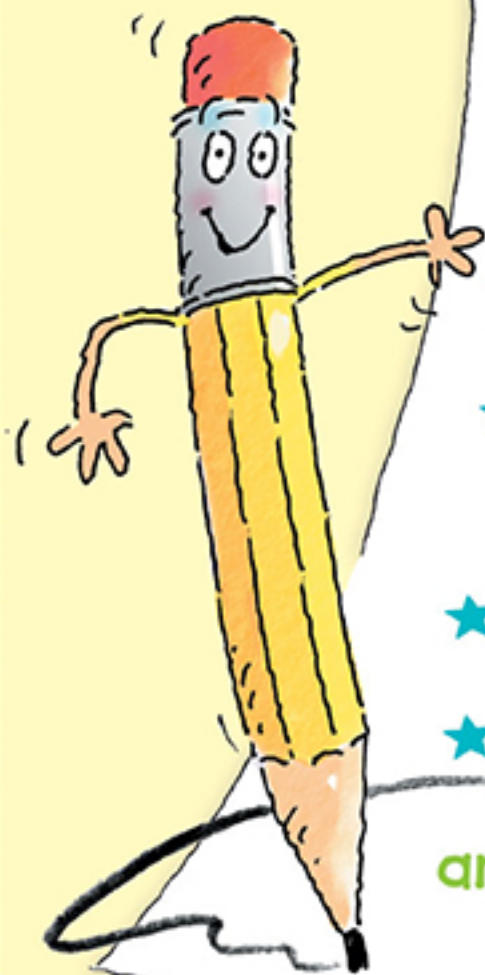


Quick Practice Writing Skills

Dozens of Reproducible Pages That Give Kids Practice in Grammar, Mechanics, Spelling, and Other Key Writing Skills

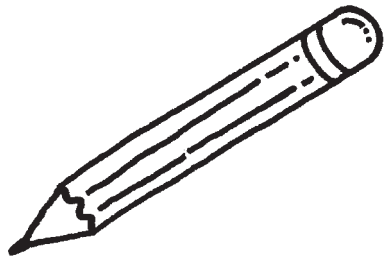


Skills Include:

- ★ Following Directions
 - ★ Sequencing
 - ★ Matching Upper- and Lowercase Letters
 - ★ Writing Sentences
 - ★ Spelling
- and More!

A GREAT WAY TO
Meet the
Language Arts
Standards!

by Marcia Miller and Martin Lee



QUICK PRACTICE WRITING SKILLS

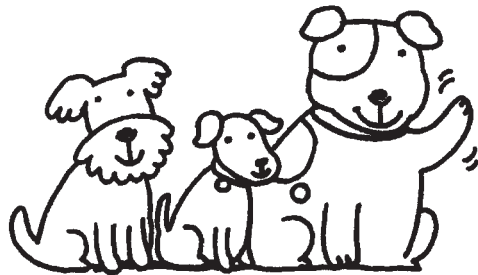
Grades K-1

Dozens of Reproducible Pages
That Give Kids Practice
in Grammar, Mechanics, Spelling,
and Other Key Writing Skills

by **Mar cia Miller and Martin Lee**

NEW YORK • TORONTO • LONDON • AUKLAND • SYDNEY
MEXICO CITY • NEW DELHI • HONG KONG • BUENOS AIRES

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ABOUT THIS BOOK

As teachers, we hope to guide students to become good writers, to empower them to communicate in writing as freely, naturally, and effectively as they do when speaking.

Quick Practice Writing Skills: K-1 is one of a series of four grade-specific books for students K-8. Each book has a dual purpose—to sharpen students' skills as writers, and to provide ways you can help to prepare them for success when their writing skills are tested more formally.

Because writing is such a crucial measure of one's ability to communicate, many school districts and state departments of education utilize approved lists of writing standards at each grade level that students are expected to meet. This is true even at the primary grades. Here, of course, expectations are geared to the earliest stages of independent writing.

Quick Practice Writing Skills: K-1 gives students opportunities to practice and develop some of the key skills and strategies of the writing process. By using this book, your students can grow as writers, starting from whatever level they have already reached.

Most kindergarten and first-grade children have limited reading and writing skills. Many are still exploring directionality, visual discrimination, letter-sound relationships and patterns, and the crucial link between words and meaning. Yet teachers of primary students effectively present fundamental concepts and conventions of writing, and guide beginners to develop strategies they can use to generate text. Thus, the skills presented at this level of Quick Practice Writing Skills focus on prewriting and limited writing tasks.

Quick Practice Writing Skills: K-1 addresses some of the diverse ways that students may be called upon to express themselves as writers.

The activity pages you will find in *Quick Practice Writing Skills: K-1* reflect an assortment of styles and standards. They provide various formats and levels of complexity for primary students. Each page or activity is self-contained and can be used as a warm-up or follow-up to a related lesson in your curriculum. Some pages have questions with only one correct answer; others are open-ended.

In developing these books, we have drawn upon a wide range of materials and resources. A useful Web site you may wish to explore can be found at www.mcrel.org. Here, you can examine a wealth of materials about standards-based education in general, specific curriculum standards, testing, and position papers.

Quick Practice Writing Skills: K-1 can help your students develop confidence and feel more relaxed in an independent writing situation.

Children of all ages become writers by writing—which can also include drawing or making other meaningful marks. They learn that, in writing as in speaking, they can express fact, opinion, humor, memory, feelings, admiration, criticism, and creativity. Writing is like any skilled task—the more it is practiced, the less daunting it becomes. As children master the activities in this book, they will be better prepared to unravel some of the mystery surrounding writing and testing—whenever they are faced with it.

USING THIS BOOK

Quick Practice Writing Skills: K-1 has been organized into four main sections that reflect broad aspects of writing:

- 1. General Concepts of Writing and Communicating**
- 2. Writing Styles**
- 3. The Writing Process**
- 4. Gathering Information**

Within each section, we address a particular aspect of writing in quantifiable and grade-appropriate ways. Obviously, in a book of this length, it is not possible to cover everything; nor can one book dovetail with every aspect of your particular writing curriculum or the standards your students are expected to master. Simply regard the sections as broad-stroke plans of organization.

Writing tests usually include short-answer and free-form tasks. Our books have both. You will find some writing skills presented as short-answer items. You will also find ample opportunities for open-ended writing. All presentations are age-appropriate. At the back of the book, you will find answers and brief but helpful teacher notes.

Here are some suggestions for using *Quick Practice Writing Skills: K-1*.

- Present the activity pages in any order you wish.
- Allow pages to be completed independently, in pairs, in small groups, or by the whole class as a group activity. Use your best judgment.

- Many kindergarteners and first graders cannot yet read or write independently. Feel free to read directions aloud, and do sample exercises with children.
- Adjust the activities as you see fit to meet the developmental levels in your class.
- Feel free to take any format we provide in this book and revise it to fit your students, or use it as a springboard for similar activities you create.
- Post the Tips for Good Writing on page 6. Take time to talk about these tips with your class. Invite students to add their own useful suggestions to the list.
- You might introduce Rusty, the test-taking mascot. Use a stuffed animal or hand puppet as a friendly device to reinforce five simple steps for good test taking:

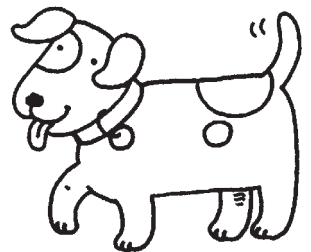
Read the directions.

Understand what to do.











Search for clues.

Think about your answer.

You can do it!



TIPS FOR GOOD WRITING

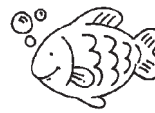
-  Get ready to think! All writing starts with ideas inside your mind.
-  Gather your materials—pencils, erasers, paper, and so on.
-  Listen to or read instructions carefully.
-  If you don't understand something, raise your hand for help.
-  Give your mind a chance to come up with good ideas.
-  Let your ideas flow onto your paper. Pause whenever you need to. Then go on.
-  Be clear. Write what you mean.
-  Don't let other people or things distract you. Stick to the task.
-  It's okay to change your mind. If you do, erase completely.
-  Double-check your work. Fix any mistakes you see.

Name

TEST-TAKING PRACTICE

Follow the directions.

1. Draw a ring around the cow.



2. Circle the letter.

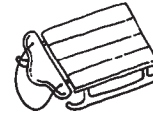
D

5

2

\$

3. Underline the skate.



4. Connect the 7's.

5

7

7

6

9

3

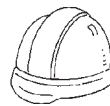
5. Mark the middle oval.



6. Fill in the blank.

2, 3, 4, ____, 6, 7

7. Match the people and hats.



8. Draw an X on the one that does NOT belong.

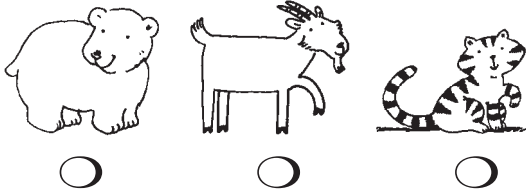


Name

MORE TEST-TAKING PRACTICE

Follow the directions.

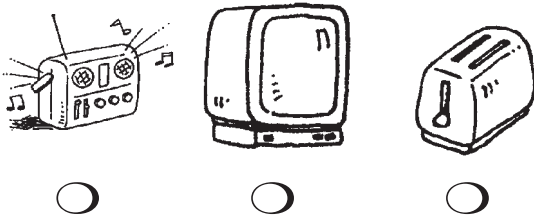
1. Mark the cat.



5. Underline the sailor.



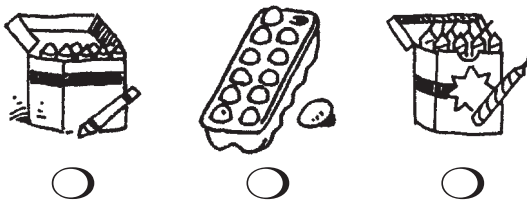
2. Which is the toaster?



6. Draw an X on the sleepy baby.



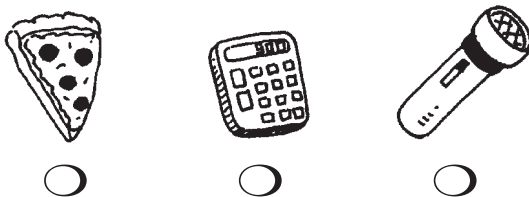
3. Shade the space for the eggs.



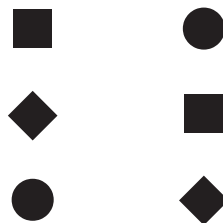
7. Circle the letter G.

