

7th



Holt
Elements of Language

Introductory Course

Writing Workbook

YEAR 23-24

TERMS: 1-2-3

Grade 7

Name: _____

Class: _____

Date: _____



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TERM 1



Chapter 17: Pg.444

Learning about Paragraphs

What is a paragraph?

A paragraph is a group of related sentences that focuses on one main idea. Usually a paragraph is a part of longer piece of writing.

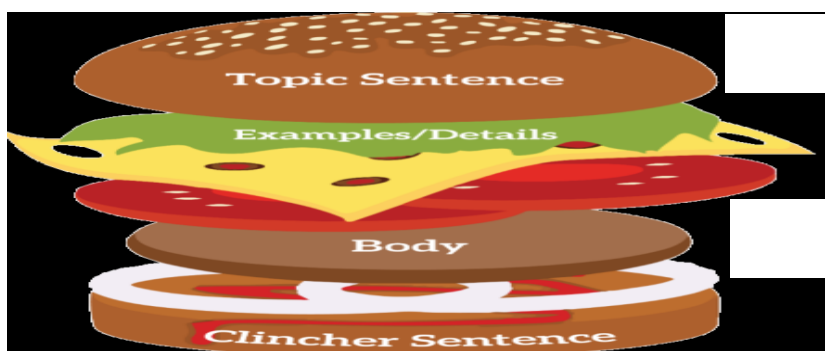


Why use paragraphs?

Paragraphs tell the reader when the writer switching to a new main idea. Without paragraphs, main ideas would run into each other, confusing the reader.

What are the parts of a paragraph?

1. **Main idea:** is the main point or central message of the paragraph. Sometimes it is stated in a topic sentence.
2. **The topic sentence (introduction):** It states the main idea of the paragraph. It can occur anywhere, but it is usually the first or second sentence.
3. **Supporting sentences (body):** These sentences give specific details that explain or prove the main idea. These sentences may use sensory details, facts, or examples.
4. **The clincher sentence (concluding sentence/conclusion):** It pulls the sentences together by emphasizing the main idea of the paragraph. Also, it helps to ensure that the reader gets the overall point of the paragraph.



Date: _____

Remember

The Main idea is the main point or central message of the paragraph. Sometimes it is stated in a topic sentence.



Exercise# 1: Identify the topic sentence or the main idea of the given paragraphs. (pg.446)

1. Unlike domestic cattle today, the wild buffalo on the plains were very hardy animals. They lived and thrived when other animals, especially cattle, might have died. When winter blizzards hit the plains and prairies, the buffalo did not drift with the storm like cattle. Instead, they faced into the storm, either standing still waiting for the storm to pass or slowly heading into it. In this way the storm passed faster for the buffalo than it did for cattle, who would drift with the storm and frequently die from the elements.

David A. Dary, *The Buffalo Book*

2. It was a warm tropical evening in Puerto Rico. Roberto Clemente was playing with a group of boys on a muddy field in Barrio San Antón. It was nothing at all like the great stadium in San Juan. There were bumps and puddles, and the outfield was full of trees. The bat in Roberto's hand was a thick stick cut from the branch of a guava tree. The bases were old coffee sacks. The ball was a tightly-knotted bunch of rags.

Paul Robert Walker, *Pride of Puerto Rico*

3. Comets, asteroids, and meteors are the speed demons of the solar system. The average comet moves at 129,603 miles per hour; an asteroid's average speed is 39,603 miles per hour. Using radar, astronomers have clocked one meteor whizzing along at 164,250 miles per hour.

Time-Life Books, *Forces of Natur*

Date: _____

The Clincher Sentences

Remember

Clincher is the concluding sentence of the paragraph. It ties together the information in the supporting sentences and reminds about the **main idea**.

Exercise: Write a clincher sentence for each of the paragraphs below:

1. Guide dogs for the blind are more than just pets. They go almost everywhere with their owners. Unlike most pets, guide dogs wear special harnesses that help them direct their owners safely through unfamiliar places. Because they are trained to ignore strangers unless the strangers are in their owners' way, guide dogs should not be petted while they are working.



2. Every year, lightning kills many people. This happens because many people do not know what to do when a thunderstorm strikes. Some try to take shelter under tall trees that attract lightning strikes. Others think that if they only hear thunder and see no lightning there is no danger of being struck.

Date: _____

Chapter 17: Pg. 453-454

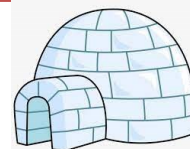
Organizing Ideas

Organizing ideas to help get your ideas across clearly, arrange the information in your paragraph in an order to help your reader understand them. Then, connect your ideas with **transitional words** and phrases.

Transitional Words

also in addition another too like but however instead as a result because
since so after before finally first next second then when above
around across behind here nearby there under mainly most important

Exercise 1: Identify the transitions in the following paragraph: (pg.455)



Building an igloo calls for skill and experience. First, the builder locates a site in firmly packed snow. Next, while standing in the outlined igloo, the builder cuts the snow into blocks of different sizes. Large blocks are used for the bottom layer, and thinner blocks are for the bottom layer, and thinner blocks are used for the walls. After the blocks are cut, the builder trims the top edge of each block to help the walls slope inward. Finally, the blocks are stacked to create a dome.

Exercise 2: Use the correct transitions in the following paragraph: pg.455

A polar bear's fur looks white at a glance, but a closer look reveals a different color. Each hair is a transparent tube. When the hairs are clear, the bear appears to be white. However, tiny green plants called algae can grow inside the hairs. As a result, the bear looks green.



Date: _____

Stretching a Sentence Pg.513

You can add lots more details into a sentence just by using the 5 <<W>> questions...

Who?

My crazy cat.

What?

My crazy cat is running around.

When?

All day long, my crazy cat is running around.

Where?

All day long, my crazy cat is running around my bedroom.

Why?

All day long, my crazy cat is running around my bedroom because she wants me to let her outside.

Exercise: Expand sentence below by adding details according to the directions given.

1- The airplane landed. (When? Where? How?)

2- Kate heard the news. (When? About what? Why?)

