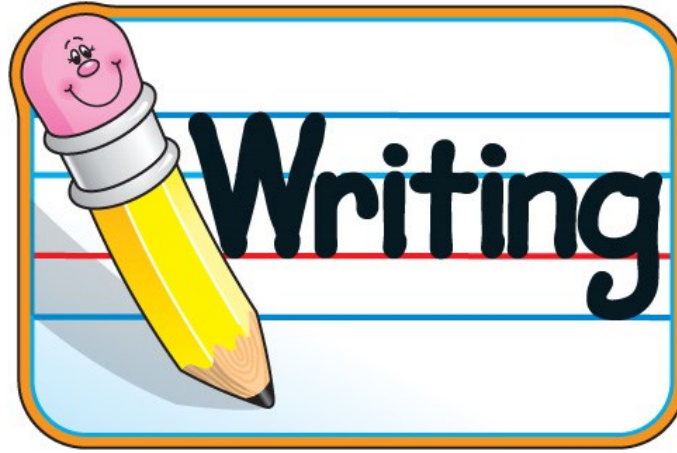
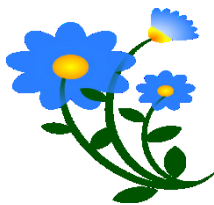


Date: _____



Writing Workbook

Grade 6- Term 1



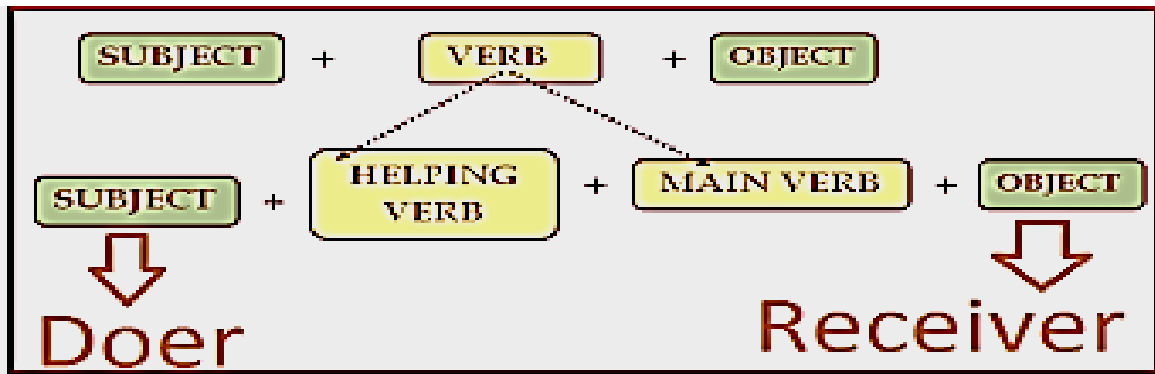
NAME: _____

CLASS: _____

SUBJECT: _____

WkSht: 2

Sentences Structure



- Each sentence contains a subject, verb and, usually, an object.
- Basic sentence structure is Subject + Verb + Object.

A: Divide the sentences as Subject (S) , Verb (V), and Object (O) as shown in the example below:

S / V / O

1. My mother gave me a gift.

S / V / O /extra information

2. The father buys his son some cookies every week.

S / V / O /extra information

3. The herd returns to the barn every night.

4. The school started last week on Sunday at 7:00 a.m.

5. We went to the party with our mother.

6. My sister writes English neatly.

7. My brother left to Canada this morning to complete his Masters.

8. It makes me forget all my problems.

9. You have to share it with other friends.

10. We have a car waiting outside.

Subject:	Mastered	Good	Improving
Verb:	Mastered	Good	Improving
Object:	Mastered	Good	Improving

Teacher's sign: _____

B: Unscramble the sentences to put them in the right order of sentence structure:

1 . an e-mail / sent / My friend / me / .

2 . some flowers / The son / his mother/ buys / every month / .

3 . to the station / returns / The bus/ at night .

4 . at ten o'clock / The conference / last week / started / on Tuesday / .

5 . the tree / The car / hit / with great force.

6. slowly / his meal / ate/ Sam / .

7. to post her letter / this morning / to town / The teacher/ went / .

8 . on the train / ate / this morning / John / breakfast / .

9 . to / Julie / speaks/ My father/.

10 . a table / for me / They / once a year / at the restaurant / book / .



Are the sentences in the right order?

Mastered Good Improving

Teacher's sign: _____



WkSht: 3 Questions:

A statement is a sentence that *tells* you something. A **question** is a sentence that *asks* you something. A statement does not require an answer. A question requires an answer. Questions are also known as "interrogatives".

A written question in English always ends with a question mark: ?

Question Structure

The basic structure of a question is:

auxiliary verb	+	subject	+	main verb	?
----------------	---	---------	---	-----------	---

Look at these example sentences. They all have the auxiliary verb before the subject:

	auxiliary verb	subject	main verb	
	Do	you	like	your teacher?
	Are	they	playing	football?
	Will	Ahmed	go	to Tokyo?
	Did	he	leave	early?
Why	did	he	leave	early?
When	will	he	return?	

Question Types

There are three basic question types:

- Yes/No: the answer is "yes or no"
- Question-word: the answer is "information"
- Choice: the answer is "in the question"

We look at these in more detail below.

Yes/No questions

Sometimes the only answer that we need is yes or no. Look at these examples:

auxiliary verb	subject	not	main verb		answer: yes or no
Do	you		want	dinner?	Yes, I do.
Can	you		drive?		No, I can't.
Has	she	not	finished	her work?	Yes, she has.
Did	they		go	home?	No, they didn't.

Question-word questions

Sometimes we want more than yes or no for an answer. When asking for information, we usually place a question-word at the beginning of the sentence. The question-word indicates the information that we

question word	auxiliary verb	not	subject	main verb		answer: information
Where	do		you	live?		In Paris.
When	will		we	have	lunch?	At 1pm.
Why	has	n't	Tara	done	it?	Because she can't.
Who(m)	did		she	meet?		She met Ram.
Who*	has			run	out?	Ati has run out.
Who**				ran	out?	Ati ran out.

want, for example: *where* (place), *when* (time), *why* (reason), *who* (person). Look at these examples:

*When the question-word is *who*, it acts as the subject.

**In Present Simple and Past Simple tenses, there is no auxiliary verb with *who*.

Choice questions

Sometimes we give our listener a choice. We ask them to choose between two possible answers. So their answer is (usually) already in the question. Look at these examples:

auxiliary verb	subject	main verb		or		answer: in question
Do	you	want	tea	or	coffee?	Coffee, please.
Will	we	meet	John	or	James?	John.

1. you /talked /ever /to/ a/ Have /foreigner?

2. your /in/ How/ have/ lived /flat/ long /you?

3. move /Why /to /did /a /new city/ you?

4. you /in/ interested /Are /politics?

5. Where /you /go /secondary /did /to/ school?

6. a /best /your /Who /friend /was /were /teenager /you /when?

7. your /born /Where /parents were?

8. have /Do /cousins /you /many?

9. to /you /often/ go /How/ the /do /Makkah?

10. up /did /time /get /you /yesterday /What?

☐

Are the questions in the right order?

Mastered Good Improving

Teacher's sign: _____



Paragraphs

A paragraph is a group of sentences about one main idea. The main idea is called the topic.

An English paragraph has a special form. Read the paragraph below. It is written in the correct form.

Capital letter Period Begin next sentence here
Indent

My name is Matthew Simmons. I am from Boston, Massachusetts. I am twenty-one years old. I speak English and a little Spanish. I am an engineering student. I love sports, basketball, scuba diving, skiing, and ultimate Frisbee. I also like to travel and go to parties.

Paragraph Pointer: The Paragraph Form

1. Indent the first line of each new paragraph about two centimeters from the margin.
2. Begin each sentence with a capital letter.
3. End each sentence with a period.
4. Do not start each new sentence on a new line.

An English paragraph has a special form. Read the paragraph below.

There are three reasons why I prefer jogging to other sports. One reason is that jogging is a cheap sport. Another reason why I prefer jogging is that it is friendly to my heart. I don't have to exhaust myself. Finally, I prefer this sport because it is safe. It isn't risky. For all these reasons, I consider jogging the best sport of all.

Read the paragraph below. Correct the mistakes.

there are three reasons why I prefer jogging to other sports.
 one reason is that jogging is a cheap sport
 Another reason why I prefer Jogging is that it is friendly to my heart
 i don't have to exhaust myself.
 Finally, I prefer this sport because it is safe
 it isn't risky
 for all these reasons, I consider jogging the best sport of all.

Begin with capital letter?.....
 End with period?.....
 Capital letter for proper nouns & I?.....
 Writing letters properly?
 Leave space between words?.....
 Started each sentence next to the other?.....
 Teacher's sign: _____



Wksht 5: Parts of a Paragraphs

Most paragraphs have 3 main parts:

1. A topic sentence 2. Several supporting sentences 3. A conclusion sentence

1. **The topic sentence** is the most important sentence in the paragraph. It is often but not always, the first sentence in the paragraph. It tells the reader what the paragraph is about.
2. Next come the **supporting sentences**. These sentences give details, examples, and reasons to explain the topic sentence. They must be related to the topic of the paragraph.
3. Some paragraphs end with a **concluding sentence**. The concluding sentence restates the main idea in different words.



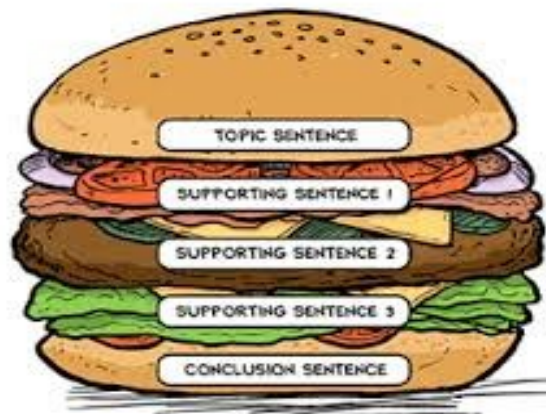
Read the paragraph and identify the parts.

I have several hobbies that keep me busy in my free time. I love to read, I often read short stories and magazines. Another one of my hobbies is cooking, and Chinese cooking is my specialty. My favorite hobby is photography. In conclusion, without my hobbies, my life would not be as much fun.

