

# Table of Contents

<b>Introduction</b> .....	6
<b>Standards for Writing Years 3–5</b> .....	7
<b>The Expository-Writing Rubric</b> .....	11
<b>Four-Point Writing Rubric</b> .....	12
<b>Create Your Own Rubric</b> .....	13
<b>The Basics of Punctuation</b> .....	15
<b>Editing Marks</b> .....	20
<b>The Components of Expository Writing</b> .....	21
What Is Expository Writing? .....	22
Worksheet #1 .....	25
Worksheet #2 .....	26
Worksheet #3 .....	27
The Writing Process .....	29
Worksheet #1 .....	32
Worksheet #2 .....	33
Thank-You Note Frame .....	34
Paragraph Perfection .....	35
Worksheet #1 .....	37
Worksheet #2 .....	38
Terrific Topic Sentences .....	40
The Four Types of Sentences .....	42
End Punctuation .....	42
Worksheet #1 .....	43
Worksheet #2 .....	44
Superb Summaries .....	45
Guidelines for Writing a Summary .....	47
Worksheet #1 .....	48
Worksheet #2 .....	49

# Table of Contents *(cont.)*

<b>Parts of Speech</b> .....	51
Nifty Nouns and Vivid Verbs .....	52
Nifty Nouns Worksheet .....	54
Vivid Verbs Worksheet .....	55
Adjective Attention .....	56
Worksheet .....	58
Appealing Adverbs .....	59
Worksheet .....	61
<b>Figurative Language</b> .....	63
Simile Spice .....	64
Worksheet .....	66
Marvellous Metaphors .....	67
How to Address an Envelope .....	70
How to Write a Friendly Letter .....	70
Worksheet .....	71
Personification Motivation .....	72
Worksheet .....	75
<b>Types of Paragraphs</b> .....	77
The Explanatory Paragraph .....	78
Guidelines for Writing an Explanatory Paragraph .....	81
Worksheet .....	82
Writing Directions .....	84
Common Rules to Follow When Writing or Giving Directions .....	87
Worksheet .....	88
The Cause-and-Effect Paragraph .....	89
Worksheet #1 .....	92
Worksheet #2 .....	94
The Contrast Paragraph .....	95
Worksheet .....	97
The Comparison Paragraph .....	98
Worksheet .....	101

# Table of Contents *(cont.)*

<b>Using References</b> .....	102
Thesaurus Power .....	103
Worksheet .....	105
The Atlas and the Almanac .....	107
Worksheet .....	109
Mapping Criteria Sheet .....	111
Parts of a Book .....	112
Worksheet .....	116
Skimming and Scanning .....	117
Worksheet .....	120
<b>Creating Reports</b> .....	122
Book Report Form .....	123
Outrageous Outlines .....	124
Sample Outline .....	127
Worksheet #1 .....	128
Worksheet #2 .....	129
Worksheet #3 .....	131
The Research Report .....	133
How to Write a Bibliography .....	136
Sample Composition .....	137
<b>Answer Key</b> .....	138



**Standards and Benchmarks:** 1A, 1B, 1E, 1F, 1G, 1H, 1I, 1J, 2A, 2C, 3A, 3B, 3C, 3D, 3E, 3F, 3G, 3H, 3I, 3J, 3K, 3L

# Terrific Topic Sentences

A *topic sentence* states a paragraph's main idea. It also serves to capture the reader's attention. Most expository paragraphs begin with declarative sentences, but a writer can add variety by starting with a question, command or interjection that expresses strong feelings or emotions. This lesson is designed to give students practice in writing topic sentences that make main ideas clear and also appealing to their audience.

## Goal:

Students will write paragraphs with topic sentences that capture their reader's attention.

## Objectives:

1. Given a writing prompt, the students will create a topic sentence.
2. Given a topic sentence, the students will restate it as a question, command or exclamation.

## Materials:

- Worksheet #1 (page 43)
- Worksheet #2 (page 44)
- newspapers and other periodicals

## Procedure:

### I. Lesson Introduction

- A. Begin the lesson with a discussion about whales. Talk about their size, where whales live and how these creatures interact with humans. Ask volunteers to create a declarative sentence, interrogative sentence, imperative sentence and an exclamatory sentence using the topic "killer whales" (orcas). Explain to the pupils that a topic sentence needs to be interesting and attention-grabbing. Most expository writing begins with topic sentences that are declarative, or statements. Sometimes a writer will add variety to a piece by beginning with a question, command or interjection that expresses emotion.
- B. Direct the learners to read the paragraph about whales that goes with this lesson. Have them locate and state the topic sentence. Next, the pupils will brainstorm and attempt to restate that sentence in the form of a question, command or exclamation. A group of sample responses is provided.



# Terrific Topic Sentences

## Worksheet #1

A **topic sentence** states the main idea and must capture a reader's interest.

Of the 78 species of whale, the orca (or killer whale) is the most feared. These mammals live in families called pods and swim in all the oceans of the world. You are most likely to find them in the colder waters of the Arctic and Antarctic regions of Earth. A tall dorsal fin and a black and white body make them easily recognisable. Their rounded snouts and bullet-shaped bodies allow orcas to swim at speeds up to 65 km per hour. A killer whale is the only whale that eats warm-blooded prey. Often it takes 180 kg of fish, squid and other marine animals a day to satisfy this beast's huge appetite. The orca may appear to be friendly or playful at water parks or on television, but this wild animal is one of the most ferocious in nature.

1. What is the topic sentence of the paragraph about? \_\_\_\_\_

2. Use the information in the paragraph above to write the following:

a. an interrogative sentence

Example: What do you know about killer whales?

b. an imperative sentence

Example: Read these facts about orcas.

c. an exclamatory sentence

Example: Orcas are fascinating beasts!



# Nifty Nouns and Vivid Verbs

*Nouns* identify who or what a composition is about. *Verbs* supply action and feeling. At the intermediate level, *dog*, *car* and *town* become *Labrador*, *sedan* and *metropolis*. Likewise, a year six student no longer *drinks* milk but instead *gulps*, *guzzles* or *takes a swig*. This is the age where young writers must proofread for non-descript or vague details and actions. It is the time to advance beyond the basics and make paragraphs stay on the topic and be interesting. This lesson is designed to help students use more descriptive language when writing expository papers.

## Goal:

Students will use exact nouns and verbs to add details to their writing.

## Objectives:

1. Given a sentence containing vague nouns or verbs, students will replace them with more descriptive synonyms.
2. Students will write and revise compositions using clear and precise nouns and verbs.

## Materials:

- Worksheet #1 (page 54)
- Worksheet #2 (page 55)
- index cards (3)

## Procedure:

### I. Lesson Introduction

A. Write the following sentences on the blackboard.

1. I gave my mother *a flower*.
2. The soccer game will start in *a while*.

Point out the vague or non-descript nouns. Have student volunteers replace those words with more exact nouns. Then, say the new sentences aloud. State that exact or specific nouns clarify main ideas and make sentences more interesting.

B. Write one of these words on each of three index cards:

1. yell
2. jump
3. think

Ask for volunteers to pantomime each word and have the others make several guesses. List the student responses—right or wrong—on the blackboard. Explain that like nouns, exact or specific verbs also make an idea clear and informative.

C. Review the thesaurus. Remind the learners that this reference source is a book of synonyms and antonyms. Use it to locate descriptive nouns, verbs, adjectives and adverbs. Replace common, overused words with those found in a thesaurus.