3- She rushed to the telephone. (Why? When? How?)

Types of Paragraphs

There are four different types of paragraphs:

- ❖ **Narrative**: Used to tell a story or recount an event. (arranged in chronological order)
- ❖ **Descriptive**: Used to describe a person, animal, scene, or object. (arranged in spatial order)
- ❖ **Expository**: Used to provide information, including facts, instructions, and definitions. (list facts or explain a process, follows a cause and effect pattern)
- ❖ **Persuasive**: Used to share opinions and convince others to agree with those opinions and sometimes take action. (expresses opinion about an issue using supporting details, or, reasons)

Exercise 1: Read the following paragraph. Then, use what you have learned about the parts of a paragraph to write answers to the items that follow. The paragraph may need revision.

Paragraph 1

The new school was finally finished. Tonight was the —"Open House, everyone's first chance to get a close-up view of the new structure. As Dad and I drove into the freshly paved parking lot, we first saw a large, square sign made of white stone that proudly displayed the school's name. The sign was surrounded at the base with thick, neatly trimmed bushes. Our gaze traveled from the sign to the building behind it. The school, too, was made of white stone and was laid out in the shape of an upside-down U. In the center of this U, the front doors were propped wide open, as if in welcome.

1. Underline the **topic sentence**.
2. Write a **supporting detail** that is a fact.

-
3. Write a supporting detail that is a **sensory detail**.

-
4. Write the letter of the better **clincher/concluding sentence**. _____

Clincher sentence a: I wondered how many times I would enter those do

Clincher sentence b: I began looking forward to school.



Date: _____

Paragraph 2

After breakfast, I changed into my cycling clothes, pulled on my safety gear, and took a short, fast ride on my bike around the neighborhood to warm up. The weather was gray and overcast. It was the middle of June, but the heat made it feel like August. A good rain might help cool the air, but it would also make for a slippery race. I felt ready. I had trained every day for eight weeks for the ten-mile bicycle race, and I knew I had a pretty good chance of winning.

1. Write the main idea of the paragraph.

2. What kind of paragraph is Paragraph 2?

- narrative
- descriptive
- expository
- persuasive

3. Write a transitional word.

Exercise 2: Divide the following selection into separate paragraphs:

Some jobs are dangerous, and some are a little scary. For a bio speleologist – a scientist who studies life underground- a day on the job can be both. The bugs and salamanders a bio speleologist collects may not be dangerous, but getting to them is. Sometimes, these scientists lower themselves thousands of feet into rocky caverns that have never seen the light of day. Other times, they crawl through cold underground streams that are only inches from the rock top above them. This job is not for people afraid of the dark or of bugs. It is a job, though, for people with a sense of adventure and an interest in finding out just how the world under our feet really works.

Date: _____

Rearrange the scrambled sentence

Exercise 3: Rearrange the scrambled sentences below by putting them in order. Rewrite the sentences in the correct order using capitalization and punctuation rules.

Danielle sat down hard in her seat she could Not believe they were doing Worksheets instead of an experiment?

finally, the bell rang and Danielle raced out of ms. sullivan’s English class.

She entered the Lab only to find that there was a substitute there for mr Henry.

Mr. Henry told his Science class yesterday that they were going to perform a science Experiment today.

danielle could Not wait to get to science class?

Date: _____

Chapter 18: Pg. 482 - 483

Recalling Details

“Chronological order” means telling the incident in the order that they happened and it helps the reader follow the action of the incident. It states what happened first, second, third, and last

Exercise 1 : Read the following list of events. Then, put them in chronological order by giving numbers.

1. Look at the clock, it is 6:50 A.M	
2. Get dressed, it is 6:55 A.M.	
3. Alarm goes off at 6 A.M	
4. Grab my books; it is 6:59 A.M.	
5. Get on the bus at 7 A.M.	
6. Take a shower	
7. Jump out of bed	
8. Hit the snooze button	
9. Breathe a sigh of relief, "I barely made it!"	

Time Order words

First

Then

Next

After

Finally

Spatial Words

next to

beside

inside

in front of

near

Date: _____

Exercise: Arrange the following paragraph about incidents in chronological order to understand the writer's view.

My mom was not happy. Tony and Najla stared at me with open mouths. I hit the ball. It went crashing into the living room window. Tony, Najla, and I were playing baseball in the street. Najla pitched the ball. "I'm in trouble now," I said.



Teacher's Sign: _____

Date: _____

CH 18: Pg. 481, 482

NARRATIVE PARAGRAPH WRITING

You have probably had many incidents in your life that you can write about. Choose any one real incident which plays an important role in your life and from which you have learnt meaningful experience.

Gather details about the incident by asking yourself these five questions:

1. What	(Question about What is the incident? What happened in the incident with during this period of time?)
2. When	(Question that get action details such as when did incident occurred?)
3. Who	(Question about people such as Who was involved beside you in the incident.)
4. Where	(Question about places such as Where did this incident happen? What was this place like?)
5. How	(Questions about feelings such as How did I feel during the time?)

Date: _____

Now

Write a narrative paragraph of a valuable experience you had in the zoo based on the organizer:

Helping Box: I – decided – zoo – animals – reptiles - cages – trees – chirping- snakes- pleasant – experience



Teacher's Sign: _____

Date: _____

Chapter 18: Pg. 493, 494

DESCRIPTIVE WRITING

GRAPHICAL ORGANIZER FOR DESCRIPTIVE PARAGRAPH:

Write a descriptive paragraph on the person whom you love the most or a thing, which you like the most.



Date: _____



Write a descriptive paragraph on the person whom you love the most or a thing, which you like the most.

Helping Box: like –good looking-- bright – voice – hair – eyes - behaved –studies- activities- friend – years –express-point of view- laugh - gift








Handwriting practice lines consisting of 18 horizontal lines spaced evenly down the page.