- a. What is a topic sentence?

- b. How many supporting sentences are there?

- c. What is the concluding sentence?



Wksht 6: Writing about Your Friend

I have a good friend, Lisa. She is very responsible, but she is also fun to be with. We have a great time whenever we get together. She is smart and reads a lot, so she has always interesting things to say. She is talkative, but she is a good listener too. I can talk about my problems with her and she always gives me good advice. I am really glad to have a friend like Lisa.

Word box

fun to be with	warm	intelligent	kind	responsible
loyal	good-listener	wealthy	good-looking	honest

Answer these questions about your friend.

1. What is her name? _____
2. How old is she? _____
3. Where does she live? _____
4. Describe your friend. _____
5. What does she like to do? _____
6. Write an interesting fact about your friend. _____

Now use this information to write a paragraph about your friend: {FIRST DRAFT}



Begin with capital letter?.....
 End with period?.....
 Capital letter for proper nouns & I?.....
 Writing letters properly?

Leave space between words?.....

Teacher's sign: _____



Wksht 7: Writing about Your Day

I	am/was have/had-been do/don't/ did/didn't verb	verb+ing	Object	Additional information
You We They ((Plural subject))	are/were have/had-been do/don't/ did/didn't verb			
She He It ((Singular subject))	is/was has/had-been does/doesn't/ did/didn't verb+s	verb+ing		

Spelling Rules for Forming the s form of the Simple Present Tense	Examples
1. For most verbs, add s 2. For verbs ending in consonants +y change the y to i add es 3. For verbs ending in s, z, ch, sh, x, add es 4. Irregular verbs	work-works play—plays worry--worries catch---catches go---goes do---does have---has

The verb **be** has its own form in the present tense:

	he		they	
I am	She	is	you	are
v	It	v+s	we	v

Now, make your own sentences with the help of table above and the verbs.

- _____
- _____
- _____
- _____
- _____

Date: _____

Wksht 7: Writing about Your Day

Usually, I wake up at around 5 a.m. and make my bed, and wash my face. I pray Fajr salah. Around 7:30 a.m., I head out for a walk. From 8 a.m. to 2 p.m., I am in school. I enjoy the learning part a lot. I also have fun with friends. From 4 p.m. to 5 p.m., I'll relax a little by eating lunch, reading a nonfiction book for 30 minutes, running a few errands or driving to a nearby Starbucks coffeehouse. Six p.m. to 7:30 p.m. is study time. I either do homework or study for exam. At 10 p.m., I'll go to bed.

Rewrite the passage by changing I to Heba and the pronouns and verbs accordingly.



Begin with capital letter?.....
End with period?.....
Capital letter for proper nouns & I?.....
Writing letters properly?

Leave space between words?.....

Teacher's sign: _____



Wksht 8: Use of Prepositions

A preposition is used to link noun, pronouns and phrases to other words in a sentence. The word or phrase that the preposition introduces is called the object of the preposition. A preposition is used to indicate the temporal, spatial or logical relationship of its object to the rest of the sentence. Here are some examples :

The pencil is **ON** the desk.

The pencil is **BENEATH** the desk.

The pencil is leaning **AGAINST** the desk.

The pencil is on the floor **BESIDE** the desk.

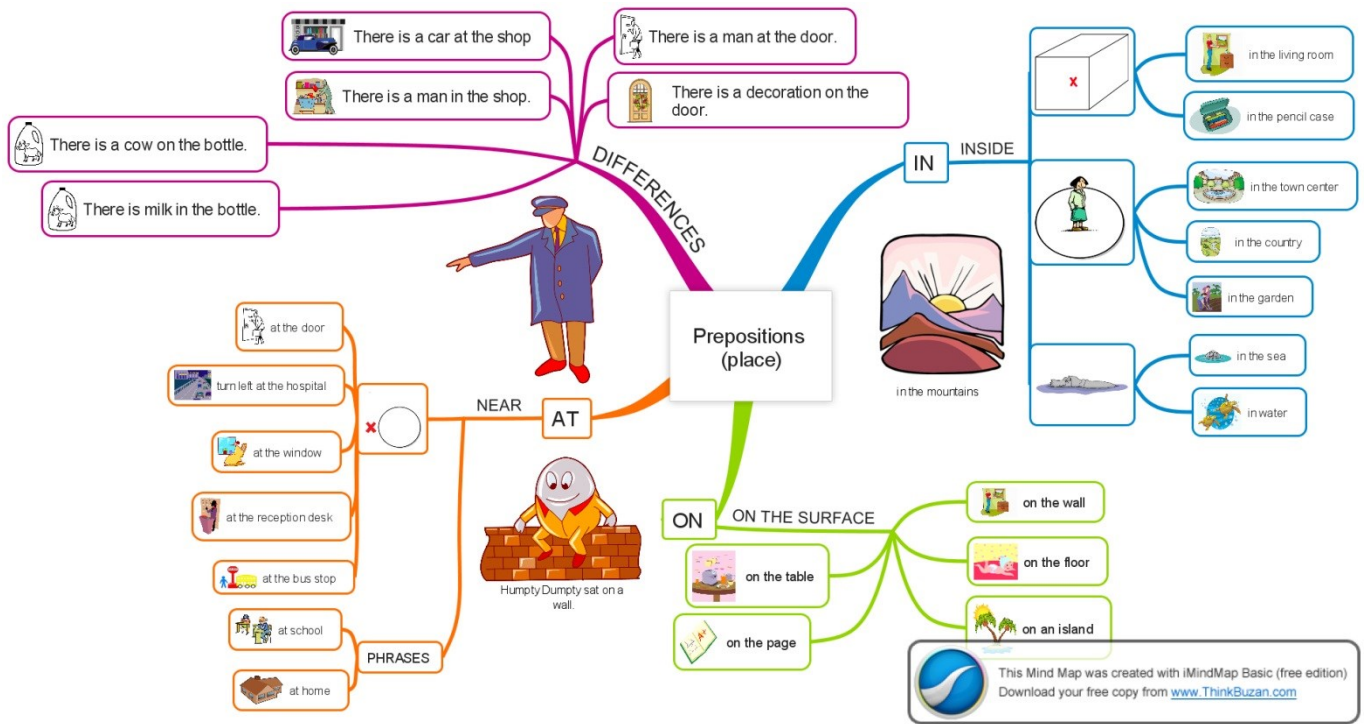
He held the pencil **OVER** the desk.

He wrote with the pencil class.

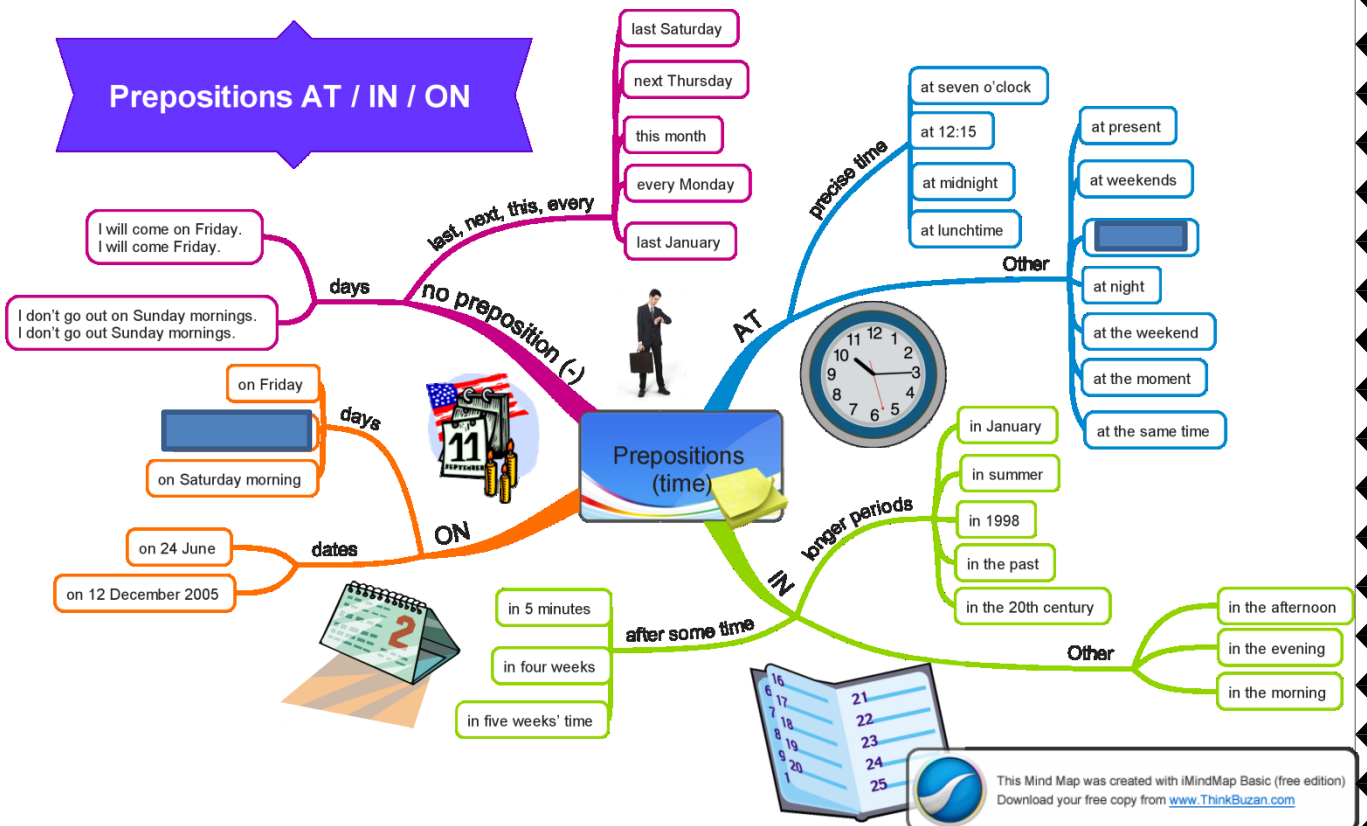


Here is a list of some prepositions:

Prepositions		
A preposition combines with a noun or pronoun to tell us time, location, or movement. Here are some prepositions :		
Time during before after since from to on until upon through by Example: I will meet you after school.	Location on behind in over in front of between above below near through beside Example: Stand between the two trees.	Movement around against across into on off from down up towards away from Example: Please run around the oval twice.