B P G Q

4. Fill the space for the food.

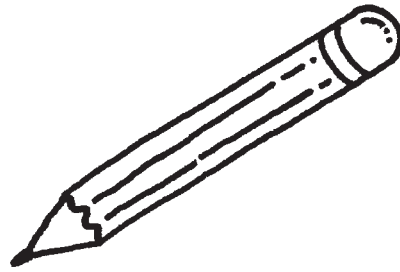


8. Match the shapes.



PART 1:

**GENERAL
CONCEPTS OF
WRITING AND
COMMUNICATING**



Name

PLAN A TRIP

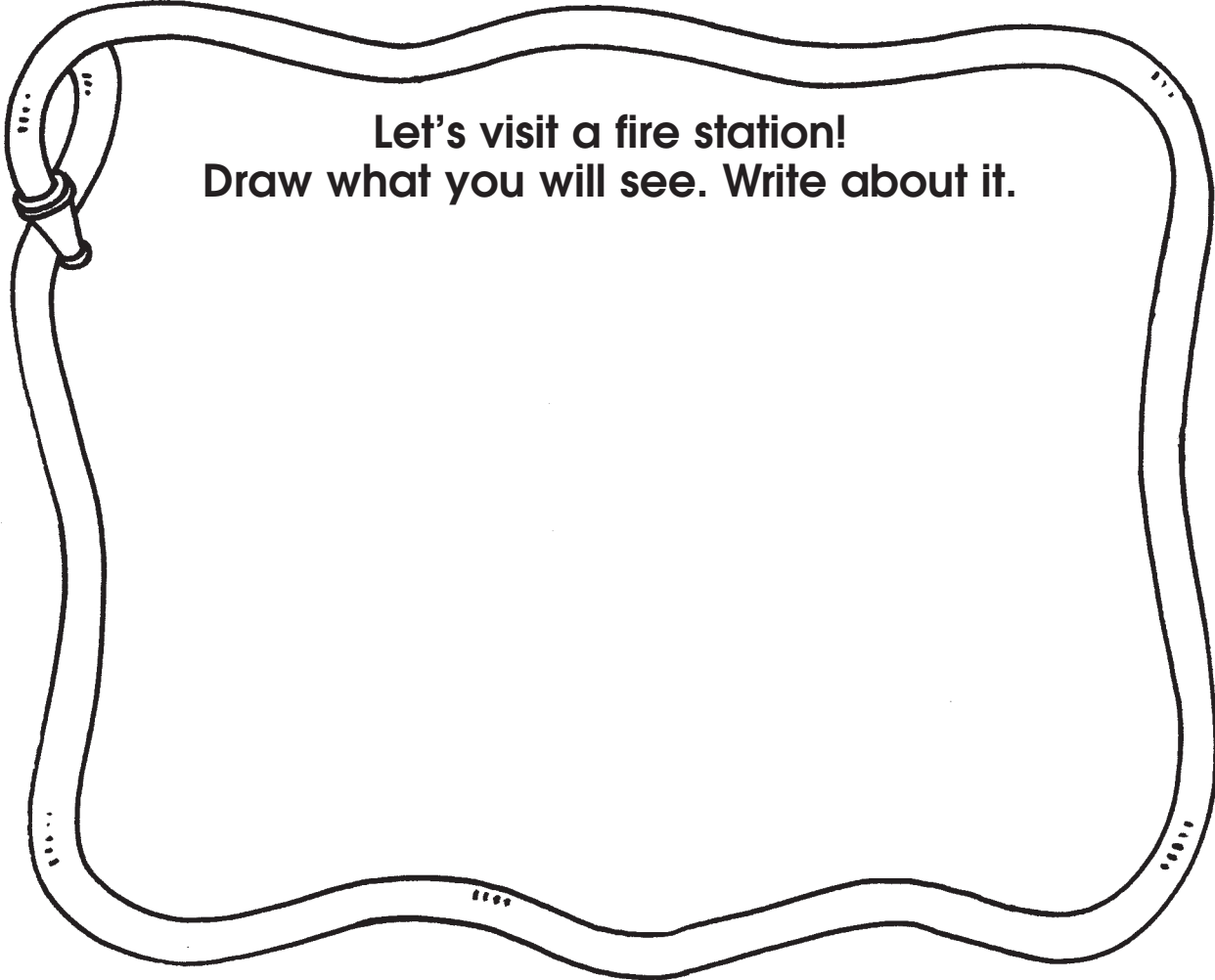


Let's go to the beach!
Draw what to bring. Write about it.

Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name

PLAN A VISIT



Let's visit a fire station!
Draw what you will see. Write about it.

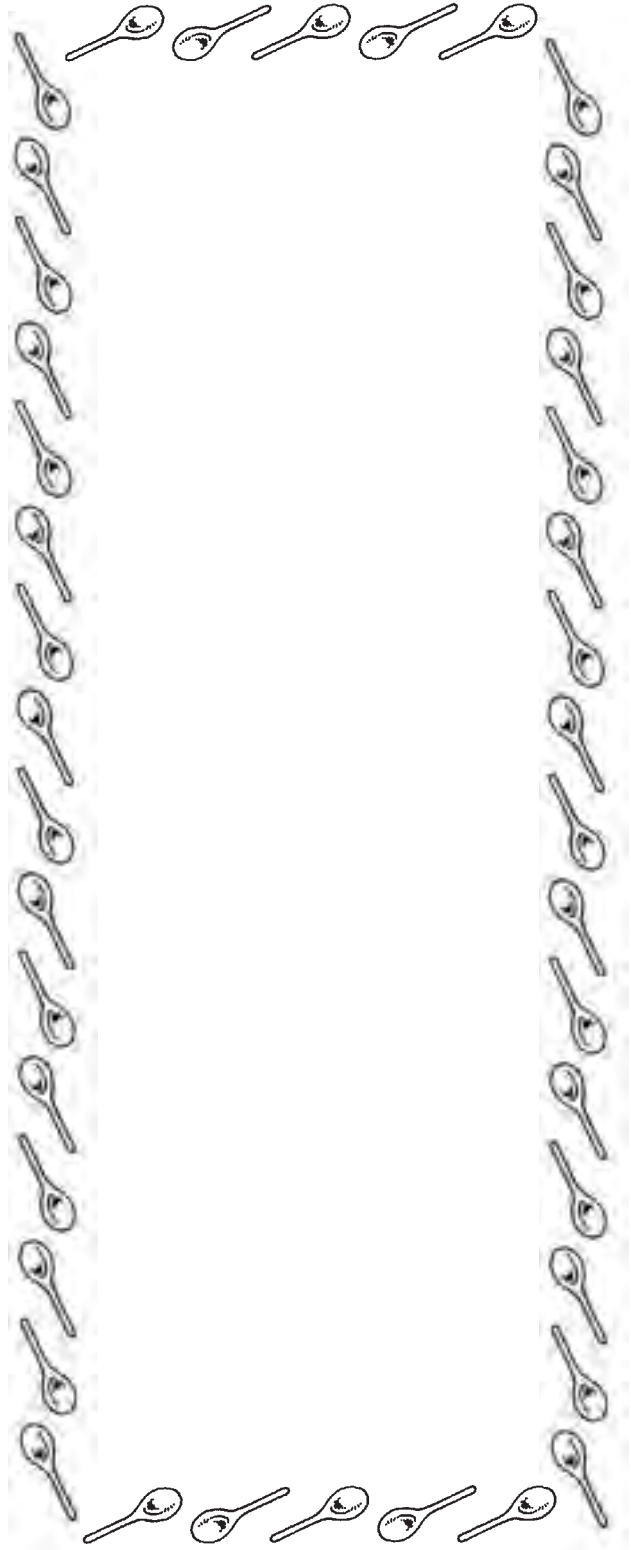
Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name

MAKE A LIST: KITCHEN

What is in a kitchen?
Make a list.
Draw pictures, too.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 15 rows of these lines provided for writing and drawing.

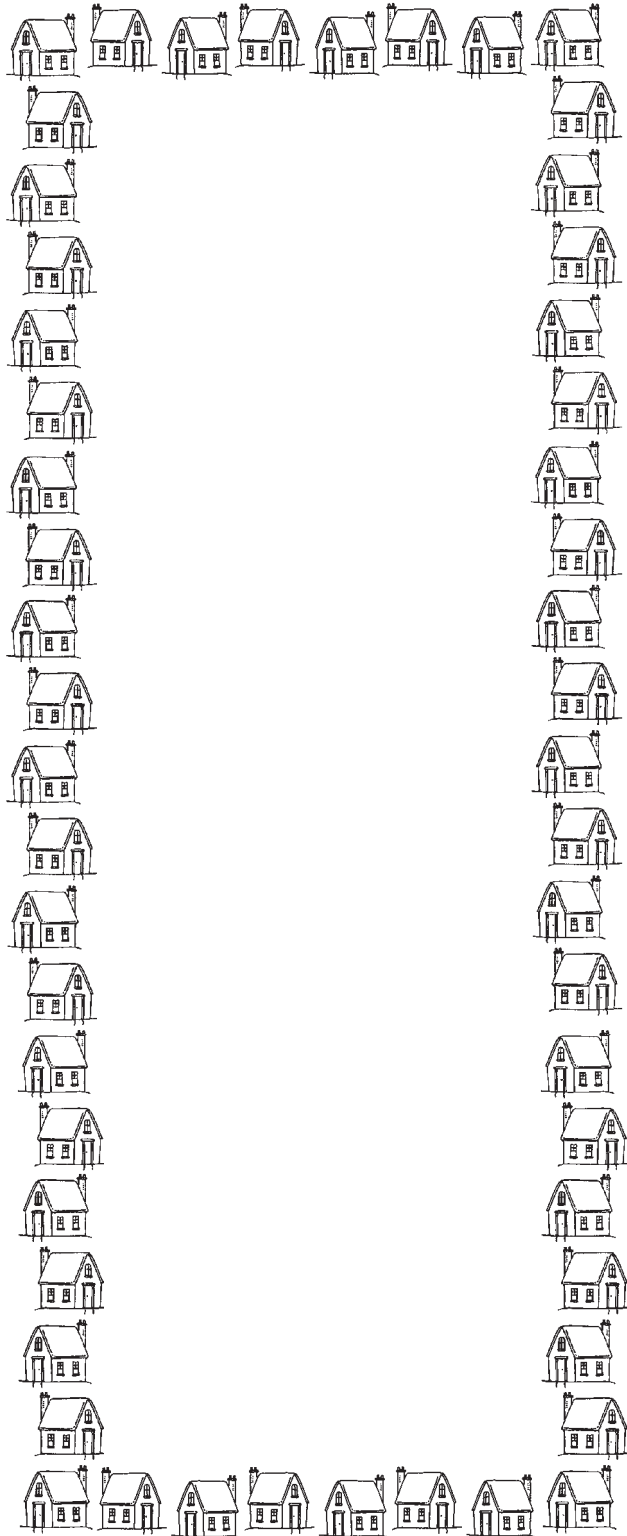


Name

MAKE A LIST: PLAYHOUSE

What is in a playhouse?
Make a list.
Draw pictures, too.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines provided for writing.

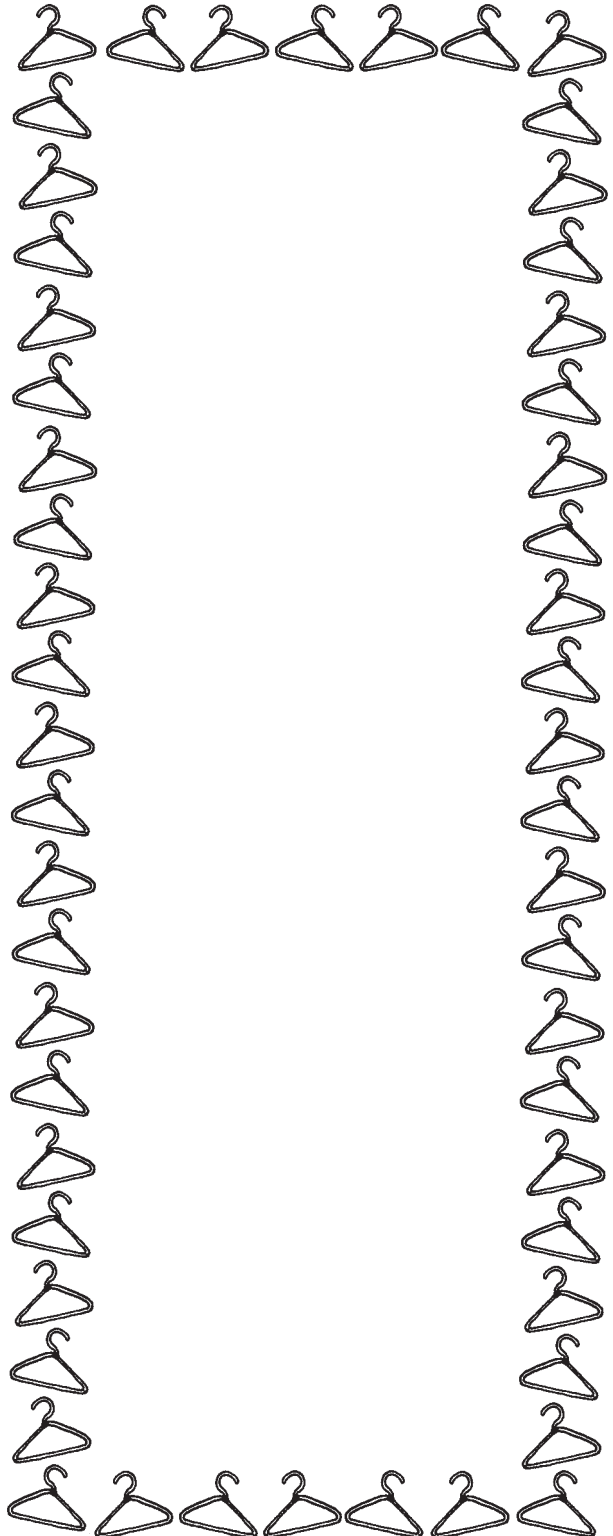


Name

MAKE A LIST: CLOSET

What is in a closet?
Make a list.
Draw pictures, too.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 15 rows of these lines provided for writing and drawing.