Date: _____

RUBRIC-SMILEY

WRITING

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**Proofreading
Marks**

-  Capitalize letter.
-  Add a period.
-  Add a question mark.
-  Add a comma.
-  Add an apostrophe.
-  Do not use a space.
-  Add quotation marks.
-  Take words out.
-  Spell correctly.
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-  Indent.
-  Add words.
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Analyzing Cause and Effects

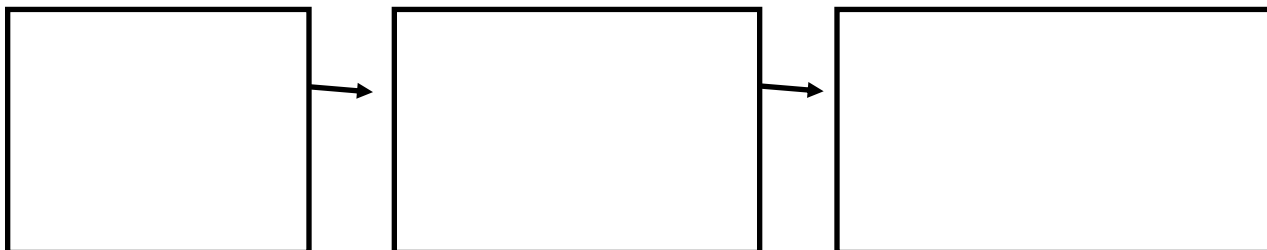
Analyzing cause and effects is like a chain because it involves looking at how one thing leads to another. Follow the example below and create cause and effect chain.

Exercise:

1. A tornado is seen near town.



2. Ms. Martinez, a science teacher, wins the Teacher of the Year award.



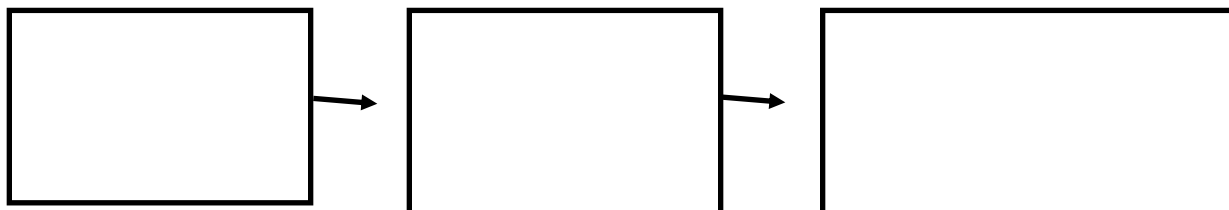
3. Sixth graders students take snacks to a local nursing home.



Date: _____

Graphic Organizer:

A river overflows due to heavy rain.



Helping Box: as a result - save – now - then – river – rain – heavy – town

Direction






Write a cause and effect paragraph about a river overflows based on the graphic organizer:

Teacher's Sign: _____












Date: _____

RUBRIC-SMILEY

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Date: _____

CH 20: Pg. 543, 546-551

Writing a "How-to" Paper

Your purpose of writing instructions is to teach someone how to make something.

To write instructions

- Choose a topic. (Consider your audience)
- Plan your Instructions (Use chronological orders)
- Elaborate by using specific language. (Use numbers, descriptive words, exact verbs and transitions)

Read the following steps. Then rewrite the instructions, adding specific language.

Directions for Preparing a Can of Soup

Step 1: Gather supplies.

Step 2: Heat soup.

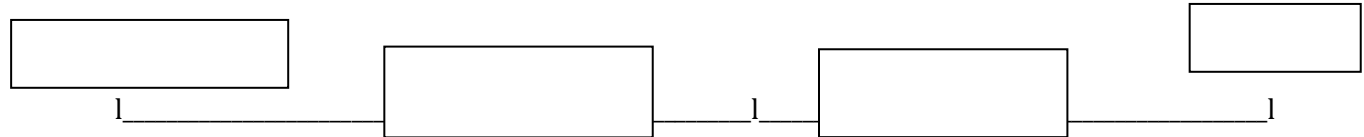
Step 3: Serve.

TOPIC: _____

Specific Language	
Numbers	110 (1/2) ounce, 1 can, 7 minutes
Descriptive words	condensed, medium sized, long-handled
Exact verbs	combine, simmer, stir, remove, serve
Comparisons	-----
Transitions	First, then, when done/finally

Date: _____

Steps to make a can of soup:



Direction

Now, rewrite the instructions, adding specific language















Help Box: step –gather- supplies – electronic- can openers – stirring – pot – long handled- burner – ladle – simmer – piping hot.






Teacher's Sign: _____

Date: _____

RUBRIC-SMILEY

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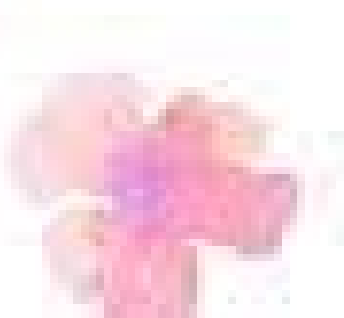