Prepositions AT / IN / ON

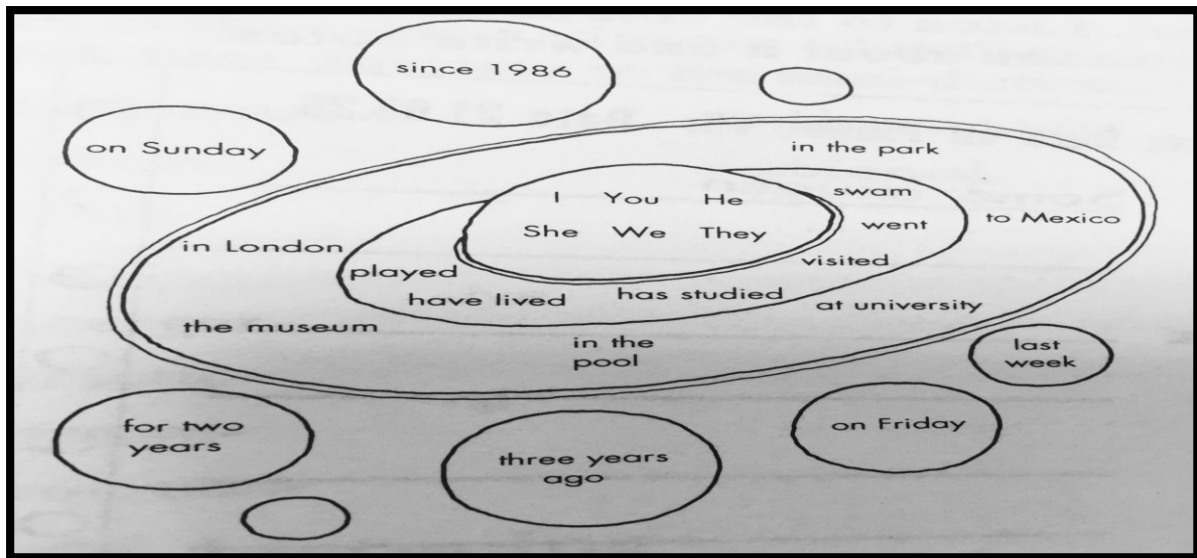


Date: _____

Complete the text with the prepositions.

in/ on/ at/ behind / around/ near /for

I usually get upfive o'clock but sometimes,the weekend, I lie in bed until seven. It's difficult to get up winter because it's dark but summer I'm often up by six! I am interested basketball, but my sister is interested skating. We are good swimming too. There is a lovely garden..... my house. We like to go the trees and hid..... them.



Now write a paragraph about your daily routine using the proper prepositions.

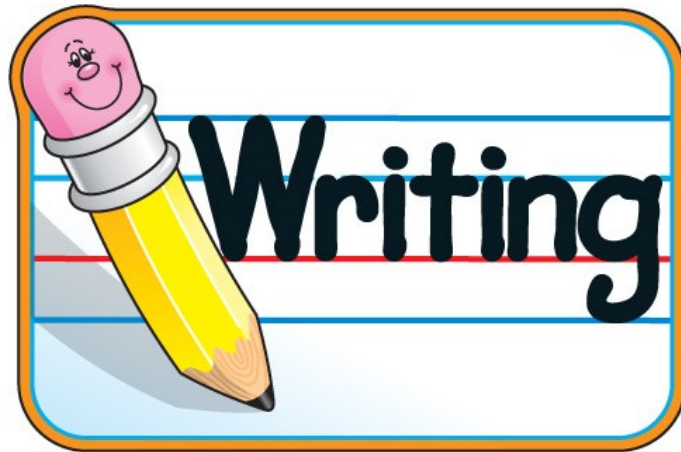


Begin with capital letter?.....
End with period?.....
Capital letter for proper nouns & I?.....
Writing letters properly?

Leave space between words?.....
Teacher's sign: _____



Date: _____



Writing Workbook

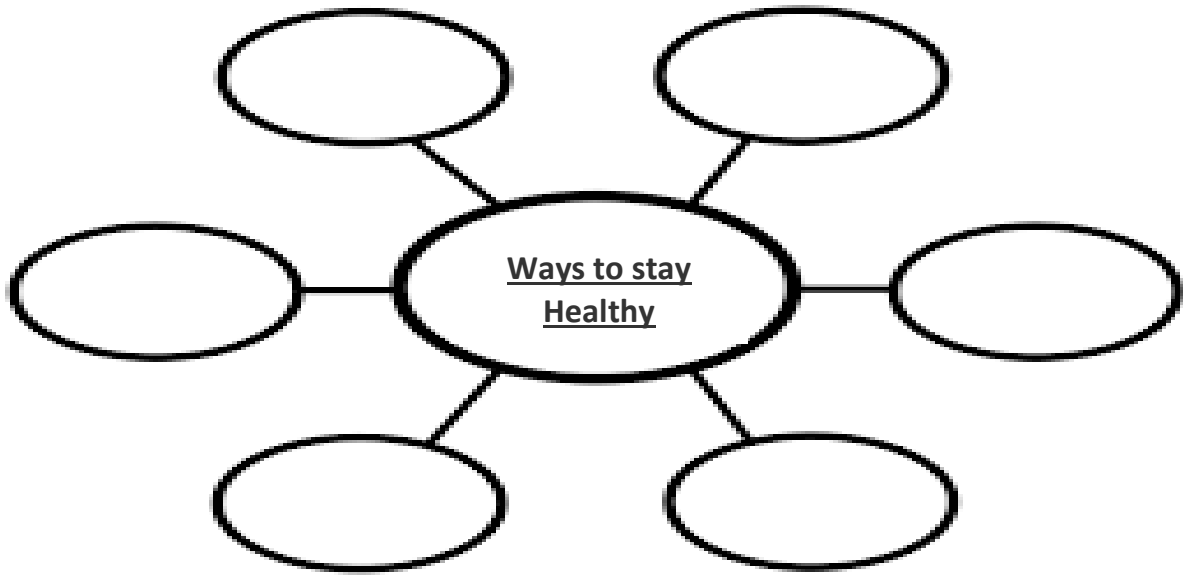
Grade 6- Term 2

Date: _____

Wksht 9: Writing about the Activities You Like

Ways to stay Healthy

Make a list of 6 ways to stay healthy. Write them in the organizer.



Complete the paragraph about the things you do to stay healthy. The topic sentence is given. Use the ideas from the organizer for supporting sentences. End your paragraph with a concluding sentence.

First Draft:

I do several things to try to stay healthy. _____



Begin with capital letter?.....
End with period?.....
Sentence starts next to each other and leaves space
between words?.....
Is there a topic sentence?.....
Are there at least 3 supporting sentences?.....
Is there a concluding sentence?.....

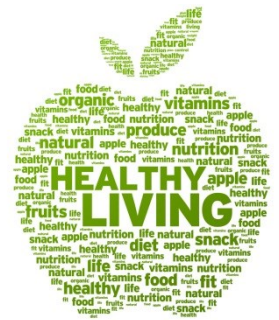
Teacher's sign: _____



Date: _____

Final Draft:

I do several things to try to stay healthy. _____



- Begin with capital letter?.....
- End with period?.....
- Sentence starts next to each other and leaves space between words?.....
- Is there a topic sentence?.....
- Are there at least 3 supporting sentences?.....
- Is there a concluding sentence?.....



Wksht 10: WRITING PICTURE COMPOSITION-1

A visit to a strange planet



1 space, space traveller, people, rocket, Earth, planet, scene, building,
square, circle, top, machine, submarine, sky, aeroplane, water, lake,
gun; strange, unusual, surprised, friendly; get out of, shine, fly, swim;
instead of, like, different

2

Captain Sparks
 Lieutenant Johns
 Captain Sparks
 Lieutenant Johns

Look at those two strange people.
Both have short legs and long arms.
Take out your gun. Be careful.
Look, sir. They want to speak to us.

X Good day, Captain. Our names are X and Y.
What do you want?

Captain Sparks We want to learn something about you and your people. Why do you speak English?

X We can speak all Earth languages. Why are you so surprised?

Captain Sparks so surprised?
Everything is very strange. All the buildings are so tall. Every tree has squares and circles instead of leaves.

3

3 Write two correct sentences about the picture from each of the following tables. (Write six sentences.)

Both (the)	boys strange men	are very friendly have short legs are talking to the space travellers
All	the buildings the trees the machines	are tall have squares and circles are very unusual
Every	building tree machine	is tall has squares and circles', is very unusual
Everything		

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are approximately 20 lines visible. The paper has a thin black border around its edges.

1. Is the planet like the Earth or is it different from the Earth? _____
2. Where are the space travellers? _____
3. What are they doing? _____
4. Are both X and Y attacking the men or are they friendly? _____
5. What are all the trees like? _____
6. How many arms have the strange creatures? _____
7. What is there on top of every building? _____
8. Where are the strange machines? _____
9. What are they like? _____
10. What are both the submarines doing? _____

5

Read the following description very carefully. It is not a correct description of the picture. Write it out and make it true.

Six space travellers are getting into their rockets. The planet is full of low buildings: every building is very long and wide. Two strange men are attacking the space travellers. Each man has two short arms and three long legs. He also has three ears and two mouths. All the trees are very strange, too, because they are full of sticks and stones. There are some birds swimming near the trees. There are two submarines in a big lake and an aeroplane in the sky. Everything is very strange.

Read the passage and correct it. Rewrite the correct sentences below as a paragraph.

Begin:

Four space travelers are getting out of their rockets. The planet is

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Wksht 10: WRITING PICTURE COMPOSITION-2

1 office, headmaster, desk, horn, steering-wheel, (a) crossing, fault; say goodbye, sound (his horn), turn, bump, shake (his fist), recognise, get out; suddenly, carelessly

2

Tom It's one minute past four, sir. May I leave now?

Headmaster Yes, of course. I'm just leaving, too. Have you got a lot of homework?

Tom Not too much, sir.

Headmaster Well, I'm going to a concert tonight. You should go out more often. You shouldn't study all the time.

Tom But my father says I should work hard every night.

Tom Why are you driving so fast? Couldn't you see me?