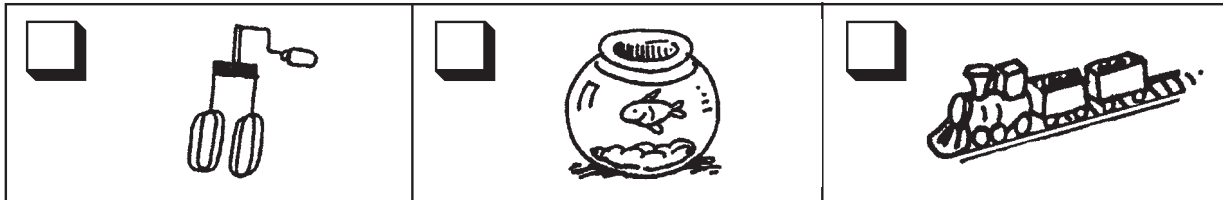


Name

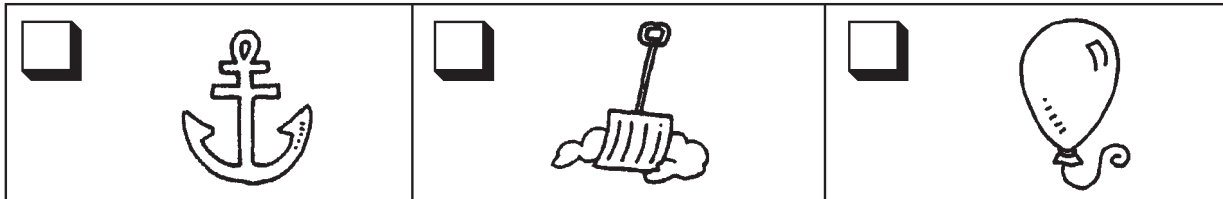
WHICH BELONGS? (1)

Mark the correct box.

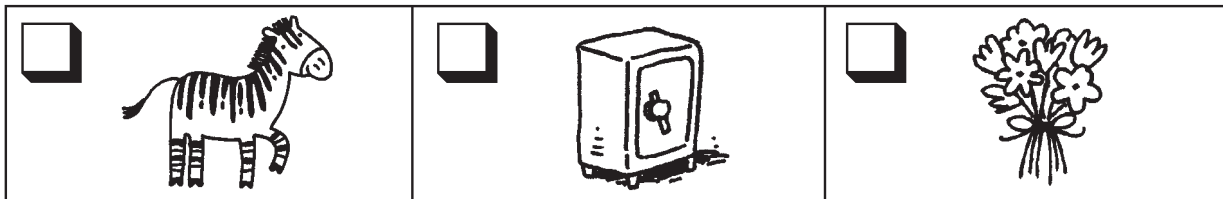
1. Which belongs in a toy store?



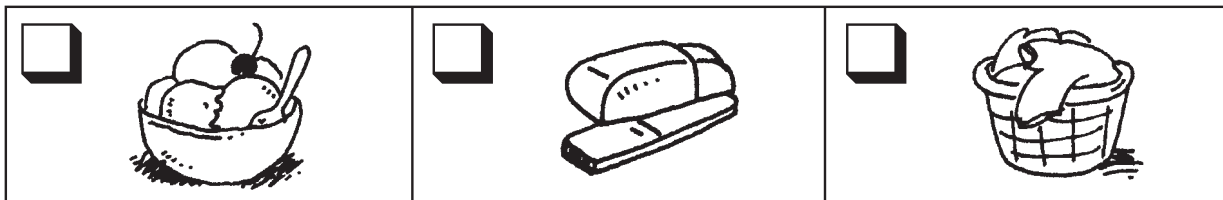
2. Which belongs on a boat?



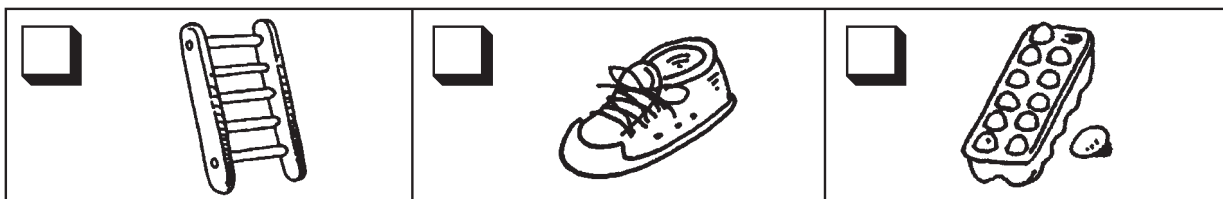
3. Which belongs in a zoo?



4. Which belongs on a desk?



5. Which belongs in the refrigerator?

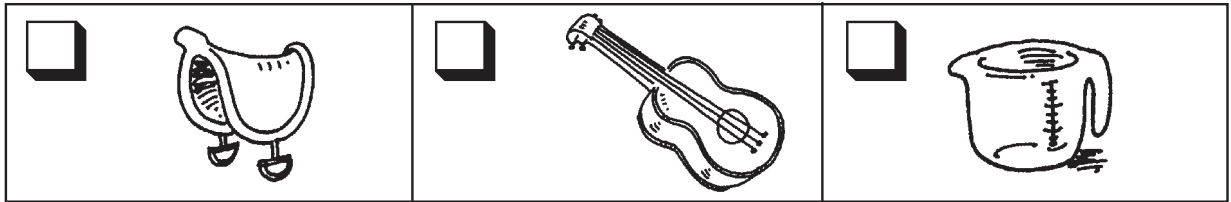


Name

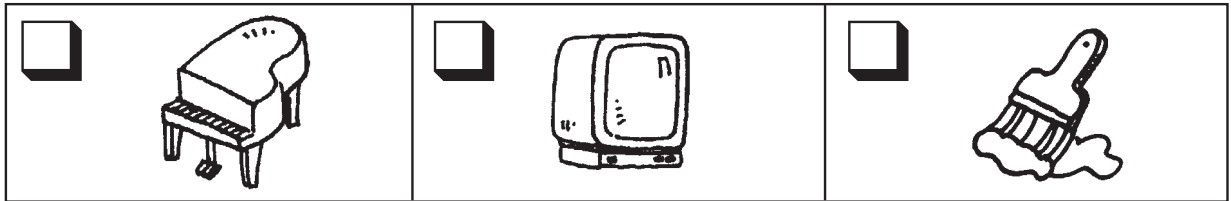
WHICH BELONGS? (2)

Mark the correct box.

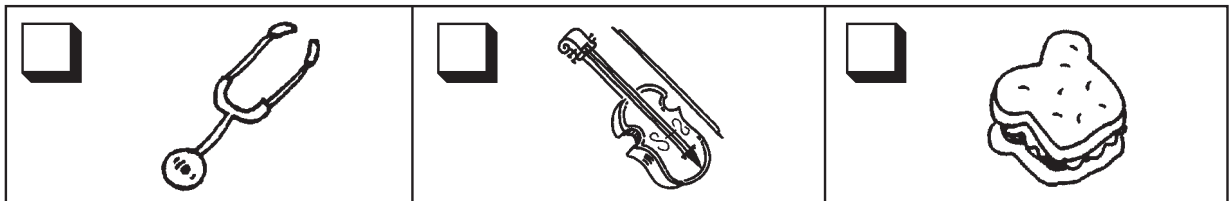
1. Which belongs in a music store?



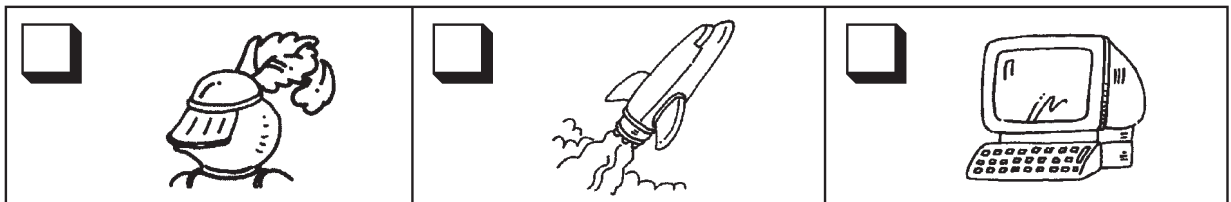
2. Which belongs in the art room?



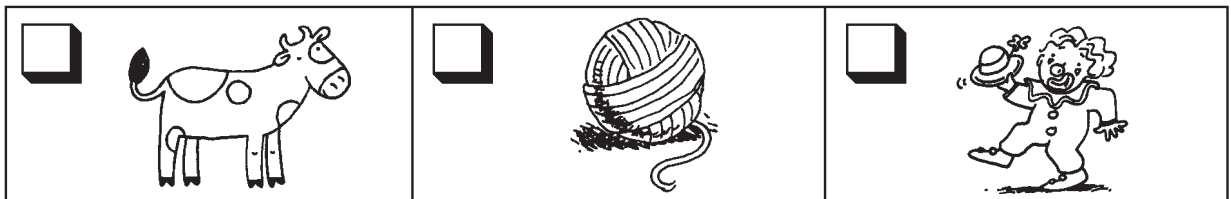
3. Which belongs at the doctor's office?



4. Which belongs in a castle?



5. Which belongs at a circus?



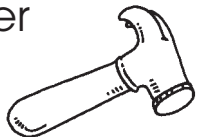


Name

WHICH DOES NOT BELONG?

Write the correct word on the blank.

1. Which does NOT belong?

bulb 	saw 	hammer 
---	--	---

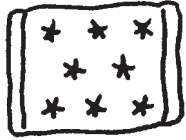
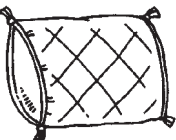

The _____ does not belong.

2. Which does NOT belong?

banana 	potato 	lemon 
--	--	---




The _____ does not belong.

3. Which does NOT belong?

blanket 	pillow 	rope 
--	---	---

The _____ does not belong.

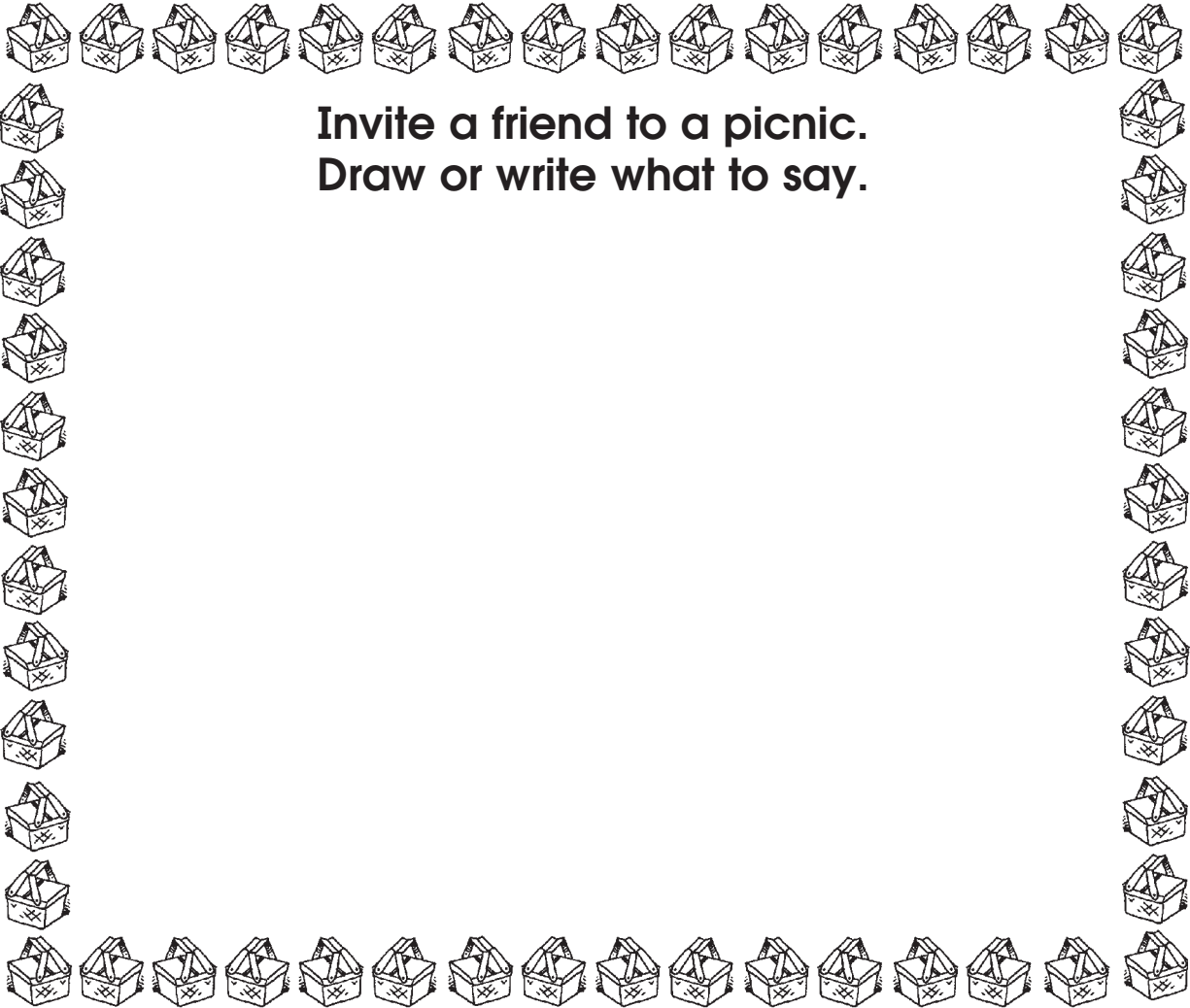
4. Which does NOT belong?

dollar 	pig 	penny 
---	--	--

The _____ does not belong.