Teacher's Sign: _____



TERM 2

2



Date: _____

Chapter 20: Pg. 561- 563

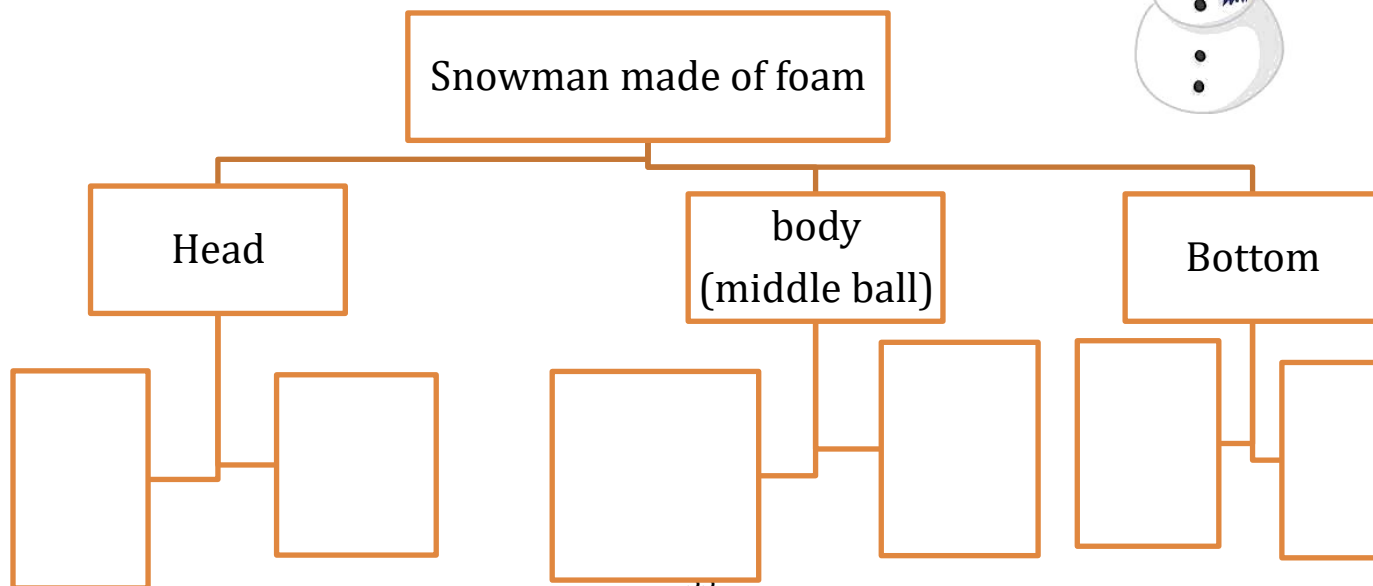
DESCRIPTIVE PARAGRAPH

To write a descriptive paragraph

- Use spatial order to organize your paragraph (top, middle, bottom)
- Describe the product with sensory details and location words
- Revise your paragraph by adding figurative language

Descriptive words and phrases	Definitions	Examples
Sensory details	Details of what you hear, see, taste, touch, and smell	Sight- blue, tall, leaning Hearing- pops, hisses, whispers Taste- sweet, salty, sour Touch- hot, soft, rough Smell- smoky, fresh, spicy
Location Words	Words that describe where something is located	Across from, next to, on the top, to the right, near, to the left
Figurative Language	Simile - comparing using <i>like</i> or <i>as</i> Metaphor - Compares by saying one thing is the other	The eyes are as shiny as emeralds. The string is a lifeline keeping the two parts together.

Now fill your graphic organizer to describe your own snowman.



Teacher's Sign: _____

Date: _____

Direction

Write a descriptive paragraph describing your own snowman using the details given above and the helping box below:

Helping Box: snowman – foam –decoration- inches - buttons– gluing – muffler – cloth – diameters – unique



Teacher's Sign: _____

Now

Date: _____

Write a descriptive paragraph describing your own snowman using the helping box below:

Helping Box: snowman – foam – decoration – inches – buttons – gluing – muffler – cloth – diameters – unique








Teacher's Sign: _____















Date: _____

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Teacher's Sign: _____

COMPARISON- CONTRAST INFORMATION

Compare and contrast any two persons you know or any two games or any two subjects, gather and organize the information using a Venn diagram.

- ❖ Each circle represents one of the subjects.
- ❖ List points of comparison to the left of the circles.
- ❖ Overlapping sections include common details for both subjects.
- ❖ Sections that do not overlap include details in which they differ.

Exercise: Fill the following diagram with the similarities and differences between the TWO SUBJECTS (English and Science)

English _____

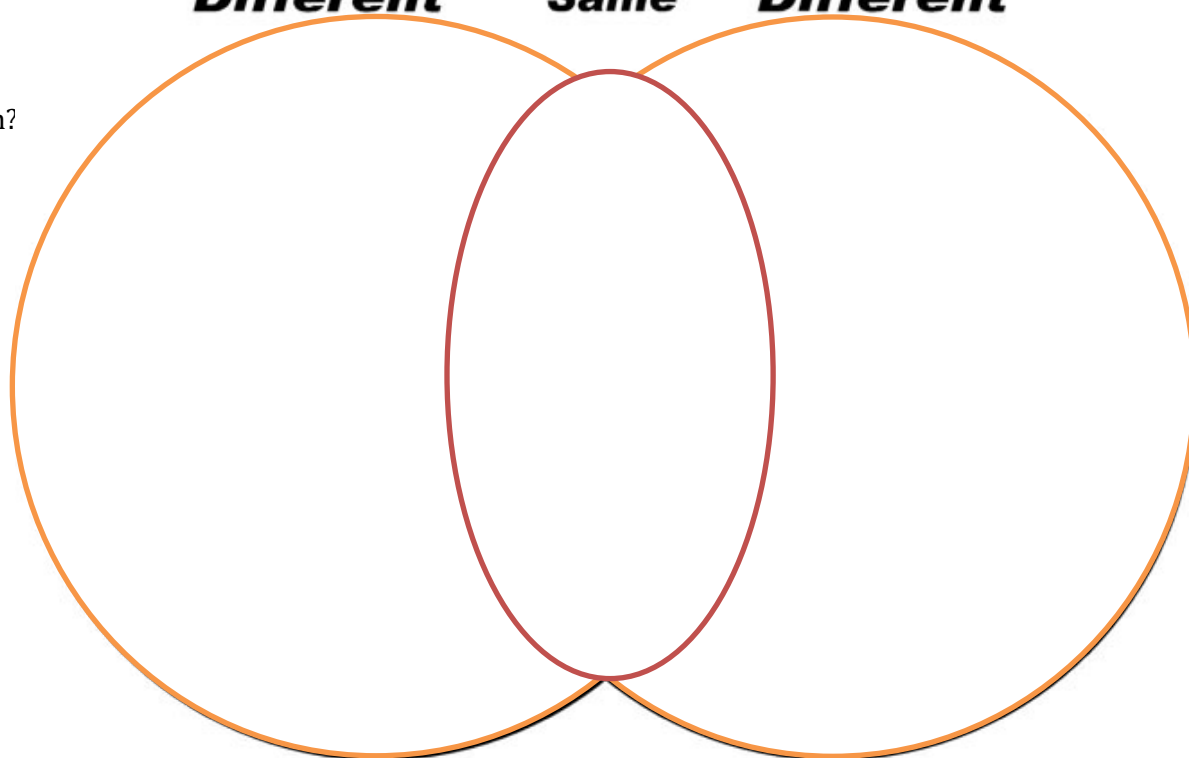
Science _____

VENN DIAGRAM

Different ***Same*** ***Different***

What we learn?