Headmaster You shouldn't run across the road.

Tom You should drive more carefully. You shouldn't . . .

Headmaster Hello, sir. I didn't recognise you.

Tom, it's you! Are you hurt?

Tom Oh, no, sir. It was my fault. I'm very sorry.

3

Use the sentence table to write two correct sentences about the story:

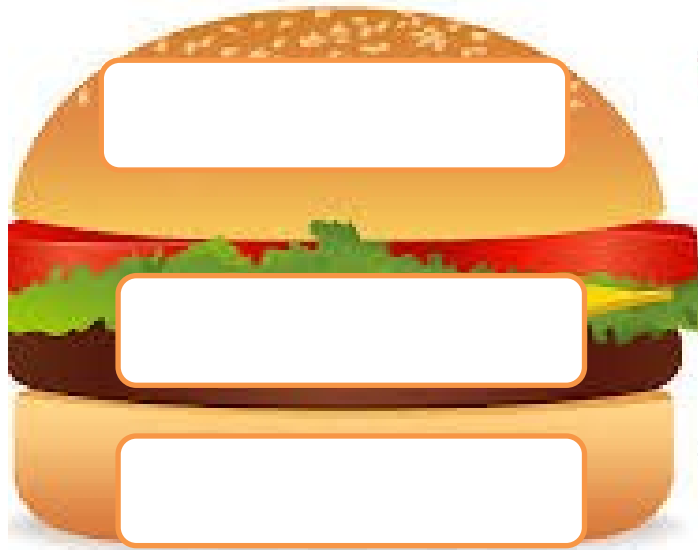
Tom	said	'You	should	drive more carefully'
The headmaster	shouted	shouldn't		run across the road'
				drive in the middle of the road'
				watch television at home'

Now write two correct sentences from the following table:

The car	which	Tom saw	was the headmaster's
	that	nearly knocked Tom down	belonged to the headmaster
		stopped	

Date: _____

PARTS OF A PARAGRAPH



← **MAIN IDEA**

← **DETAILS** that supports the main idea

← Your **OPINION** about the main idea



Paragraph Examples

Narrative **Descriptive** **Expository** **Argument**

Compare/Contrast
Cause/Effect

Process
Informational

Problem/Solution

PatternBasedWriting.com

1. Descriptive Paragraph
2. Informational Paragraph
3. Process or How-to Paragraph
4. Compare and Contrast Paragraph
5. Persuasive Paragraph
6. Cause and Effect Paragraph
7. Personal Narrative Paragraph

Subject:	Mastered	Good	Improving
Verb:	Mastered	Good	Improving
Object:	Mastered	Good	Improving

Teacher's sign: _____

When the students' purpose or intent is to:

- Describe >>>> they write a >>>> _____ Paragraph
- Explain a process >>>> they write a >>>> _____ Paragraph
- Narrate >>>> they write a >>>> _____ Paragraph
- Compare and Contrast >>>> they write a >>>> _____ Paragraph


Worksheet 1- Types of Writing

1- Descriptive Writing

A good descriptive paragraph is like a window into another world. Through the use of careful examples or details, an author can conjure a scene that vividly describes a person, place, or thing. The best descriptive writing appeals to all five senses—smell, sight, taste, touch, and hearing.

A: Describing Persons

My Senses Mat

It tastes...	It feels ...	It looks...	It smells...	It sounds...
				
sweet	prickly	dark	fresh	loud
sour	smooth	shiny	delicious	noisy
bitter	rough	long	bitter	quiet
crunchy	soft	skinny	rotten	silent
salty	hard	fat	salty	squeaky
chewy	silky	thin	smoky	creaky
dry	thick	small	sour	melodic
juicy	sticky	large	spicy	fizzy
hot	heavy	speckled	stale	shrill
fizzy	light	light	stinky	deafening
tasteless	bumpy	bright	sweet	faint
delicious	spiky	dotted	smelly	

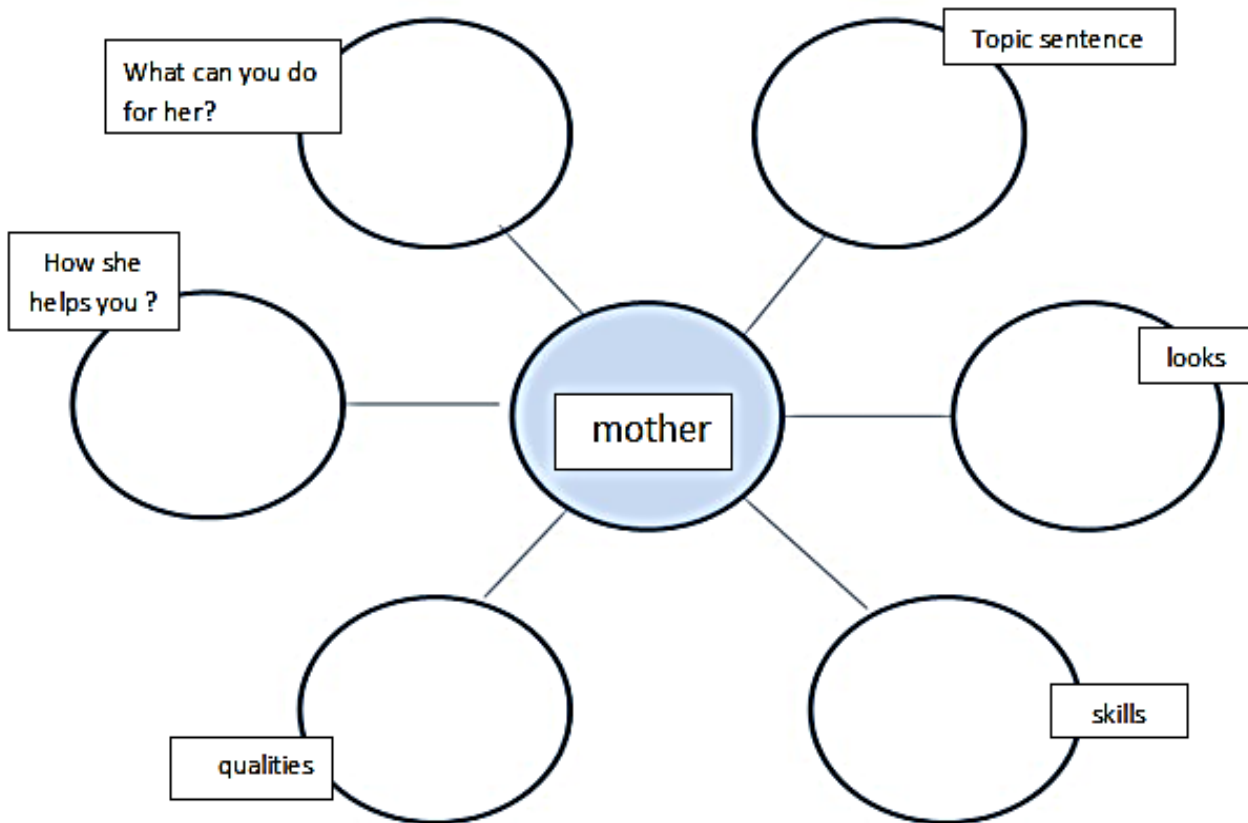
Describe the girl in the picture using suitable adjectives.



Date: _____

Write a descriptive paragraph on your mother. Use the organizer below and then write a paragraph

Bubble map



Now, write a descriptive paragraph on your mother

[illegible]

B: Describing places

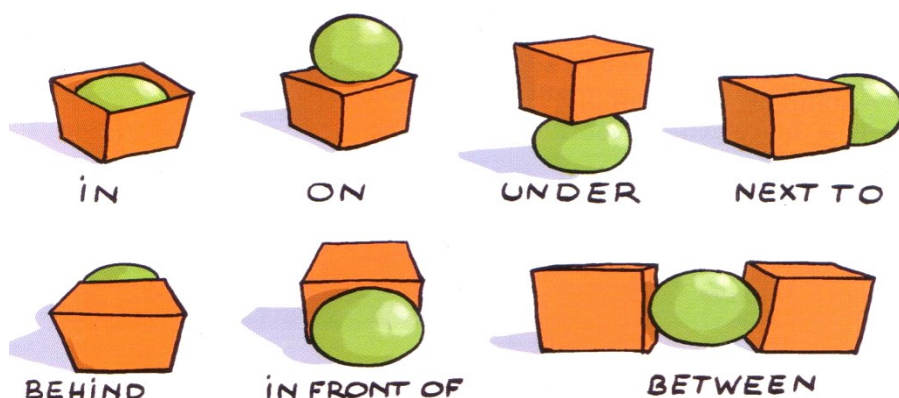
Date: _____

To describe a place in such a way that a picture is formed in the reader's mind.

- One way of writing sentences describing a place is to use adjectives before nouns. It is possible to use more than one adjective to describe a noun.

Example: There is a beautiful mosque near my house.

- When describing where something is located or placed, use the correct preposition. Below are some of the examples of prepositions of place:



- When describing a place, use *there is* and *there are*.

Example: *There is* one library in my school.

There are many malls in Jeddah.

Remember these rules:

- Use “there is” with single nouns.
- Use “there are” with plural countable nouns.
- The subject comes after the verb:
There *is* an ipad on the table.
There *are* many ipads on the table.

- When describing a place, use *there is* and *there are*.

