard of Oz</em></td>
<td>used his pen to list ideas for a rainy day.</td>
</tr>
</tbody>
</table>

1. _______________________________________________________

2. _______________________________________________________

3. _______________________________________________________

4. _______________________________________________________

5. _______________________________________________________

B. Read each word or group of words. Add a subject or predicate. Write the sentence on the line.

1. Mia.
   _______________________________________________________

2. Read the next chapter in her mystery book.
   _______________________________________________________

3. Fell asleep for an hour after that.
   _______________________________________________________

4. Her sister.
   _______________________________________________________

C. Write a paragraph about a rainy-day activity. Use three complete sentences.
Crawly Caterpillars

A. Read each sentence. Decide whether it is a simple sentence (S) or a compound sentence (C). Write S or C on the line.

1. A caterpillar has many legs.  
2. It can crawl, but it cannot fly.  
3. A caterpillar builds a soft shell around itself.  
4. The shell protects caterpillars from the wind, and it keeps them dry.  
5. A caterpillar may be all green, or it may be red and yellow.  
6. Some caterpillars have smooth skin.  
7. Others have bumps all over their skin.  
8. A caterpillar changes shape inside its shell, and it becomes a butterfly.

B. Complete each compound sentence by adding a comma and a conjunction. Use each conjunction from the word box one time.

1. A caterpillar eats a lot of plants ___________ it grows and grows.
2. A caterpillar has twelve eyes ___________ it does not have ears.
3. People may love caterpillars ___________ they may be afraid of these insects.

C. Write a paragraph about caterpillars or butterflies. Use both simple and compound sentences.
Ants: Friends or Enemies?

A. Read the paragraph. Find the four compound sentences. Draw a line under each one.

Ants have been on Earth a long time. Ants may live under the ground, or they may live inside trees. Some ants make nests from leaves. Ants live in groups, and they share food. Most ants are very tiny, but some grow to be an inch long. They may be small, but they are strong. An ant can lift things that weigh ten times more than it does. That’s one powerful ant!

B. Complete the paragraph by writing and, or, or but in each space. Add a comma before each one.

Many people think ants are pests ___________ ants can be helpful. They eat other insects ___________ they dig up soil. The digging makes the soil healthier. Sometimes ants bother us. They may get into our houses. They may crawl on our skin. Do you like ants ___________ do you think they are pests?

C. Write a paragraph about whether an ant would make a good pet. Use simple and compound sentences.
Grasshoppers

A. Read the paragraph. Find three mistakes with the compound sentences. Cross out each mistake you find, and write the correction above it.

A grasshopper’s body has three parts, or it is covered by a shell. The grasshopper has six legs and it uses all six to walk. Its legs are strong, but the back legs are strongest. The grasshopper uses its powerful back legs to jump. To protect themselves, grasshoppers can jump away, but they can hide in the grass.

B. Rewrite each pair of sentences to form one compound sentence. Write the new sentences on the lines.

1. Alonzo’s class went to the park. The students looked for grasshoppers.

2. Alonzo took his notebook. He left his heavy backpack at school.

3. Hannah found a grasshopper in the grass. She pointed it out.

4. The students had to be quiet. The grasshopper would hop away.

C. Write a paragraph about a field trip you took with your class. Include four compound sentences.
A Birthday Party That Pops

A. Read each sentence. Draw one line under the group of words that tells a complete thought. Draw two lines under the group of words that does not tell a complete thought. Circle the conjunction.

1. Grace wakes up early because today is her birthday.
2. She feels excited before she even gets out of bed.
3. Grace counts the hours until her party begins.
4. She starts getting ready after she walks the dog.

B. Connect each sentence on the left to a word group on the right that makes the most sense. Write the new sentences on the lines. Circle the conjunction.

- The party could not begin before Grace shared her cake.
- Kids played lots of games after everyone left.
- Grace thanked her mom until all the guests arrived.

1. ____________________________
   ____________________________

2. ____________________________
   ____________________________

3. ____________________________
   ____________________________

C. Write a short passage about a birthday party you would like to have. Use simple sentences and complex sentences.