What we do?

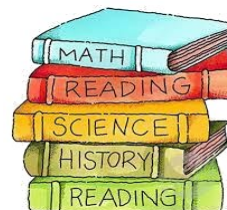


Date: _____

Direction

Write a comparison- contrast paragraph to compare based on the organizer.

Helping Box: learn – interesting – gain – information – differ – perform experiments
– diagrams – improve – knowledge








Teacher's Sign: _____















Date: _____

RUBRIC-SMILEY

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













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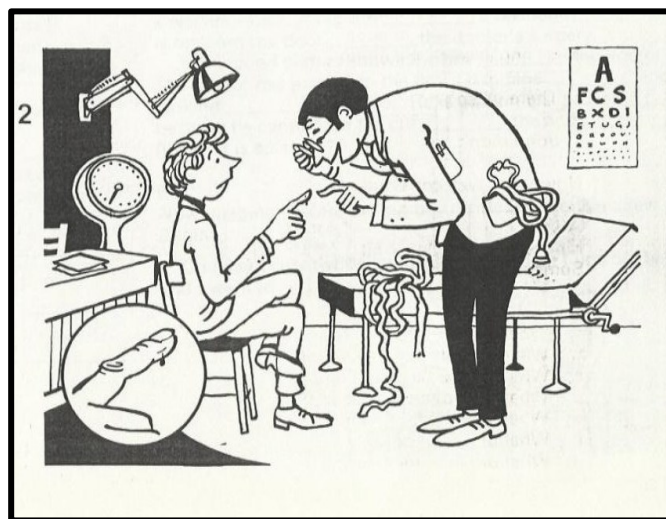
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Teacher's Sign: _____

Date: _____

2nd PICTURE COMPOSITION

A Visit to the Doctor



5

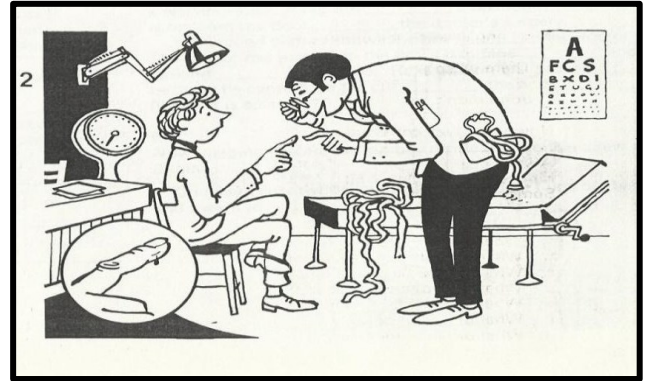
Write out this paragraph. Put one of the following words in each blank:

at of off in on round with

The first picture shows a doctor's waiting-room. It is full _____ people. They are waiting to see the doctor. One boy has his arm _____ plaster and he is trying to take _____ his coat. A man has a bandage _____ his head, a girl is holding a handkerchief _____ front _____ her nose, and a woman is leaning _____ a walking-stick. A big boy _____ a bandage _____ his finger is opening the door _____ the doctor's surgery.

The second picture shows the boy _____ the doctor's surgery. The doctor has just taken the boy's bandage _____ and is looking _____ his finger. He is putting his glasses _____ because he cannot see the cut _____ the end _____ the boy's finger. It is so small!

Date: _____



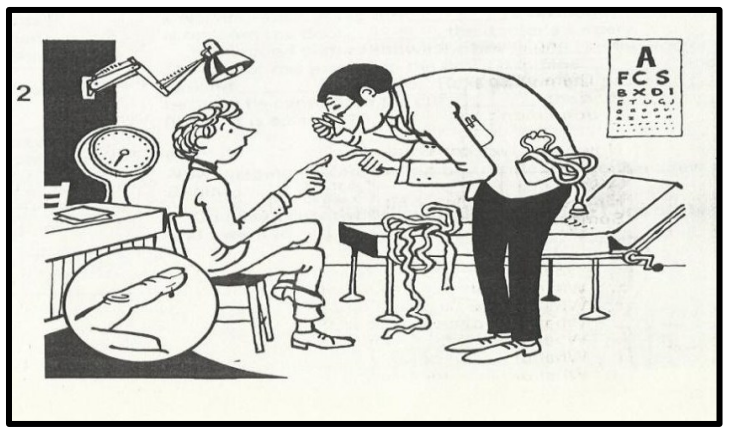
Direction

Look at the picture then write a paragraph based on the picture:

Helping Box: waiting room – people – arm with plaster – bandage – napkin – walking stick – bandage – finger

Teacher's Sign: _____

Date: _____



Now

Look at the picture then write a paragraph based on the picture






Helping Box: waiting room – people – arm with plaster – bandage – napkin – walking stick- bandage – finger

Teacher's Sign: _____















Date: _____

RUBRIC-SMILEY

WRITING

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	<p>5+ ideas with good details. Answered the question and shows point of view well. Many different types of complete sentences. Capital letters and full stops or other punctuation. Good spacing. Spelling is correct. Neat handwriting.</p>	<p>5</p>

Proofreading Marks

-  Capitalize letter.
-  Add a period.
-  Add a question mark.
-  Add a comma.
-  Add an apostrophe.
-  Do not use a space.
-  Add quotation marks.
-  Take words out.
-  Spell correctly.
-  Lowercase letter.
-  Indent.
-  Add words.
-  Divide into two words.
-  This is confusing.

Teacher's Sign: _____

Date: _____

Chapter 22: Pg. 608-610

ELEMENTS OF A NOVEL

Write the elements of a story / novel and your point of view as a reviewer.