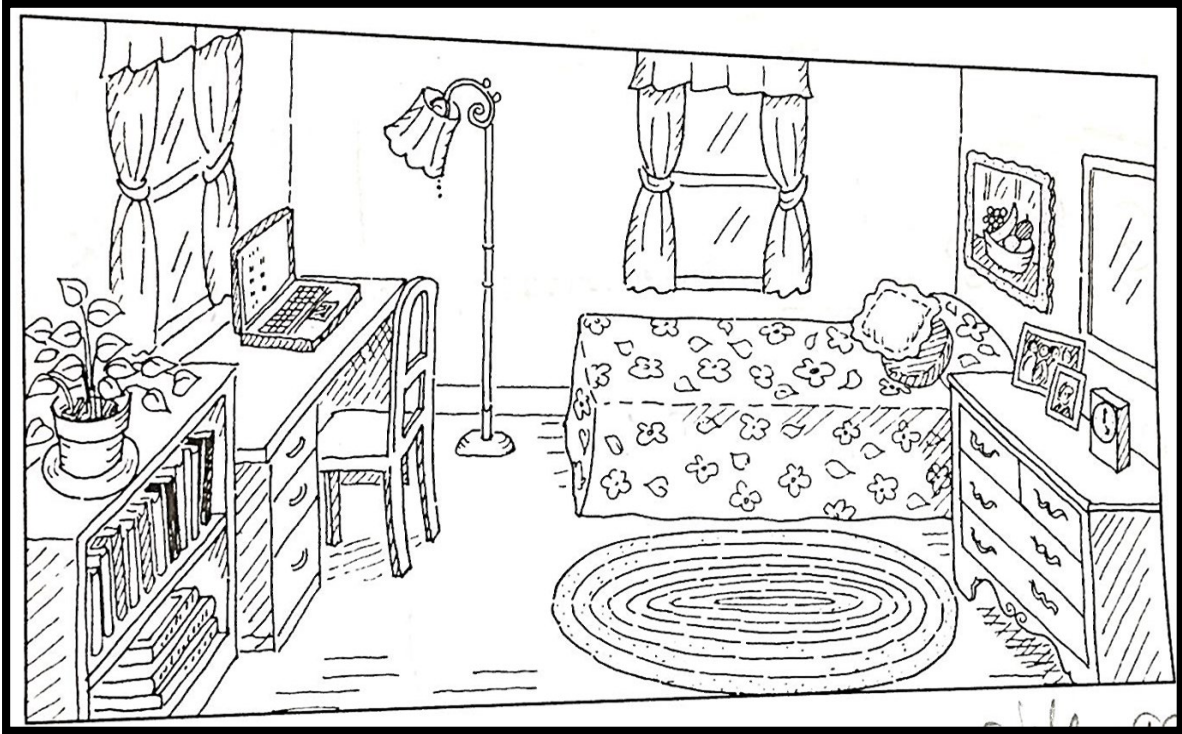
Example: *There is* a big window in the classroom.

There are lots of windows in the classroom.

There is one computer in my class.

There are many computers in the computer lab.

Look at the picture below and

1) Circle the prepositions2) Underline the adjectives

This is my cozy room. There are two windows so my room is usually bright and sunny. All the books I need to use while I am studying are in the bookcase. My bed is across the desk. Above the bed, there is a painting. There is one window next to my bed and one in front of my bed. There is an old dresser next to my bed. It belonged to my grandmother. There are several photographs of my family kept on the dresser. I enjoy spending time in my room.

Subject:	Mastered	Good	Improving
Verb:	Mastered	Good	Improving
Object:	Mastered	Good	Improving

Teacher's sign: _____

Date: _____

Describe your city:

beautiful – neat and clean – well planned, greenery, beach, ports, monument, traffic, flagpole, fountain, tall buildings, malls and shopping places.

[illegible]

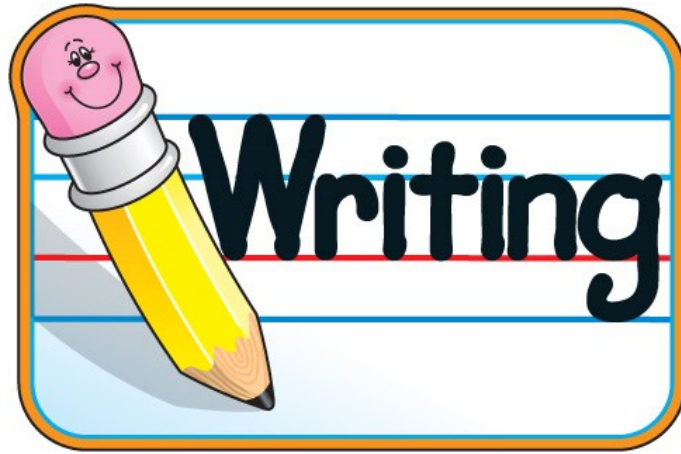
Begin with capital letter?.....
 End with period?.....
 Used the adjectives and prepositions?.....
 Use of 'there is...' and 'there are...'?
 Leave space between words?.....
Teacher's sign: _____



Proofreading Marks

≡	Capitalize letter.
◦	Add a period.
?	Add a question mark.
^	Add a comma.
2	Take words out.
○	Spell correctly.
¶	Indent.
/	Lowercase letter.
^	Add words.

Date: _____



Writing Workbook

Grade 6- Term 3

2. Narrative Writing

A personal narrative is a true story about a specific time in your life. You need to select an experience that would interest and maybe even amaze your friends. You can bring a story to life with sensory details. Sensory details let the reader see, hear, smell, taste, and touch the experience—that is, live it. A personal narrative contains a beginning, middle and end.

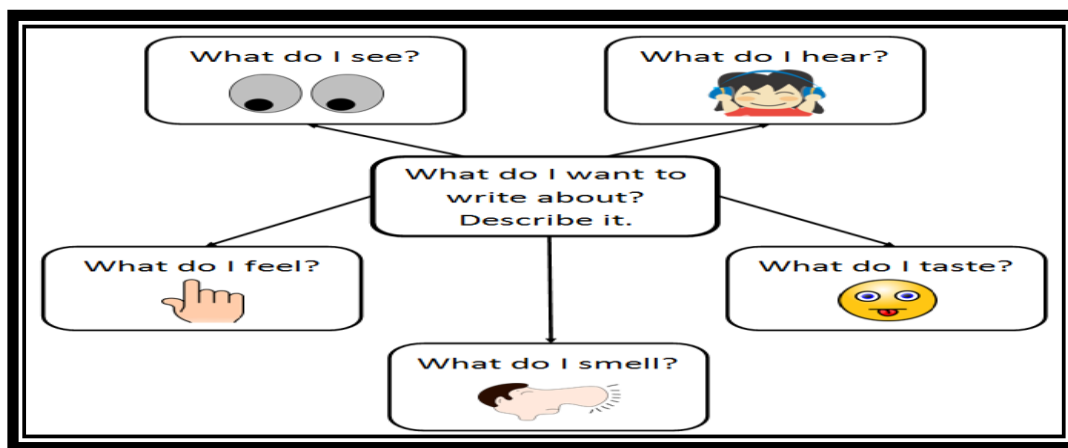
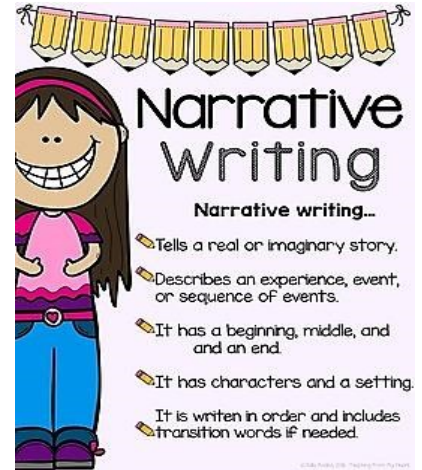
Keep these things in mind as you draft your narrative:

1. Write in the first person. Since it's your story, use **"I"** to start your sentences.
2. Use **past tense verbs** for writing it.
3. Include **vivid imagery** and lots of **sensory details**. ...
4. Try to **use dialogue** and make it into your narrative.

Thinking About Sensory Details

Fill in a sensory chart.

Take a moment to think about something fun or exciting that you did or experienced recently. Consider the sights, sounds, smells, tastes, and textures of the moment. What details would readers need to know to feel like they, too, experienced the event? Fill in the sensory chart with specific details.



The Sled Run

One day it snowed like crazy! So school was cancelled. I had Amy over to play. We decided to go sledding. So we started to slide down the hill. We sledded for a long time. One time we decided to go down together. Amy sat in the front seat, and I sat in the back. We started to go down the hill. Then CRASH! We ran into a bush! Amy went flying, and I got my feet caught in the bush! Amy looked like a spider caught in its own spider web. I had a lot of fun that day, and I will never forget it!

Write all the past tense verbs from the passage above on the lines given below.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Date: _____

<u>Regular verbs</u>		<u>Irregular verbs</u>	
<u>Present</u>	<u>Past</u>	<u>Present</u>	<u>Past</u>
call		see	
play		go	
like		say	
watch		run	
laugh		has	
climb		is	
start		begin	
look		come	
paint		eat	
love		drink	
want		catch	
pick		read	
slow		write	
use		draw	
belong		sit	
enjoy		know	
mix		hear	

Subject: Mastered Good Improving
Verb: Mastered Good Improving
Object: Mastered Good Improving

Teacher's sign: _____

Name _____ Date _____

Narrative Writing Sentence Starters



Beginning

How to begin your Topic Sentence

Choose ONE:

- ❖ On (days of the week, that day, this week)
- ❖ In (months, seasons)
- ❖ My (favourite, best friend, family, pet...)
- ❖ Last (week, night, year, month....)
- ❖ Yesterday, (I went, I saw, I was, I had, I did.....)
- ❖ During (vacation, summer, holidays....)
- ❖ One (day, time, summer, cold night....)



Middle

How to begin your Details

Choose three or more:

- ❖ I
- ❖ It
- ❖ The
- ❖ We, He, She, They
- ❖ I like
- ❖ Then,
- ❖ After,
- ❖ Later,
- ❖ Next,



End

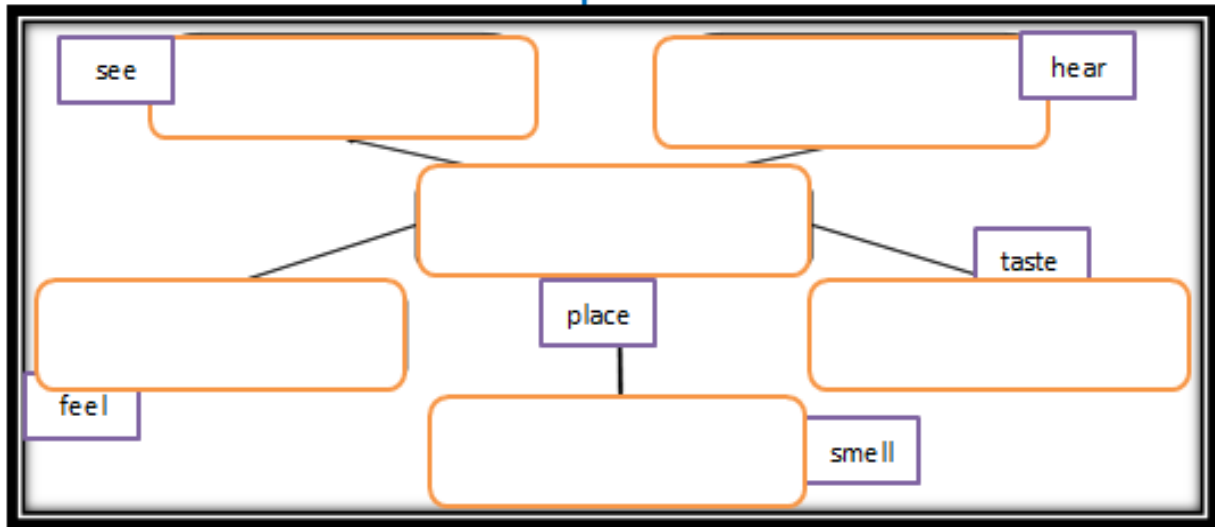
How to write your Conclusion

Choose ONE:

- ☐ I
- ☐ I felt
- ☐ It was, I was, that was
- ☐ Finally, At the end

Date: _____

Write a narrative writing about your trip to any place.