Name

INVITE A FRIEND

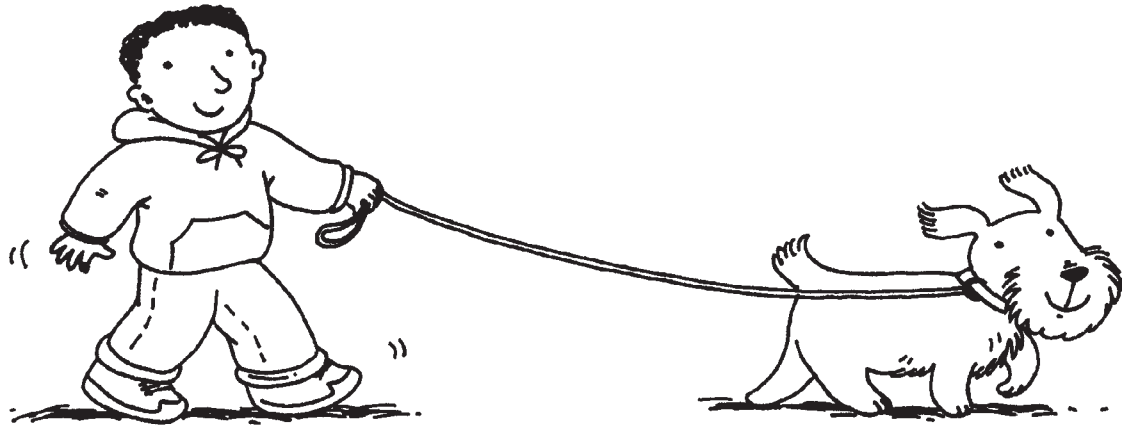


Invite a friend to a picnic.
Draw or write what to say.

Four sets of horizontal writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, providing space for drawing or writing an invitation.

Name

LEAVE A NOTE



**Mom will be home soon. Leave Mom a note.
Tell her where you are. Tell why.**

Name

LEAVE A MESSAGE

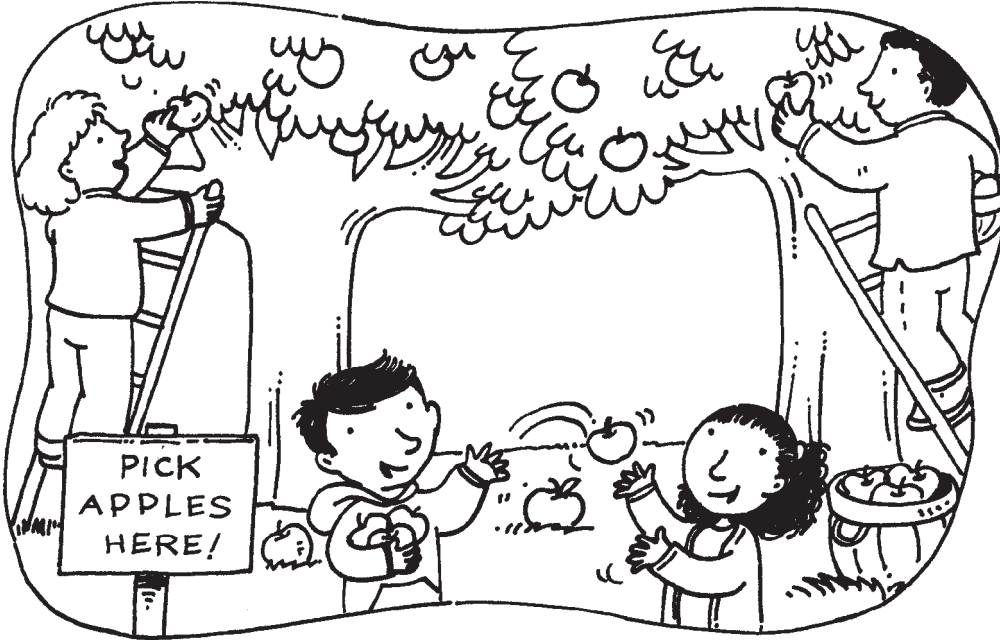


Mr. Bell calls. He wants to talk to Dad. But Dad is out. Leave Dad a note. Tell him about the call.

A large, spiral-bound notebook is shown from a slightly elevated angle. The notebook has a metal spiral binding on the left side. The pages are lined with horizontal lines, and there are several pages visible, suggesting it's a thick notebook. The lines are evenly spaced and extend across the width of the pages.

Name

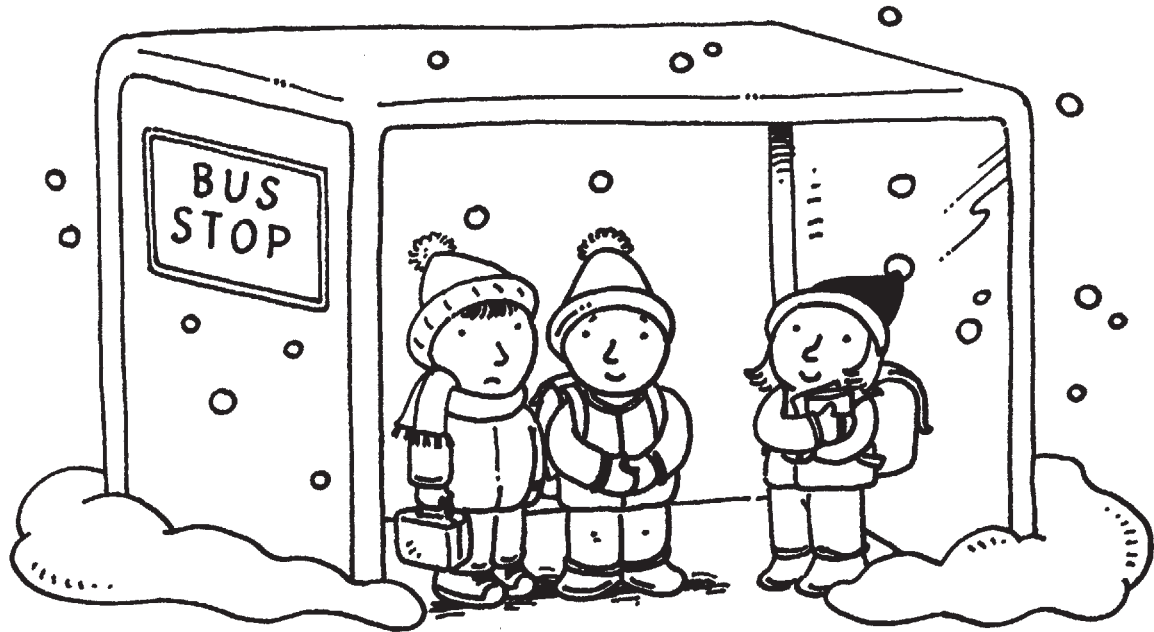
TELL ABOUT IT (1)



Look at the picture.
What is going on? Write about it.

Name

TELL ABOUT IT (2)



Look at the picture.
What is going on? Write about it.

Name

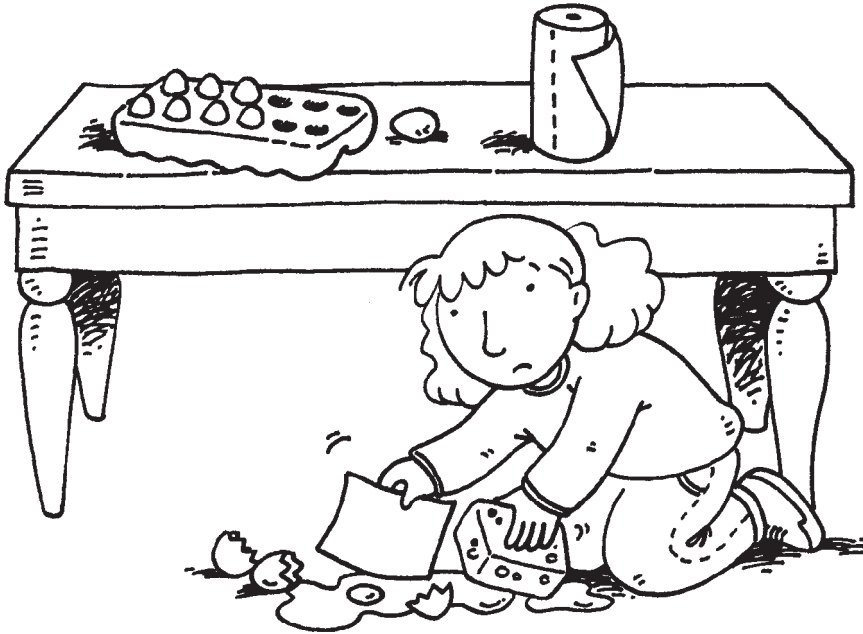
TELL ABOUT IT (3)



Look at the picture.
What happened? Write about it.

Name

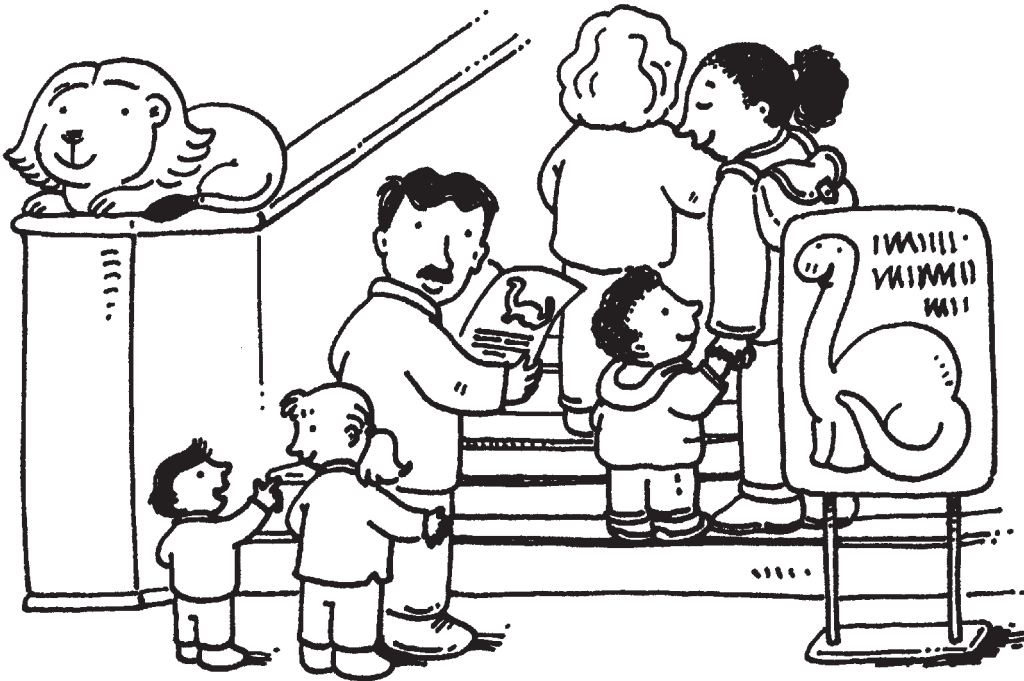
TELL ABOUT IT (4)



Look at the picture.
What happened? Write about it.