TITLE:

Elements of a story	Examples
<p><u>PLOT</u></p> <p>(Series of related events that make up a story. The events revolve around a central problem, or conflict, which must be resolved before the story ends.)</p>	
<p><u>Main Character</u></p> <p>(Central person in the story.)</p>	
<p><u>Setting</u></p> <p>(Time and place of a story)</p>	

Student Book Pg.616-617

Teacher's Sign: _____

Finishing a short story

Direction

Read the story below. Then finish it with your own writing.

Helping Box: invite – gather – prepare – heavy snow – hot chocolate – fun together

My sister woke me up early this morning. She ran into my room before the alarm clock went off.

“Look outside!” she yelled.

I got out of bed and looked out the window. All that I could see was white snow! There was a man shoveling the sidewalk in front of our house.

Mom came into the room. She brought us each a mug of hot chocolate.

“No school today!” she said. I was very happy. My sister was happy, too.

Mom left the room to find our snow clothes. She gave me my blue snowsuit. She also gave me a hat and mittens.

“What are you going to do today with no school?” she asked.








Finish the story with your own words.












Date: _____

RUBRIC-SMILEY

WRITING

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	<p>5+ ideas with good details. Answered the question and shows point of view well. Many different types of complete sentences. Capital letters and full stops or other punctuation. Good spacing. Spelling is correct. Neat handwriting.</p>	<p>5</p>

**Proofreading
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-  Add a question mark.
-  Add a comma.
-  Add an apostrophe.
-  Do not use a space.
-  Add quotation marks.
-  Take words out.
-  Spell correctly.
-  Lowercase letter.
-  Indent.
-  Add words.
-  Divide into two words.
-  This is confusing.

Direction

Date: _____

THE TROUBLE MAKER

Read the story below. Then finish it with your own writing.

Allison had a bad night on Saturday. She went to the Smith’s house to babysit their son, Jake, and daughter, Lisa. Jake is four years old. He gets into a lot of trouble. He started the night by pouring his glass of milk all over the floor during dinner.

“Clean that up,” Allison ordered.

“You can’t tell me what to do,” Jake responded. He ran away from the dinner table.

“I’m bored. I want to play a game,” Lisa whined.

“Jake, if you clean up your mess, we can play a game,” Allison said.

“Okay,” Jake said. Allison gave him a handful of paper towels and he used them to clean up the milk. “I want to play hide-and-peek,” he said.

“Okay, I will be the seeker first,” Allison said. “You two have thirty seconds to hide!” Allison covered her eyes with her hands and counted slowly from one to thirty.

“Ready or not, here I come!” she called. Allison walked downstairs and peeked into the kitchen closet. Nobody was inside. She checked under the couches in the living room. She looked in the garage.

Allison decided that nobody was hiding downstairs, so she walked upstairs and continued her search. She opened the door to Lisa’s bedroom and found her hiding under the bed.

“I found you!” she squealed. “Okay, now help me find Jake,” she told Lisa. Allison and Lisa searched all over the house. They could not find Jake.

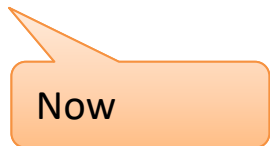
“It has been twenty minutes and he is nowhere in sight,” Allison thought. “I wonder where he is.”

Now, finish the story with your own words.

Helping Box: looking – rooms –midnight – panicked –search – questioned – returned –relaxation –decided suddenly –strange – screamed – breathing –trouble - maker

Teacher's Sign: _____

Date: _____



THE TROUBLE MAKER

Directions: Read the story below. Then finish it with your own writing.

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Now, finish the story with your own words.

Helping Box: looking – rooms –midnight – panicked –search – questioned – returned –relaxation –
decided suddenly –strange – screamed – breathing –trouble - maker















Date: _____

RUBRIC-SMILEY

WRITING

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Proofreading Marks

-  Capitalize letter.
-  Add a period.
-  Add a question mark.
-  Add a comma.
-  Add an apostrophe.
-  Do not use a space.
-  Add quotation marks.
-  Take words out.
-  Spell correctly.
-  Lowercase letter.
-  Indent.
-  Add words.
-  Divide into two words.
-  This is confusing.

Date: _____

Free Writing (3)

A series of horizontal lines for writing, consisting of 24 lines.

Teacher's Sign: _____





TERM 3



Date: _____

Now

**Write a descriptive paragraph about a place that is important to you.
Explain things that make this place special to you.**

Helping Box: favorite- porch – room – tidy – special –gathers- time – grandmother-
special place

[Empty rounded rectangular box for writing]








[Lined writing area with 15 horizontal lines]

Teacher's Sign: _____















Date: _____

RUBRIC-SMILEY

WRITING

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Marks**

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-  Add quotation marks.
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-  Spell correctly.
-  Lowercase letter.
-  Indent.
-  Add words.
-  Divide into two words.
-  This is confusing.

Date: _____

Chapter 24: 698

Direction

Persuasive Letter

Write a persuasive paragraph on recycling. Give reasons for your opinion.

Helping Box: importance- recycling- pollution – waste – environment –
recycle – reduce- economy- preserve- resource

The form is a large white rounded rectangle with horizontal lines for writing. It is set against a dark background. On the left side, there are labels with brackets pointing to specific sections of the letter: "(Address)", "Name and address", "Greeting", "Introduction", "Body", and "Conclusion". On the right side, there are labels with lines pointing to the top right corner ("Your address"), the bottom right corner ("Closing"), and the bottom center ("Signature") and bottom left corner ("Typed or printed name").

Teacher's Sign: _____

Date: _____

Write a persuasive paragraph on recycling. Give reasons for your opinion.

Helping Box: importance- recycling- pollution – waste – environment – recycle – reduce- economy- preserve- resource

Now, write a letter based on the organizer

The form is a large rounded rectangle containing a letter-writing organizer. It is divided into several sections with labels and lines for writing:






- Top Right:** Labeled "Your address" and "Date".
- Left Side Labels:** "(Audience) Name and address", "Greeting", "Introduction", "Body", and "Conclusion".
- Right Side Labels:** "Closing", "Signature", and "Typed or printed name".
- Internal Structure:** The form contains several horizontal lines for writing, grouped into sections corresponding to the labels. The "Body" section is the largest, with the most lines.