Narrative Writing

Topic:

Title:

***Topic Sentence:**

*
.....
.....

***Supporting Details:**

*
.....
*
.....
*
.....

Conclusion:

*
.....

Date: _____

Now write a narrative paragraph on your trip to any place based on the organizer above.



Begin with capital letter?.....
End with period?.....
Used the first person "I"?.....
Used the past tense verbs?

Leave space between words?.....

Teacher's sign: _____



**Proofreading
Marks**

- ≡ Capitalize letter.
- Add a period.
- ⊙ Add a question mark.
- ^ Add a comma.
- ⤵ Take words out.
- Spell correctly.
- ⌞ Indent.
- / Lowercase letter.
- ^ Add words.

3. Process Writing

WRITING A PROCEDURE

Purpose

- To explain how to do something
- To explain how to get somewhere
- When a set of rules need to be understood



When to use a Procedural Text

- Writing instructions for a game or a process
- Writing a Recipe for a Meal
- Recording a Scientific Investigation
- Creating Rules for something
- Giving a set of directions

Enhance a Procedural Text
by including simple pictures
or diagrams.



Remember

- Keep your instructions short, simple and to the point
- Procedural texts are always written in Present Tense
- Procedures are presented from the Second or Third Person Perspective

PARTS OF A PROCEDURAL TEXT



Title

What is the goal or outcome of the activity?

Eg. How to Make a Banana & Fudge Sundae



Materials or Ingredients

What will we need to complete this activity? Be Specific, especially if you are writing a recipe. Use points or numbers. Include any special utensils or tools



Series of Steps

In order, list what needs to happen to complete your goal. In a recipe we refer to the steps as a Method. Start each instruction with an Action Verb such as shake or mix.



Conclusion

The conclusion is a short statement that may offer some specific tips or advice to make the task easier or more effective. It might even include safety warnings.



For examples and detailed instructions on how to write Procedures and a range of other text types please visit www.edgallaxy.com/writing

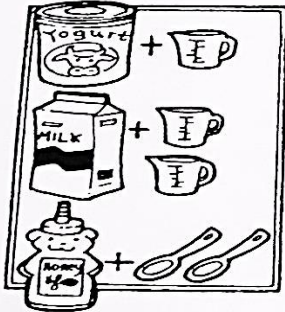
When you want to tell someone how to do something, the first thing you need to do is make a list of steps in the process. Then you should arrange the steps according to time order.

Examples of time-order words are:

**first, second, third, then, after that, next,
before, later, last, finally, In the end,**

Getting Ready to Write**WRITING STEPS IN A PROCESS**

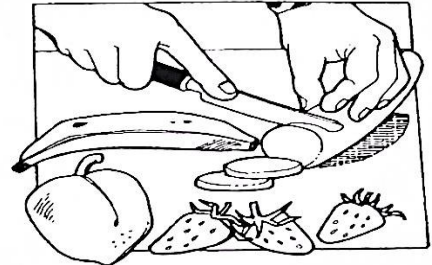
- A.** Look at the six pictures below. They show the steps involved in making a yogurt milkshake. Find the sentence from the list below that goes with each picture. Match the sentence to the correct picture.



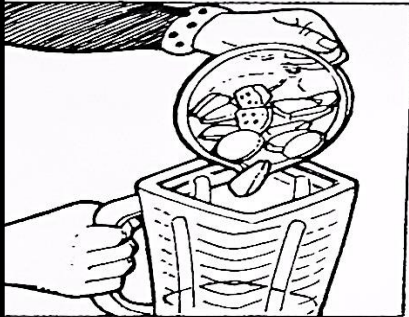
1. _____



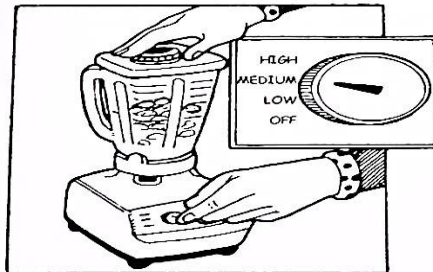
2. _____



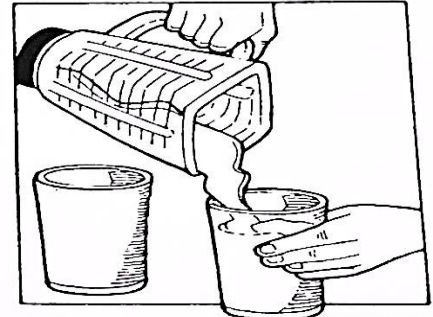
3. _____



4. _____



5. _____



6. _____

- Then cut up some fresh fruit such as bananas, peaches, mangoes, or strawberries.
- First, get out one cup of yogurt, two cups of milk, and two tablespoons of honey.
- Add the fruit to the yogurt, milk, and honey in the blender.
- Pour the yogurt, milk, and honey into a blender.
- Finally, pour the milkshake into glasses and enjoy your nutritious snack.
- Put the top on the blender and blend on medium for two minutes.

A. Write the above transition words in chronological order.

1. _____ 2. _____

3. _____ 4. _____

Subject: Mastered Good Improving
Verb: Mastered Good Improving
Object: Mastered Good Improving

Teacher's sign: _____

Date: _____

B. Writing a Recipe

Write a recipe for one of your favorite dishes. Fill out the recipe card below. First make a list of the ingredients. Then write the instructions for how to prepare the dish. Use the words in the Word Bank below to help you.

bake	chop	cut	grill	mix	sauté
boil	combine	fry	heat	peel	simmer
broil	cook	melt	pour	stir	garnish

You will need:

- _____
- _____
- _____
- _____

Steps:

1. _____


2. _____

3. _____

4. _____

© ChalkAndChatter, 2017

Date: _____










[illegible]

Begin with capital letter?.....
End with period?.....
Used the transition words?.....
Used the specific present tense verbs?
Used the 2nd or 3rd person?.....
Leave space between words?.....

Teacher's sign: _____



**Proofreading
Marks**

-  Capitalize letter.
-  Add a period.
-  Add a question mark.
-  Add a comma.
-  Take words out.
-  Spell correctly.
-  Indent.
-  Lowercase letter.
-  Add words.

4. Compare and Contrast Paragraph

Date: _____

In a compare and contrast paragraph, you write about the similarities and differences between two or more people, places, things, or ideas.

First, write a Topic Sentence - In one sentence, tell the reader the focus of your paragraph

Using the following words and phrases helps to clarify similarities and differences when writing a good compare and contrast paragraph:

Similarities	Differences
is similar to	on the other hand
both	however
also	but
too	in contrast
as well	differs from
	while
	unlike



Helper Words:

Similarities

is similar to (Example:) Spring weather in Taif **is similar to** spring weather in Abha.

Both (Example:) **Both** Taif and Abha have rain in the spring.

Also (Example:) Abha **also** has a rainy spring season.

Too (Example:) Taif has a rainy spring season, **too**.

as well (Example:) **As well**, Abha has a very rainy spring season.

Differences

on the other hand (Example:) **On the other hand**, winter is much colder in Abha.

however (Example:) **However**, winter is much colder in Abha.

but (Example:) Taif has a mild winter, **but** Abha has a cold one.

in contrast to (Example:) **In contrast to** Taif, Abha has a cold winter.

differs from (Example:) Abha **differs from** Taif by having a cold winter.

while (Example:) **While** Taif has a mild winter, Abha has a cold winter

1. Match the opposites in the boxes.

up	sad	dry	west
narrow	down	thin	wet
happy	wide	east	open
empty	night	close	quiet
day	full	young	fat
first	under	noisy	old
over	last	heavy	cold
less	far	hot	light
push	more	sweet	pretty
near	pull	ugly	sour

Date: _____

Look at the pictures below and write words to compare and contrast



Old School

VS

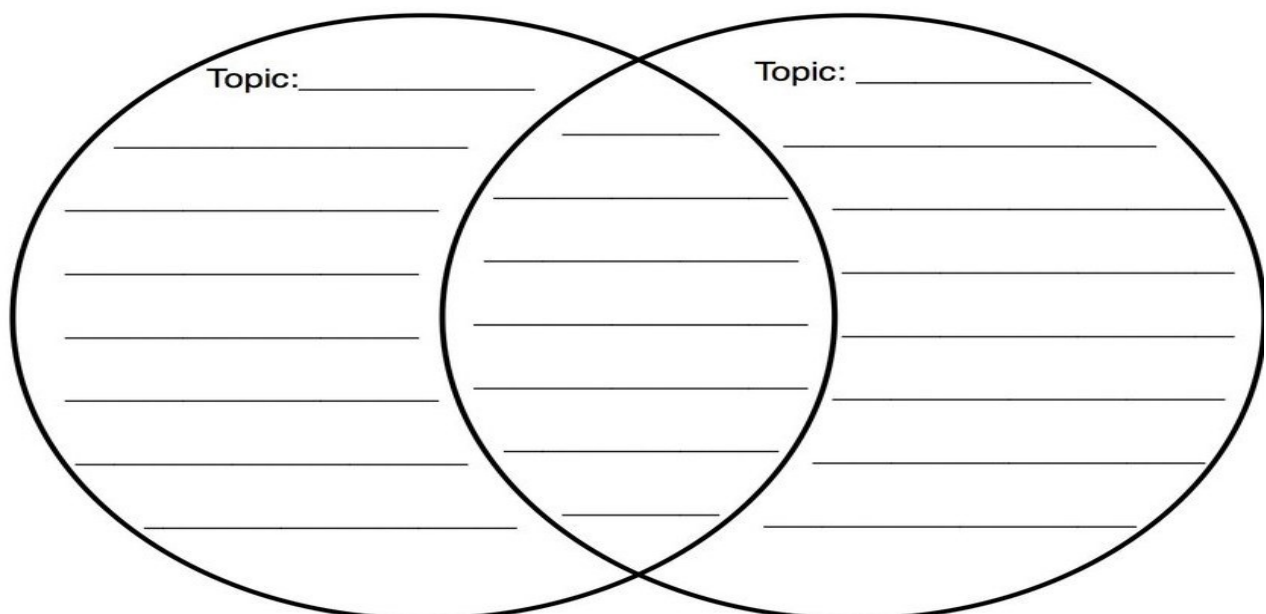


New Age

books


Ipad

Compare and Contrast



Date: _____

C. Write a paragraph on compare and contrast from the Venn Diagram above.

[illegible]

Begin with capital letter?.....