Name

WHAT WILL HAPPEN?



Look at the picture.
 What will happen? Write about it.

Name

WHAT IS HAPPENING?

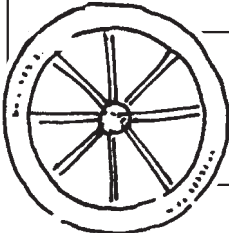
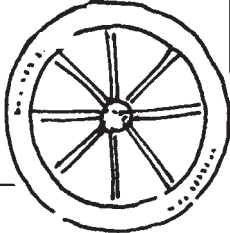


Look at the picture.
What is in the sky? Write about it.

Name

FILL IN THE CHART: THINGS TO RIDE



Write words that name things to ride.
Then draw pictures of them.

Words	Pictures
	
	

Name

FILL IN THE CHART: ANIMALS

Fill in the chart about animals.
Use words and pictures.

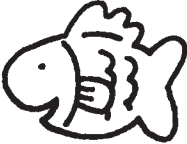
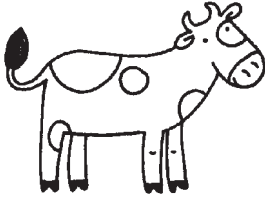

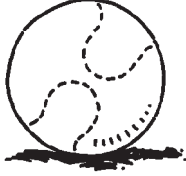


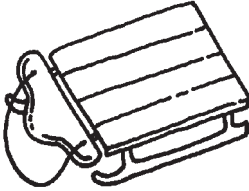

Animals With FUR	Animals With FEATHERS
 A cluster of ten black paw prints of various sizes and orientations, scattered across the top portion of the left-hand cell.	 A cluster of ten black feather-like shapes, each with a central shaft and two main barbs, scattered across the top portion of the right-hand cell.

Name

MAKE A GROUP (1)

Find three things that go together.

Circle the three things. Write the three words below.


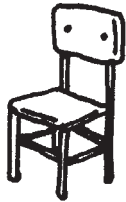








 fish	 cow	 globe	 ball
 key	 milk	 sled	 marble

Name

MAKE A GROUP (2)

Find four things that go together.

Circle the four things. Write the four words below.

 hat	 chair	 block	 sock	 hen
 scarf	 penny	 cane	 cloud	 belt

Name

PUT IN ORDER (1)

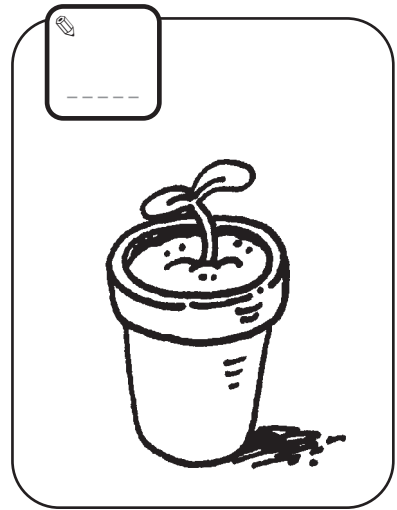
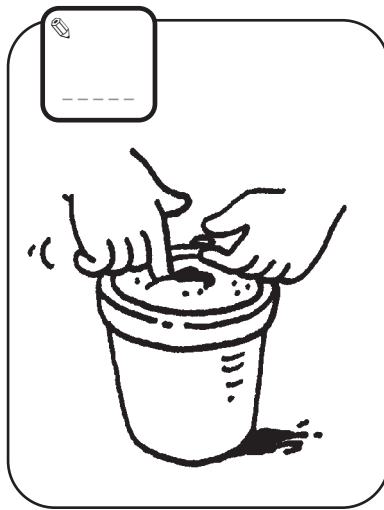
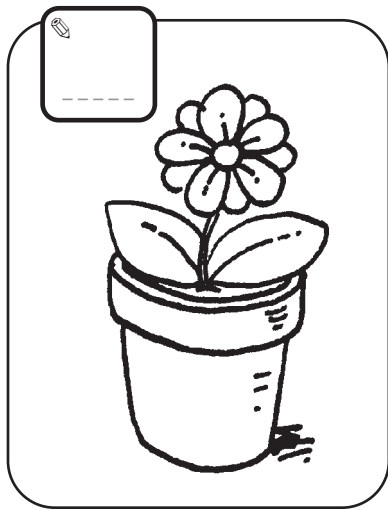
Look at the pictures.

Which comes first? Write **1**.

Which comes next? Write **2**.

Which comes last? Write **3**.

Then write the story the pictures show.



Four sets of horizontal writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, for writing the story.

Name

PUT IN ORDER (2)

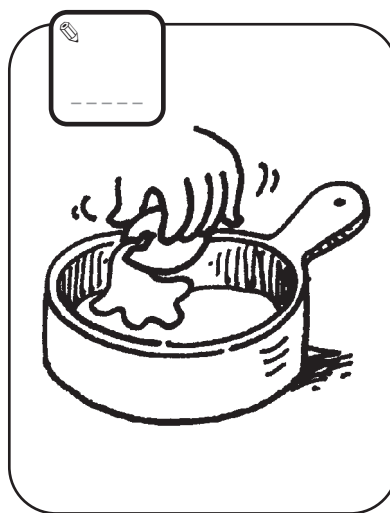
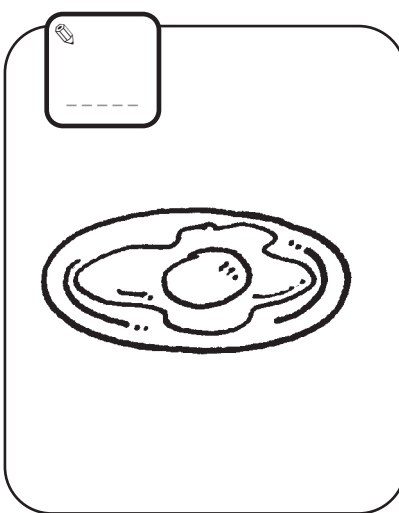
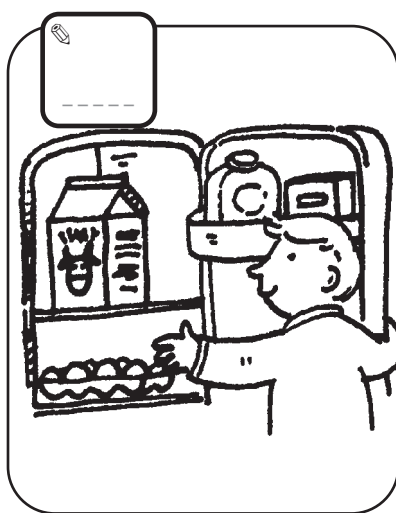
Look at the pictures.

Which comes first? Write **1**.

Which comes next? Write **2**.

Which comes last? Write **3**.

Then write the story the pictures show.



Name

PUT IN ORDER (3)

Look at the pictures.

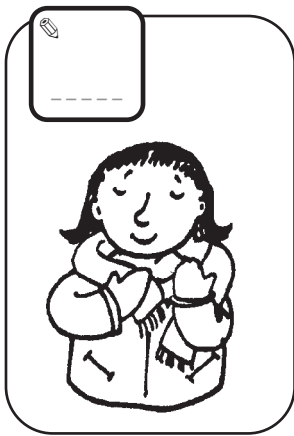
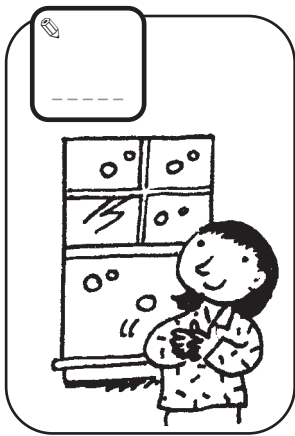
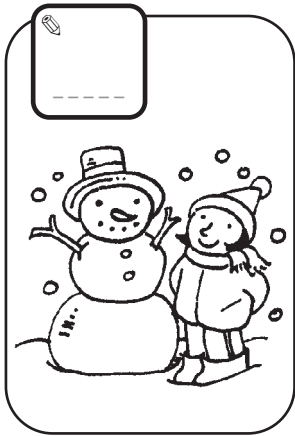
Which comes first? Write **1**.

Which comes next? Write **2**.

Which comes after that? Write **3**.

Which comes last? Write **4**.

Then write the story the pictures show.



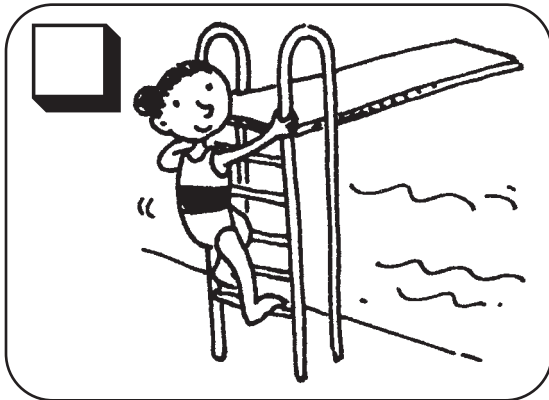
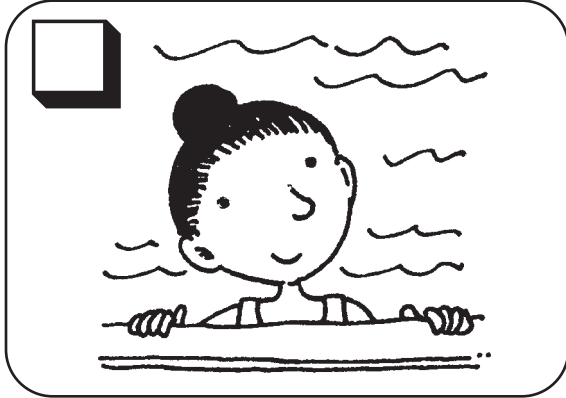
Name

WHAT HAPPENED BEFORE? (1)

Look at the big picture.

Which small picture came *before*?

Check ✓ that picture. Tell how you know.



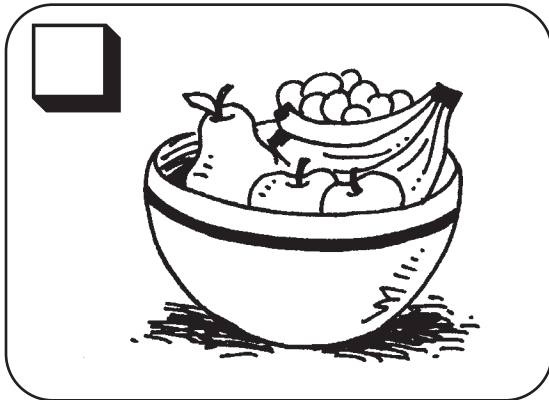
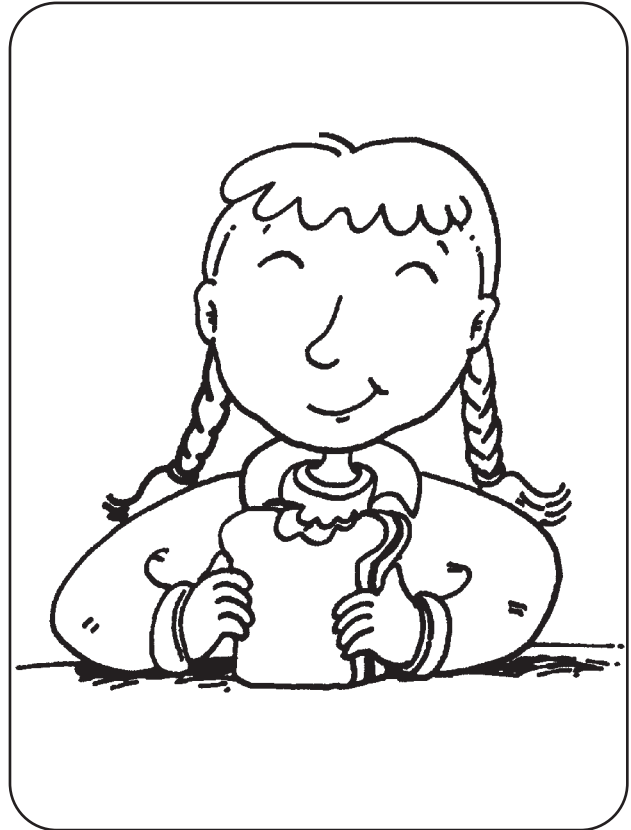
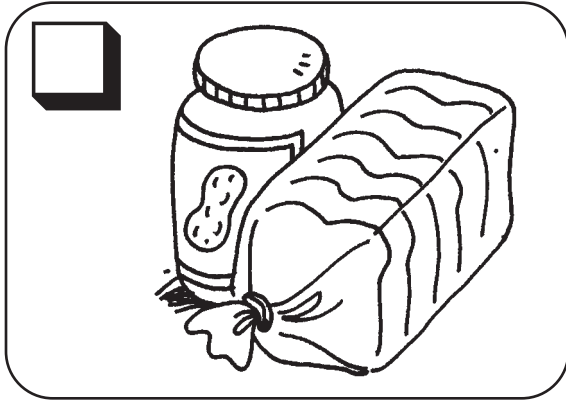
Name

WHAT HAPPENED BEFORE? (2)

Look at the big picture.