Teacher's Sign: _____















Date: _____

RUBRIC-SMILEY

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Proofreading Marks

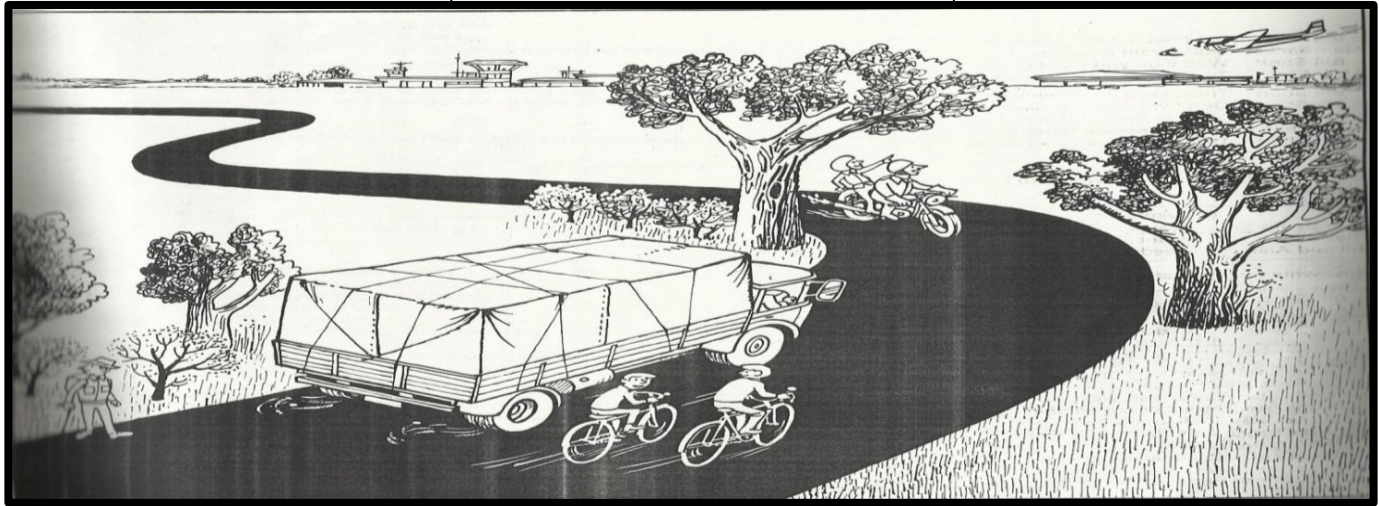
-  Capitalize letter.
-  Add a period.
-  Add a question mark.
-  Add a comma.
-  Add an apostrophe.
-  Do not use a space.
-  Add quotation marks.
-  Take words out.
-  Spell correctly.
-  Lowercase letter.
-  Indent.
-  Add words.
-  Divide into two words.
-  This is confusing.

Teacher's Sign: _____

Date: _____

PICTURE COMPOSITION (1)

Danger on the Road



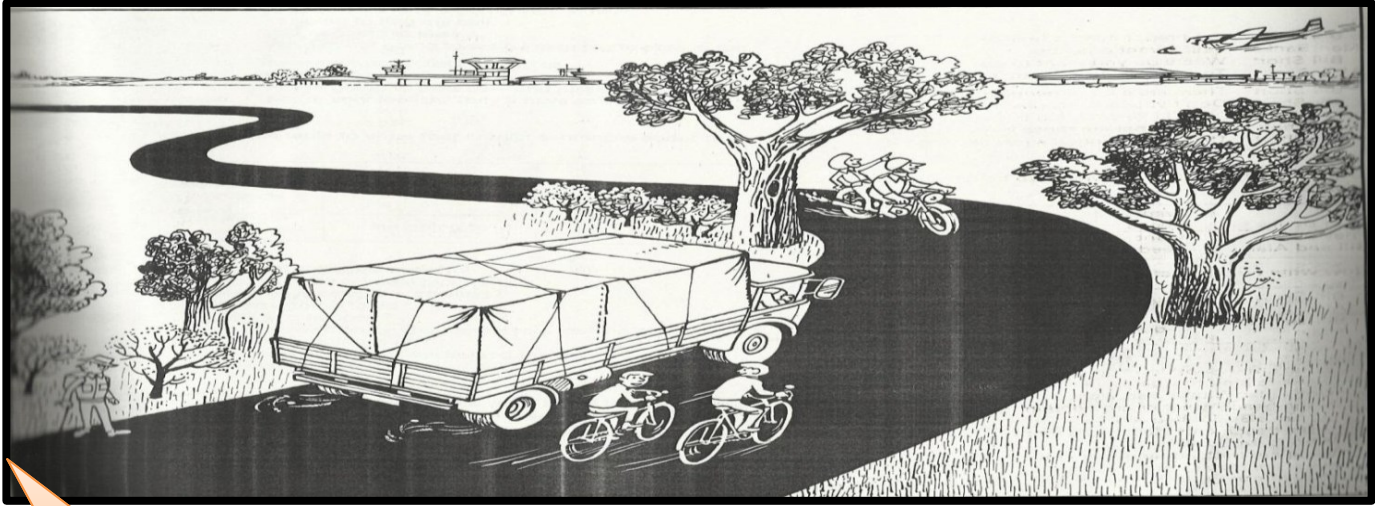
Direction

Look at the picture and write a paragraph based on what you see:

Helping Box: cyclists – lorry – travelling- slowly – motorcycle –approach- carelessly – accident

PICTURE COMPOSITION(1)

Danger on the Road



Now






Look at the picture and write a paragraph based on what you see.