End with period?.....

Used the comparing words and opposites?.....

Writing letters properly?

Leave space between words?.....

Teacher's sign: _____

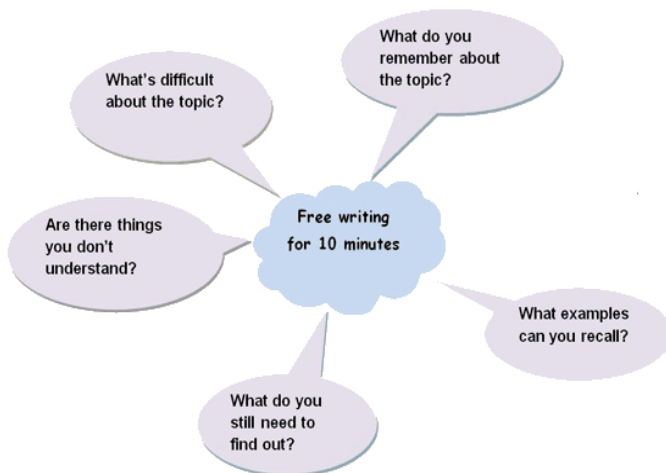


Proofreading Marks

- ≡ Capitalize letter.
- Add a period.
- ⊙ Add a question mark.
- ^ Add a comma.
- o Take words out.
- o Spell correctly.
- ¶ Indent.
- / Lowercase letter.
- ^ Add words.

5. FREE WRITING

Date: _____



FREE WRITING RULES!

- keep your hand moving
- focus on ideas
- let your ideas flow
- be brave

Topic 1: What do you want to be in the future?

Help Box

memorizing the Quran,
doctor- help people- artist-
colours- dress designer-
teacher- chef- baker- nurse-
making Da'awah, interior
designer

Using the words from the box, and
the thinking questions, write a
paragraph on what you want to be in
the future.

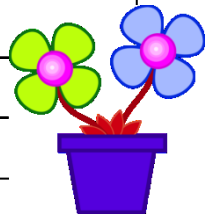
Thinking Questions

- *What do you always wanted to be?*
- *Why do you want to be a?*
- *Who was your role model?*
- *How do you plan to reach your goal?*

**Praying, helping the poor,
kindness, charity, being
truthful, honesty, pleasing
Allah, respect, parents
proud, enter Jannah,
rewards, good deeds**

Thinking Questions

- *What are the common Islamic morals?*
- *How does having Islamic morals help you in daily life?*
- *What kind of a person will you be if you follow them?*
- *How can you bring a change in the world by your morals?*



Begin with capital letter?.....

End with period?.....

Used vocabulary, grammar and structure correctly?.....










Writing letters properly?

Leave space between words?.....

Teacher's sign: _____



**Proofreading
Marks**

-  Capitalize letter.
-  Add a period.
-  Add a question mark.
-  Add a comma.
-  Take words out.
-  Spell correctly.
-  Indent.
-  Lowercase letter.
-  Add words.

Date: _____

Term 1



READING COMPREHENSION PASSAGES

READING COMPREHENSION PASSAGES- 1**DOLPHINS**

Dolphins are intelligent and friendly creatures. They are mammals that live in groups called 'schools' and that can communicate with each other. Like some bats they can also use a kind of radar, which helps them find food. For centuries they have been friends of sailors all over the world. They often follow ships and on occasions have saved sailors who have fallen overboard. However, the number of dolphins is falling dramatically. Off the coasts of Europe where there is a lot of pollution, thousands of dolphins are dying every 15 years. Worse than this are the numbers of dolphins that die in the nets of tuna fishermen more than 130,000 every year. Finally, on the coasts of Japan there are hunters who kill them for meat. Only urgent action will save many species of dolphins from extinction.

Q1. What is the group of dolphins called?

Ans. _____

Q2. What helps them find food?

Ans. _____

Q3. Why are they dying in Europe?

Ans. _____

Q4. How many dolphins die in tuna nets every year?

Ans. _____

Q5. Why are they killed in Japan?

Ans. _____



Begin with capital letter?
End with period?
Capital letter for proper nouns?
Found information from the passage?
Writing letters properly?
Leave space between words?

Teacher's sign: _____



READING COMPREHENSION PASSAGES- 2**Space Food**

A typical daily meal for American astronauts in space is tomato soup, chicken, mixed vegetables and strawberries. First the food is frozen on Earth and the water is taken out. The astronauts then put cold water onto the food from a water gun which is connected to the food pack. The astronauts eat the food with a knife, fork and spoon, but they have to be very careful because in zero-gravity bits of food can fly through the air! For snacks, peanuts and dried fruit are eaten. They also have a hot- water gun to make coffee and tea, and the astronauts have to drink through a plastic tube.

Q1. How do astronauts eat food?

Ans. _____

Q2. Why do astronauts have to be careful eating food?

Ans. _____

Q3. What do they eat for snacks?

Ans. _____

Q4. How do they drink tea and coffee?

Ans. _____

Q5. Give another title to the passage.

Ans. _____



Begin with capital letter?.....
End with period?.....
Capital letter for proper nouns?.....
Found information from the passage?.....
Writing letters properly?

Leave space between words?.....

Teacher's sign: _____



READING COMPREHENSION PASSAGES- 3

Over half the species of animals, birds and insects of the world live in the rainforests and there is an incredible variety of plants. However, every minute people are destroying about 100 acres of rainforest. A hundred acres is about the same as fifty football pitches! Because of this we losing more than fifty species of plants and animals every day. At the same time, we are damaging the climate of our planet. Rainforests play an important part in our climate. They absorb carbon dioxide and produce oxygen for us to breathe. Because the rainforests are disappearing there is more carbon dioxide, and because of this the world's temperature is going up

Read about rainforests.True or False?

1. Rainforests have a great variety of plants and animals. []
2. We are destroying these forests. []
3. We are losing fifty species of plants and animals every day. []
- 4 Because of the greenhouse effect, the world's temperature is going down. []



Begin with capital letter?.....
 End with period?.....
 Capital letter for proper nouns?.....
 Found information from the passage?.....
 Writing letters properly?
 Leave space between words?.....

Teacher's sign: _____



READING COMPREHENSION PASSAGES- 4**A. Read the story. Then use it to number the sentences below in the correct order.**

Halley's Comet is heading toward Earth. The president of the United States wants to stop the comet before it crashes. He places an advertisement in newspapers and asks Davy Crockett to pull the tail off the comet. Davy Crockett is in the forest, dancing with his pet bear, Death Hug. Davy wants to impress his friend Sally Sugartree with his dancing. Sally reads the advertisement in the newspaper and shows it to Davy. Davy heads for Washington, D.C., to meet with the president.

- ___ Davy dances with Death Hug.
- ___ Davy goes to Washington, D.C., to meet the president.
- ___ Halley's Comet is going to crash into Earth.
- ___ The president writes an advertisement and asks for Davy's help.
- ___ Sally Sugartree tells Davy about the advertisement.



Begin with capital letter?.....
 End with period?.....
 Capital letter for proper nouns?.....
 Found information from the passage?.....
 Writing letters properly?.....
 Leave space between words?.....

Teacher's sign: _____



Date: _____

Term 2



READING COMPREHENSION PASSAGES

READING COMPREHENSION PASSAGES- 5**A. Read the paragraph. Then answer the questions below.**

The United States Space and Rocket Center in Huntsville, Alabama, gives children an idea of what it's like to travel in space. At the training center, children use special machines that help them feel what it is like to be weightless and move around in space. Children also eat the same food and wear the same clothing that astronauts wear on missions in space. Children even solve problems together to better understand the challenges of working as a team in space.

The first sentence of the paragraph tells you the main idea.

1. Look again at the first sentence. What do children learn at the United States Space and Rocket Center? _____

B. Now look at the rest of the sentences in the summary. These sentences give more details about the main idea. Refer to the details of the summary to answer the following questions.

2. How do children learn what it feels like to be weightless? _____

3. What kind of food do the children eat at the training center? _____

4. How do children learn to better understand the challenges of working as a team in space? _____



Begin with capital letter?.....
End with period?.....
Capital letter for proper nouns?.....
Found information from the passage?.....
Writing letters properly?.....
Leave space between words?.....

Teacher's sign: _____



READING COMPREHENSION PASSAGES- 6

Read the paragraph below. Write the main idea and three supporting details.

Many people are afraid of rattlesnakes, but the more you learn about them, the less scary they seem. Most rattlesnakes live in wilderness or desert areas away from humans. Even when people are near rattlesnakes, most rattlers would rather slip away unnoticed than attack. A rattlesnake shakes its tail when it feels that it is in danger, giving a warning to anyone who has stepped too close.

1. Main Idea: _____

2. Detail: _____

3. Detail: _____

4. Detail: _____



Begin with capital letter?.....
End with period?.....
Capital letter for proper nouns?.....
Found information from the passage?.....
Writing letters properly?.....
Leave space between words?.....

Teacher's sign: _____



READING COMPREHENSION PASSAGES- 7**Someplace Special**

Read the story below. Analyze the story structure and answer the questions.