Which small picture came *before*?

Check ✓ that picture. Tell how you know.



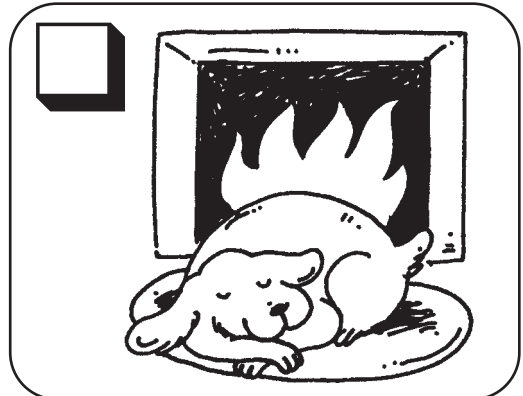
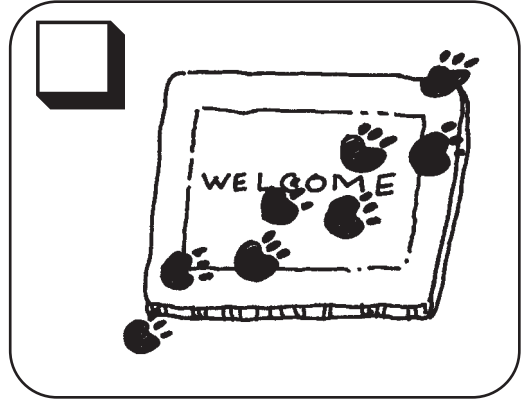
Name

WHAT HAPPENS NEXT? (1)

Look at the big picture.

Which small picture comes *next*?

Check ✓ that picture. Tell how you know.



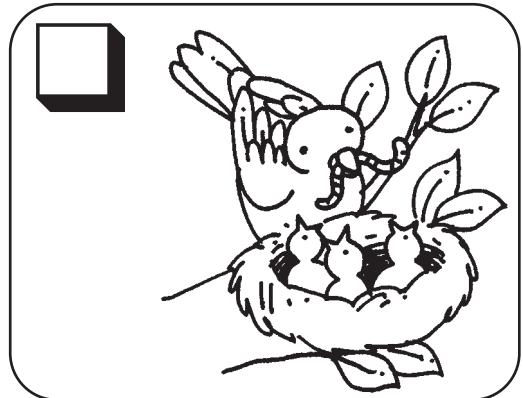
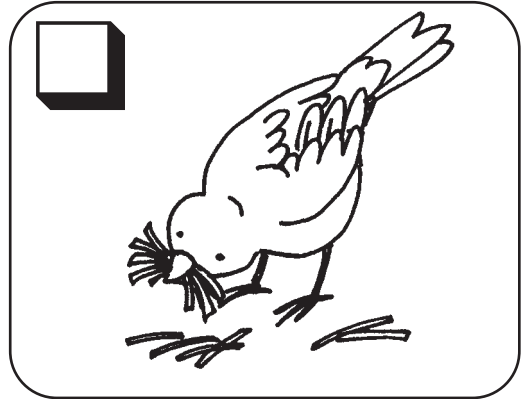
Name

WHAT HAPPENS NEXT? (2)

Look at the big picture.

Which small picture comes *next*?

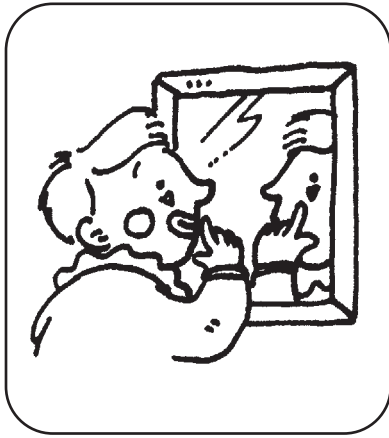
Check ✓ that picture. Tell how you know.



Name

TELL A STORY (1)

Look at the pictures.
Write the story they show.

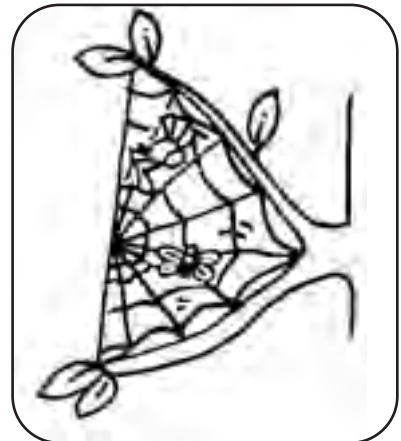


Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are four sets of these lines provided for writing the story.

Name

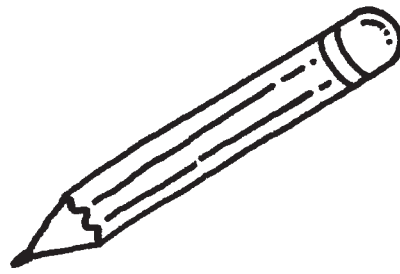
TELL A STORY (2)

Look at the pictures.
Write the story they show.



PART 2:

WRITING STYLES

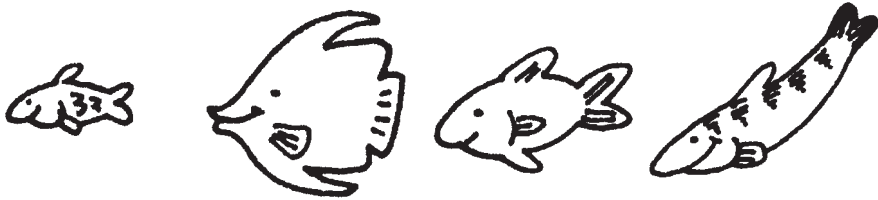


Name


NAME THE GROUP

Look at the group.

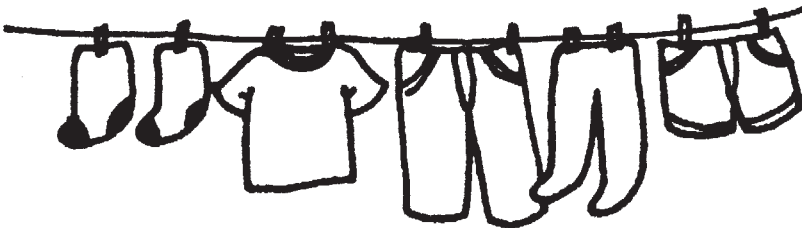
Circle the word that names it. Then finish the sentence.

	birds fish trees
--	------------------------

1. This is a group of _____.

	books jobs trucks
--	-------------------------

2. This is a group of _____.

	clothes animals buildings
--	---------------------------------

3. This is a group of _____.

Name

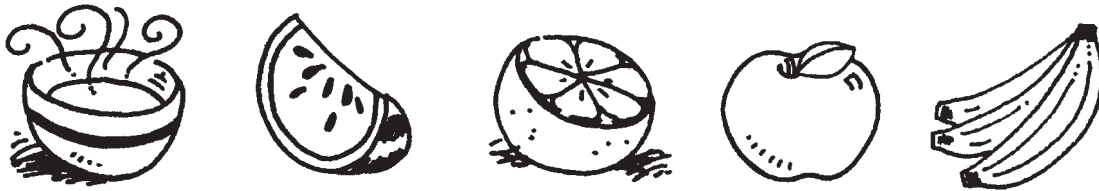
FIND THE GROUP

Look at the pictures.

Draw an X on the one that is NOT part of the group.
Then write the name of the group.



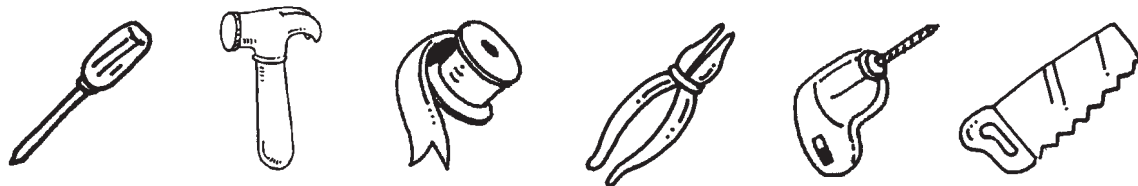
1. These are _____.



2. These are _____.



3. These are _____.



4. These are _____.

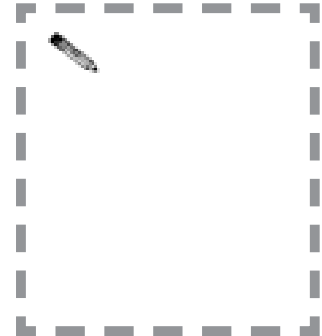
Name

ADD TO THE GROUP

Draw something that belongs with each group.

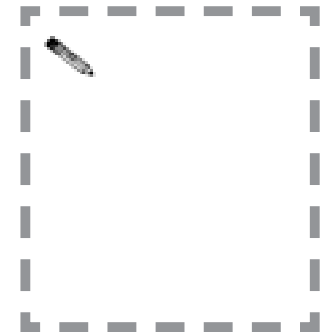
On the first line, write what you added.

Then on the second line, write the name of the group.



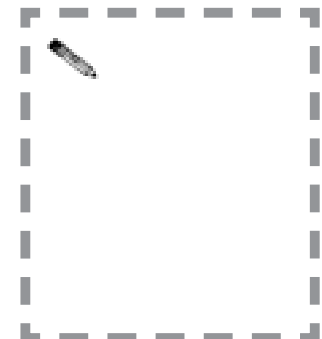
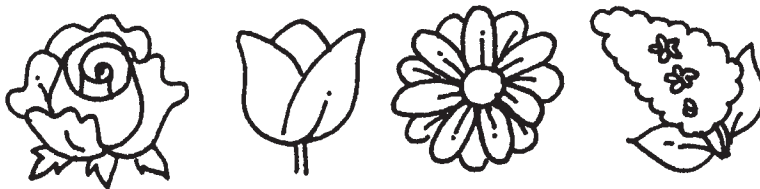
1. I drew the _____.

It is another kind of _____.



2. I drew the _____.

It is another kind of _____.



3. I drew the _____.

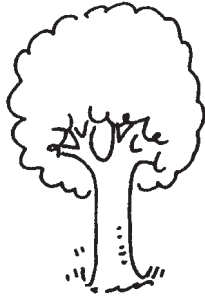
It is another kind of _____.

Name

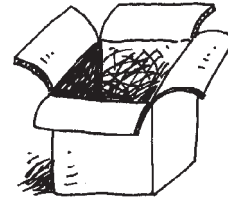
LEFT AND RIGHT

Think and draw.

1. Draw a * to the LEFT of the tree.



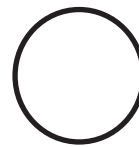
4. Draw a * to the LEFT of the box.