Helping Box: cyclists – lorry – travelling- slowly – motorcycle – approach- carelessly – accident















Date: _____

RUBRIC-SMILEY

WRITING

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**Proofreading
Marks**

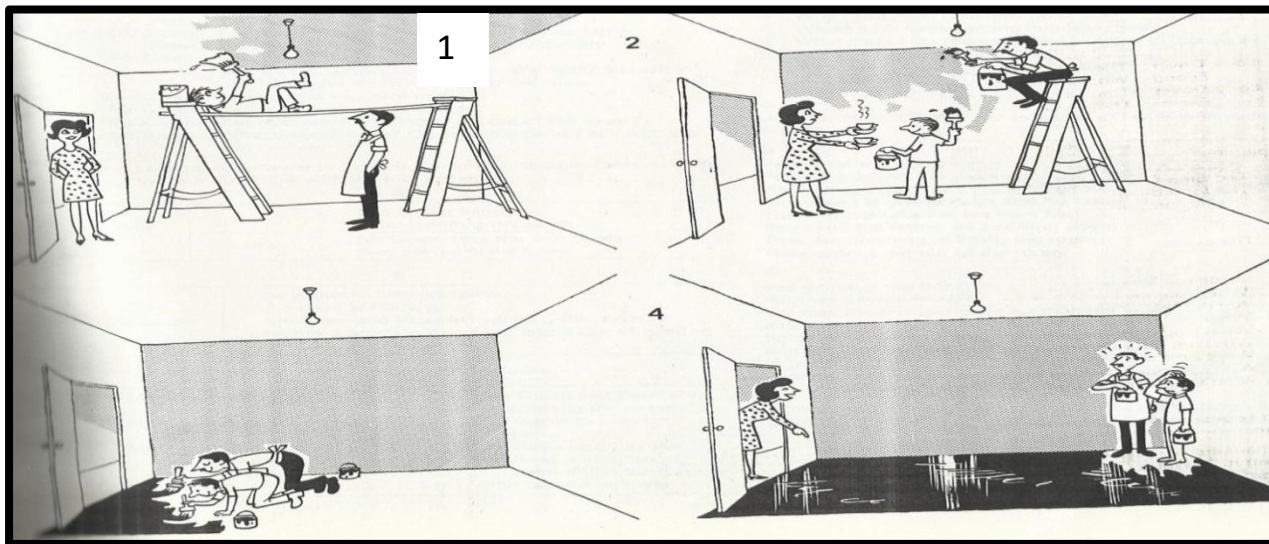
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-  Add a question mark.
-  Add a comma.
-  Add an apostrophe.
-  Do not use a space.
-  Add quotation marks.
-  Take words out.
-  Spell correctly.
-  Lowercase letter.
-  Indent.
-  Add words.
-  Divide into two words.
-  This is confusing.

Teacher's Sign: _____

Date: _____

PICTURE COMPOSITION (2)

Wet Paint



Direction

Look at the picture and write a paragraph based on what you see:






Helping Box: painting – cup – tea – brush – get out – wet – floor – paint

Teacher's Sign: _____















Date: _____

RUBRIC-SMILEY

WRITING

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Date: _____

Writing # 7: Summary Writing

Read the story and underline the most important details:






A Bracing Bus Ride

Rita and I giggled as we got on the bus. It was the first time I had visited her in Los Angeles, and we were in a good mood. The bus driver was not. "Hurry up!" he said as we climbed on the bus. There were only two seats left. As we sat down, Rita scowled at the back of the driver's head. The woman sitting next to us leaned over and whispered, "Don't take it personally. She yelled at me, too." I tried not to laugh out loud. I did not want to get scolded again. At the next two stops, the bus driver boomed and frowned at the new passengers. The rest of us sat in silence. Then, at the third stop, the bus driver pulled a lever and the bus began to make noise. He was lowering the wheelchair platform. "Uh-oh," Rita said. "This is not going to make him happy." The new passenger got onto the platform. His chair was supposed to lock into a groove, but it would not work. The driver got up. We all held our breaths. Was he going to yell at him, too? The man across the aisle hopped up, grabbed the wheelchair, and tried to jam it into the groove. The driver glared at him. "Just a second, mister!" he snapped. He looked at the new passenger right in the eye. Then, he said in a normal, pleasant voice, "Is it okay if I push you back a bit?" Next, he amazed us all. "Sure," he said, and the bus driver clicked the chair into place. We were all quiet, but now we were not afraid. Rita and I thanked the bus driver as we got off the bus.















Date: _____

RUBRIC-SMILEY

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-  Lowercase letter.
-  Indent.
-  Add words.
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-  This is confusing.

Teacher's Sign: _____

Date: _____

Proofread and Fix Each Paragraph

Read each paragraph below. Cross out all **capitalizing** mistakes, **misspelled** words, or incorrect **punctuation**. Above each mistake, write the correct letter, word, or **punctuation** mark. Write in the correct **punctuation** if it is missing.

The blue wale is the biggest animal on earth. some are as long as 100 foots and weighing 300,000 pounds? In the late 1800s and early 1900s these gentle jiants were hunted almost to extinction because humans wanted their bluber to make oil fuel soap and candles. their baleen was used to make brushes and corsets. the blue wale population is now only one percent of it's original size.

In order to remain helty, you must eat good nutritious food. breakfast is very important espeshally if your going to school because you cant pay attention if your hungry. You should eat frutes and vegetebles with every meel and avoid food that is high in kolesterol and saturated fat. Its also important to drink alot of likwids every day.

Date: _____

Anthony Visits Nick

On Sunday, Anthony went over to Nick's house to play basketball.

They played a game of one-on-one. Anthony made six baskets, but






Nick made eight. Nick was the winner. After the game, both boys

went inside to have some snacks and watch television.















Date: _____

RUBRIC-SMILEY

WRITING

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-  This is confusing.

Teacher's Sign: _____

Date: _____

Handwriting Worksheets

Week 1:

Lost time is never found.

Week 2:

Work hard and you will be rewarded.

Week 3:

There was a vacant seat in the middle section of the bus

Date: _____

Week 4:

Ten sixth-graders were following J. J.

Week 5:

Tennis can be an exhausting sport.

Week 6:

My father took some interesting photographs.

Date: _____

Week 7:

Work hard and you will be rewarded.

Week 8:

Julio and Roger joined the soccer team.

Week 9:

San Juan is the capital of Puerto Rico.

Week 10:

The flowers in that garden need water.

Date: _____

THE END!



Teacher's Sign: _____