When 'Tricia Ann got ready to go downtown for the first time, her grandmother told her, "Hold your head high. Act like you belong to someone." 'Tricia Ann knew that her grandmother wanted her to act brave. 'Tricia Ann remembered her grandmother's advice as she took the bus to a place she called Someplace Special. Sometimes she was frightened because people looked at her in an unfriendly way. She saw signs marked Whites Only and Colored Section.

When she saw the signs, she felt sad. She wondered why African Americans like herself could sit only in certain spots. 'Tricia Ann held her head high, just like her grandmother told her.

Finally, she made it to Someplace Special. Her special place was the public library. It was a building where all people were welcome, no matter what color of skin they had.

1. Who are the characters in the passage?

2. How would you describe 'Tricia Ann?

3. When does the story take place? How do you know?

4. Where does the story take place? Where is the main character going?



Begin with capital letter?.....
End with period?.....
Capital letter for proper nouns?.....
Found information from the passage?.....
Writing letters properly?.....
Leave space between words?.....

Teacher's sign: _____



READING COMPREHENSION PASSAGES- 8

Read each passage below. On the line write whether the author's purpose is to persuade, to inform, or to entertain.

1. Skunks use their scent to protect themselves. They can spray a powerful liquid up to ten feet away. Skunks are able to stun predators with their smell.

2. Everyone should get up early next Saturday to take the guided hike at the Nature Center. An expert on woodland animals will lead hikers through the woods. The hike costs only \$5, and it begins at 8 A.M. You will learn a great deal about the animals that live in our forests.

3. Many different animals use camouflage to protect themselves from predators. An animal that protects itself through camouflage has fur or skin that blends in with the animal's surroundings. Some animals even use their shape as a disguise. A leaf butterfly, for example, has wings that look like leaves. When it lands on a tree, a leaf butterfly looks just like one of the tree's leaves.



Begin with capital letter?.....
End with period?.....
Capital letter for proper nouns?.....
Found information from the passage?.....
Writing letters properly?.....
Leave space between words?.....

Teacher's sign: _____



Term 3



READING COMPREHENSION PASSAGES

READING COMPREHENSION PASSAGES- 9**Hurricanes**

Read the story. Then answer the questions that follow.

Aunt Jamie lives in Homestead, Florida. Jamie has lived in Florida all her life and is used to its weather. She is very energetic and likes outdoor activities. She was living there in 1992 when Hurricane Andrew hit the state. She had just returned from a vacation in the Everglades when she heard about a storm in the Atlantic Ocean. First, she followed the weather reports and then made preparations to leave as the storm drew near. Next she nailed boards across the windows of her house to try to prevent damage.

Hurricane Andrew turned out to be one of the most destructive hurricanes ever to hit the United States. Seven inches of rain fell in Florida during that storm. The winds were more than 155 miles per hour.

When Jamie returned, she found that many trees had been uprooted in her neighborhood. One had fallen on the roof of her house. Jamie's house was damaged, but it was still standing. Many houses in Homestead were totally destroyed.

1. Where does the narrator's Aunt Jamie live?

2. What did Jamie do to prepare for the hurricane?

3. How much rain fell in Florida during Hurricane Andrew?

4. How strong were the hurricane's winds?

5. Which descriptive words does the narrator use?



Begin with capital letter?.....
End with period?.....
Capital letter for proper nouns?.....
Found information from the passage?.....
Writing letters properly?.....
Leave space between words?.....

Teacher's sign: _____



READING COMPREHENSION PASSAGES- 10**Identify the Author's Purpose**

Read each paragraph and identify the author's purpose by circling the correct letter.

1. Next time you go on a family vacation, you should visit a museum. You would find the museums that tell the stories of different cultures in the United States very interesting. For example, our city just opened a wonderful new African American cultural center—you should go see it next week!

a. entertain b. inform c. persuade

2. The Fox saw Crow in a tree. Crow was holding a piece of cheese in his beak, and Fox wanted the cheese very much. Fox said, "If the crow could sing, he would be the king of all birds!" Crow very much wanted to be the king of all birds. So he opened his mouth to sing. The cheese fell to the ground, and Fox quickly ate it. Crow saw that he had been tricked, and he learned not to believe people who wanted to flatter him.

a. entertain b. inform c. persuade

3. Griots played an important role in African culture. Long ago, griots taught African princes and gave advice to kings. In some cultures, griots memorized all of the important events in a village's history. A griot would remember, for example, the births, deaths, and marriages in a village. Griots were also musicians. They sang and played instruments such as the lute.

a. entertain b. inform c. persuade



Begin with capital letter?.....
 End with period?.....
 Capital letter for proper nouns?.....
 Found information from the passage?.....
 Writing letters properly?.....
 Leave space between words?.....

Teacher's sign: _____



READING COMPREHENSION PASSAGES- 11**The Gri Gri Tree****A. Read the summary of *The Gri Gri Tree*. Then answer the questions.**

In “The Gri Gri Tree” by Lynn Joseph, a young girl named Ana Rosa likes to sit in a gri gri tree, look out at the world, and dream of being a writer. She lives in the Dominican Republic, and her home is at the edge of the sea. Everyone thinks that there is something wrong with her. Even her brother Guario worries about her. One day she sees a sea monster. When the people in her town see the sea monster, too, they make a plan to do something about it. Mami, who knows that her daughter wants to be a writer, decides that Ana Rosa should be the one to write about it. Ana Rosa’s story is a great success, and Guario and the other villagers realize that she has a great talent. The sea monster turns out to be a whale, and Ana Rosa names him Guario.

1. What is the main idea of the summary? _____

2. Who are the main characters in the summary? _____

3. What is the setting in the summary? _____

B. List three of the most important events described in the summary.



Begin with capital letter?.....
 End with period?.....
 Capital letter for proper nouns?.....
 Found information from the passage?.....
 Writing letters properly?.....
 Leave space between words?.....

Teacher's sign: _____



READING COMPREHENSION PASSAGES- 12**The Best Place to Shop—and Be!**

In an age where you can buy almost anything on the Internet, thousands of people all over the world still prefer to do their shopping in traditional places. In general, shoppers look for bargains, and the best prices are usually found in street markets. Many markets around the world have a similar lively atmosphere and sell nearly anything you can imagine from jewelry and clothes, fresh produce, spices, and fish, to carpets, electronics, and livestock. Riyadh has some of the world's most beautiful modern shopping malls, with designer boutiques and brand names.

But if you're looking for real bargains, you'll head for some of the traditional souqs in town. Haraj* is a secondhand market just east of the city. Impress your friends and dress in Chanel and Armani for a fraction of the price, or get that new kitchen appliance you've been dreaming of

1)	People still prefer to do their shopping in traditional places.	T	F
2)	Shoppers look for bargains, and the best prices .	T	F
3)	Many markets around the world have a similar dull atmosphere.	T	F
4)	Riyadh has some of the world's most beautiful modern shopping malls .	T	F
5)	Haraj* is a secondhand market just north of the city.	T	F

1.	In the paragraph above the city mentioned is _____.			
	(A) Yanbu	(B) Jeddah	(C) Riyadh	(D) Taif
2.	_____ prices are usually found in street markets.			
	(A) Cheap	(B) Best	(C) Good	(D) High
3.	_____ is a secondhand market in Riyadh.			
	(A) Street	(B) Mall	(C) Haraj	(D) Souq
4.	Many markets around the world sell nearly anything you can _____.			
	(A) see	(B) want	(C) imagine	(D) feel

READING COMPREHENSION PASSAGES- 13

Do you have an umbrella? Someone invented the umbrella about 4,000 years ago. People used umbrellas in Egypt, Assyria, Greece, and China in ancient times. Nowadays, we use our umbrellas for protection from the rain. However, people first used umbrellas for protection from the sun. People in China were the first ones to use their umbrellas for rain. We make umbrellas from many different things. The first ones were made of wood and cloth. Now many are made of plastic or other synthetic materials. Today umbrellas are easy to carry. They fold up into a small package. The umbrella is a great invention. Don't forget yours the next time it rains.



1)	Invented the umbrella about 4,000 years ago.	T	F
2)	People used umbrellas in Egypt, Assyria, Greece, and China in ancient times.	T	F
3)	People first used umbrellas for protection from the animals.	T	F
4)	Nowadays, we use our umbrellas for protection from the rain	T	F
5)	People in France were the first ones to use their umbrellas for rain.	T	F

1.	The first ones were made of wood and _____.			
	(A) silk	(B) cloth	(C) paper	(D) steel
2.	Now many umbrellas are made of _____.			
	(A) plastic	(B) silk	(C) wood	(D) steel
3.	They fold up into a small _____.			
	(A) bag	(B) package	(C) box	(D) stick
4.	The _____ is a great invention.			
	(A) umbrella	(B) rain	(C) things	(D) wood

Date: _____

Handwriting Worksheets

Week 1:

There are two pencils in my box.

Handwriting practice lines for Week 1. The first line is solid, followed by a dashed line, and then another solid line. This pattern repeats for the second sentence.

Week 2:

There are seven days in a week.

Handwriting practice lines for Week 2. The first line is solid, followed by a dashed line, and then another solid line. This pattern repeats for the second sentence.

Week 3:

There's a telephone call for you.

Handwriting practice lines for Week 3. The first line is solid, followed by a dashed line, and then another solid line. This pattern repeats for the second sentence.

Week 4:

Has your brother come from Paris?

Handwriting practice lines for Week 4. The first line is solid, followed by a dashed line, and then another solid line. This pattern repeats for the second sentence.

Teacher's Sign: _____

Date: _____

Week 5:

Put your pencils down, class, during the instructions.

Week 6:

Get me two pounds of tomatoes.

Week 7:

This vase is made of glass.

Week 8:

Would you like to have some coffee?

Teacher's Sign: _____

Date: _____

Week 9:

What time do you get up every day?

Week 10:

Could you tell me what time it is?

Week 11:

What a beautiful girl she is!

Week 12:

Have a nice weekend.

Teacher's sign: _____

Date: _____

Week 13:

It was the most exciting match I've ever seen.

Week 14:

I wish I could go and visit my aunt tomorrow.

Week 15:

I wish I could talk to you about art.

Teacher's Sign: _____

The End!