2. Draw a * to the RIGHT of the apple.



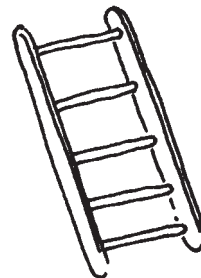
5. Draw a * to the LEFT of the circle.



3. Draw a * to the RIGHT of the pencil.



6. Draw a * to the RIGHT of the ladder.

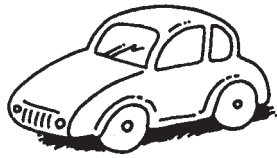



Name

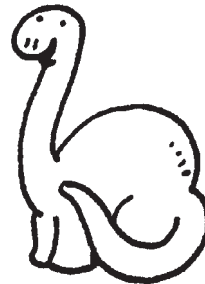
POSITION

Think and draw.

1. Draw a  ABOVE the car.



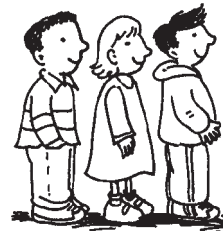
4. Draw a  ON the dinosaur.



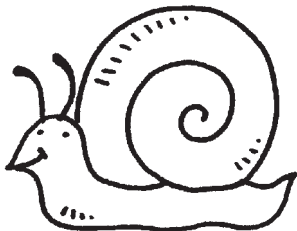
2. Draw a  BELOW the bat.



5. Draw a  BEHIND the class.



3. Draw a  UNDER the snail.



6. Draw a  AHEAD of the cowboy.



Name

SPELL THE WORD

Name the picture.

Unscramble the letters that spell the word name.

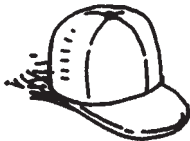
Write the word.

1.



g d o

2.



a t h

3.



e i c

4.



m p o

5.



s p l i

6.



c d k u

7.



t t n e

8.



h p s i

Name

UPPERCASE AND LOWERCASE (1)






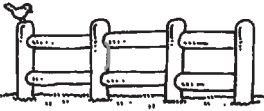

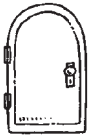
The chart gives uppercase letters and lowercase letters. Fill in the chart. The first row has been done for you.

Uppercase letters		Lowercase letters
H	↔	h
	↔	b
E	↔	
	↔	i
	↔	f
D	↔	
	↔	g
P	↔	
	↔	m
	↔	r
L	↔	

Name

UPPERCASE AND LOWERCASE (2)









Read the word. Decide if it is in uppercase letters or lowercase letters. Then write it the other way.

PICTURE	UPPERCASE	LOWERCASE
1. 	MASK	
2. 		keys
3. 	BASKET	
4. 		shell
5. 	BIRD	
6. 		fence
7. 		arrow
8. 	DOOR	

Name

WRITE IT RIGHT

Circle the name that is written correctly.


1. 	Amy	amY	AMY
2. 	bob	bOB	Bob
3. 	jiMMY	Jimmy	JimmyY
4. 	meG	Meg	MEg
5. 	SarahH	Sarah	sARAH
6. 	ali	ALI	Ali
7. 	mINa	Mina	MInA
8. 	fReD	frEd	Fred


Name

WRITE THE WORD


Circle the word that names the picture.
Then write the word.

1.  man pan cap _____


2.  pool boot book _____

3.  water later watch _____

4.  tree two three _____

5.  sand harm hand _____

6.  curl girl goat _____

7.  boo bee see _____

8.  crowd clap cloud _____

Name

FIND AND WRITE

Look in the box. Find the word that names each picture.
Write the word next to the picture.

1.



2.



3.



4.



5.



6.



7.



8.



broom
cake
jar
moon
owl
skirt
stamp
turtle

Name


FINISH THE SENTENCE

Look at the picture. Then finish the sentence.

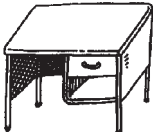
1.  I sat on a tall _____.

2.  Dad got a new red _____.

3.  We crossed the lake in a _____.

4.  The _____ cried for her bottle.

5.  That _____ is too hot to eat.

6.  My _____ is so messy today!





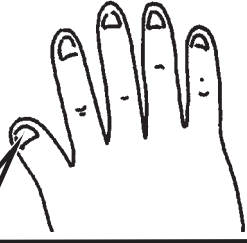





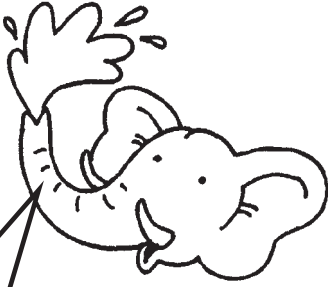

7.  It is hard to use a _____ to eat noodles.

8.  The funniest animal at the zoo is the _____.

Name

LABEL THE PICTURE (1)



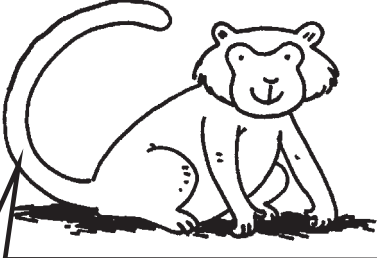









Label each picture. Write the word on the line.

<p>1.</p>  <p></p>	<p>4.</p>  <p></p>
<p>2.</p>  <p></p>	<p>5.</p>  <p></p>
<p>3.</p>  <p></p>	<p>6.</p>  <p></p>

Name

LABEL THE PICTURE (2)

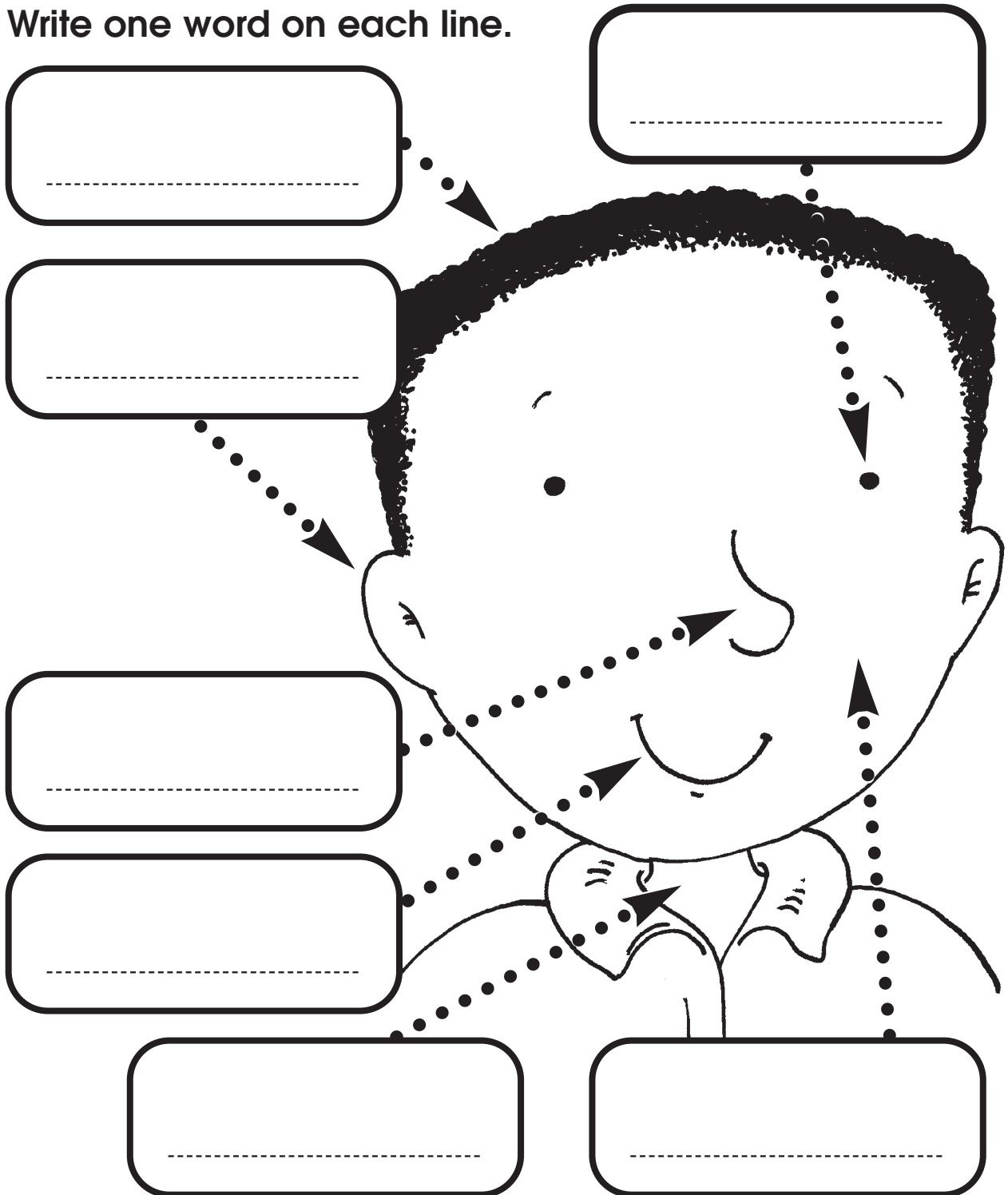
Label each picture. Write the word on the line.

<p>1.</p>  <p></p> <p>.....</p>	<p>4.</p>  <p></p> <p>.....</p>
<p>2.</p>  <p></p> <p>.....</p>	<p>5.</p>  <p></p> <p>.....</p>
<p>3.</p>  <p></p> <p>.....</p>	<p>6.</p>  <p></p> <p>.....</p>

Name

LABEL THE FACE

Add labels to the picture below.
Write one word on each line.

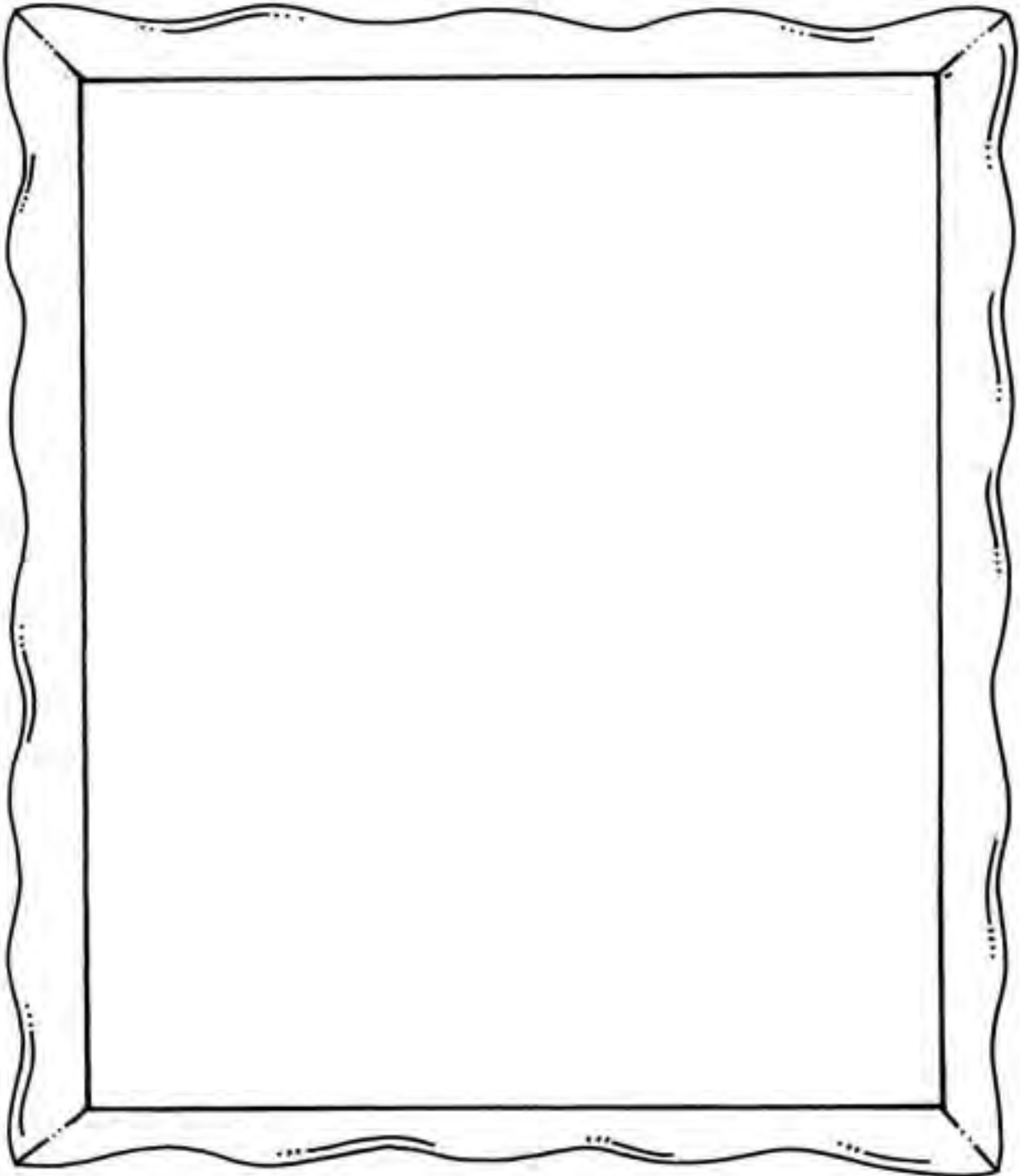


Name

LABEL YOUR OWN PICTURE

Draw a picture. Label it.

Draw arrows for the labels. Use five different words.

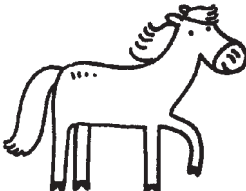





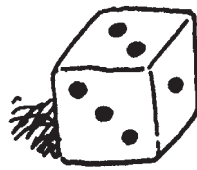

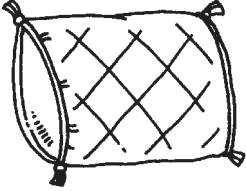

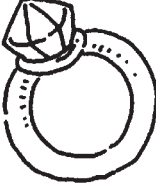
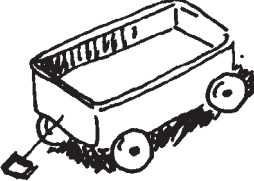


Name

BEGINNING SOUNDS

Say the name of each picture.

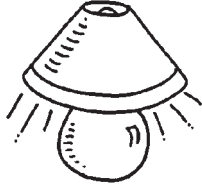


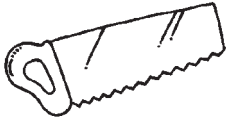


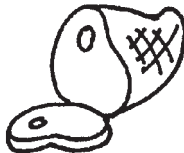

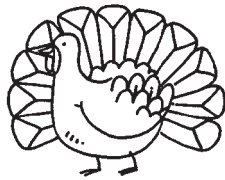

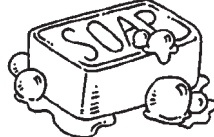

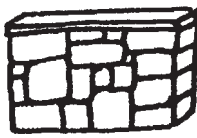



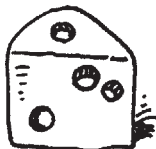

Write the letter for the beginning sound.

1.  _____	7.  _____
2.  _____	8.  _____
3.  _____	9.  _____
4.  _____	10.  _____
5.  _____	11.  _____
6.  _____	12.  _____

Name

LETTERS AND SOUNDS

In each row, draw an X in the boxes next to the two pictures that start with the same sound.

1.	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 
2.	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 
3.	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 
4.	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 
5.	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 
6.	<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 

Name

WORD FIND

Find the hidden word that matches the picture.
Circle it. Then write it on the blank.

1.  playballink _____

2.  totigered _____

3.  sunopenlip _____

4.  winnetnest _____

5.  kidqueenby _____

6.  girlduckis _____

Name

WORDS AND SPACES

Use the letters and spaces to write each sentence.

1. Ilikesnow _ _ _ _ _ .

2. Itwashot _ _ _ _ _ !

3. Thebusleft _ _ _ _ _ .

4. Mydogisold _ _ _ _ _ .

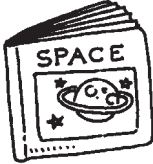



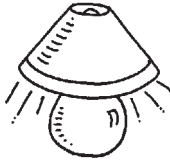



5. Wecangonow _ _ _ _ _ .

6. Hetookanap _ _ _ _ _ .

Name

WRITE THE WORD (1)


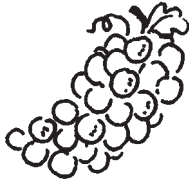
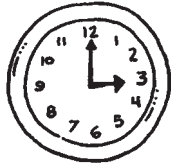



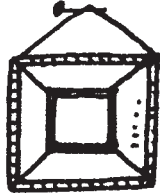
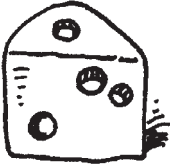
Write the word that names each picture.

<p>1. </p> <p>_____</p>	<p>5. </p> <p>_____</p>
<p>2. </p> <p>_____</p>	<p>6. </p> <p>_____</p>
<p>3. </p> <p>_____</p>	<p>7. </p> <p>_____</p>
<p>4. </p> <p>_____</p>	<p>8. </p> <p>_____</p>

Name

WRITE THE WORD (2)

Write the word that names each picture.

<p>1. </p> <p>_____</p>	<p>5. </p> <p>_____</p>
<p>2. </p> <p>_____</p>	<p>6. </p> <p>_____</p>
<p>3. </p> <p>_____</p>	<p>7. </p> <p>_____</p>
<p>4. </p> <p>_____</p>	<p>8. </p> <p>_____</p>

Name

WRITE A WORD (1)

1. Write a word that starts with **p**. _____

2. Write a word that starts with **m**. _____

3. Write a word that starts with **b**. _____

4. Write a word that starts with **s**. _____

5. Write a word that starts with **g**. _____

6. Write a word that starts with **t**. _____

7. Write a word that starts with **w**. _____

8. Write a word that starts with **a**. _____

Name

WRITE A WORD (2)

1. Write a word that starts with **bl**. _____

2. Write a word that starts with **tr**. _____

3. Write a word that starts with **pr**. _____

4. Write a word that starts with **sp**. _____

5. Write a word that starts with **gl**. _____

6. Write a word that starts with **st**. _____

7. Write a word that starts with **dr**. _____

8. Write a word that starts with **fl**. _____

Name

WRITE A WORD (3)

1. Write a word that starts with **th**. _____

2. Write a word that starts with **sh**. _____

3. Write a word that starts with **wh**. _____

4. Write a word that starts with **ch**. _____

5. Write a word that starts with **kn**. _____

6. Write a word that starts with **ph**. _____

7. Write a word that starts with **thr**. _____

8. Write a word that starts with **spr**. _____

Name

WRITE A WORD (4)

1. Write a word that ends with **t**. _____

2. Write a word that ends with **n**. _____

3. Write a word that ends with **k**. _____

4. Write a word that ends with **s**. _____

5. Write a word that ends with **g**. _____

6. Write a word that ends with **r**. _____

7. Write a word that ends with **w**. _____

8. Write a word that ends with **e**. _____

Name

WRITE A WORD (5)

1. Write a word that ends with **st**. _____

2. Write a word that ends with **nk**. _____

3. Write a word that ends with **mp**. _____

4. Write a word that ends with **sk**. _____

5. Write a word that ends with **ng**. _____

6. Write a word that ends with **nd**. _____

7. Write a word that ends with **th**. _____

8. Write a word that ends with **sh**. _____

Name

SPELL IT RIGHT

Look at the picture. Circle the name of the picture that is spelled correctly.

1.



kane

cane

cayn

2.



lipz

slip

lips

3.



ten

tent

tenned

4.



like

lick

lake

5.



brain

barn

bring

6.



wall

wol

wool

7.



fist

fish

fifth

8.



swing

swim

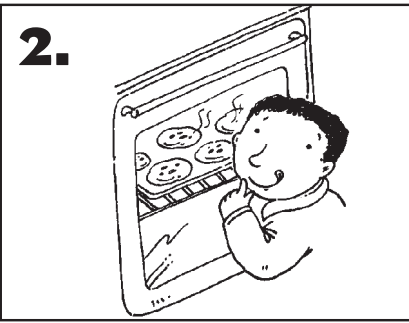
sing

Name

WHAT DO YOU SEE? (1)

Write about each picture.

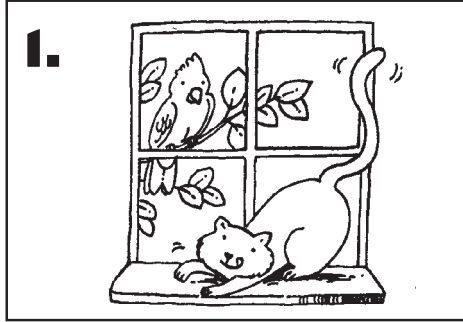


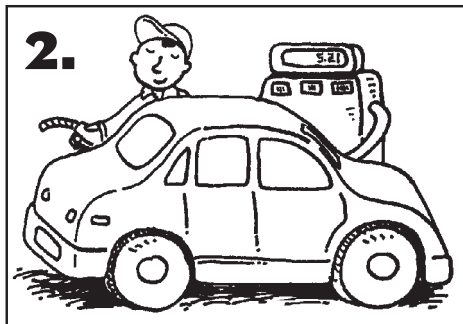


Name

WHAT DO YOU SEE? (2)

Write about each picture.





Name

END MARKS

Write the best end mark. Use **.** or **?** or **!**.

1. Where is my coat__

2. Oh no, dinner is burned__

3. Let's eat after the game__

4. Can they sleep over__

5. Come quickly__

6. Who has the biggest pet__

7. It is warm today__

8. Hey, leave my stuff alone__

9. What is your name__

10. This is my sister__

Name

USE THE END MARK

Write a sentence for each end mark you see.

1. _____ ?

2. _____ ?

3. _____ !

4. _____ !

5. _____ .

6. _____ .

Name

NAMES

Mark the name that matches the picture.

1.



Jack

jack

2.



rover

Rover

3.



new york

New York

4.



Speedy

speedy

5.



Lincoln

lincoln

6.



karen

Karen

7.



tweety

Tweety

8.



Shamu

shamu

Name

USE UPPERCASE AND LOWERCASE

Write the missing letters. Use a capital letter where it is correct. Use a lowercase letter where it is correct.

1. M or m

_____y name is Mr. Small, but _____y feet are big.

2. B or b

We went to _____oston. We took a _____oat ride.

3. Y or y

I live on _____oung Road. Where do _____ou live?

4. L or l

The _____ady is tired. _____et her sit down.

5. H or h

_____ow old are you? Do you _____ave a pet?

6. F or f

I _____eed my fish each day. I clean the bowl
on _____riday.

7. I or i

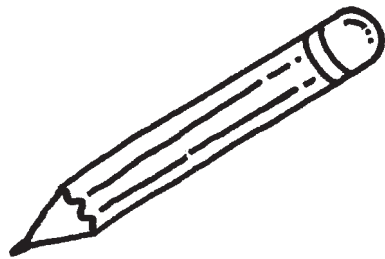
My favorite color _____s blue, but _____ like purple, too.

8. D or d

Our _____og had puppies. Uncle _____ave took one.

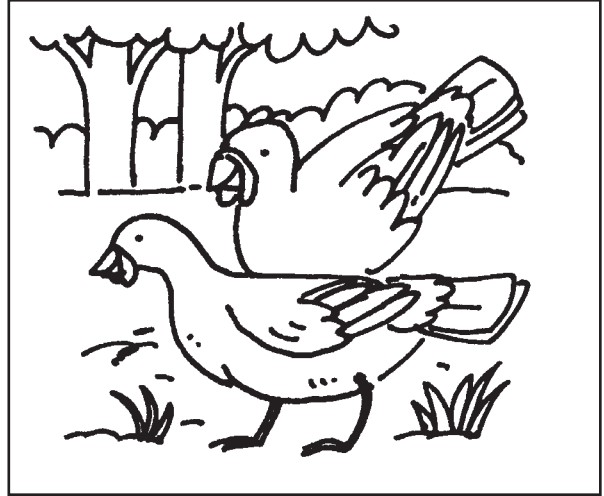
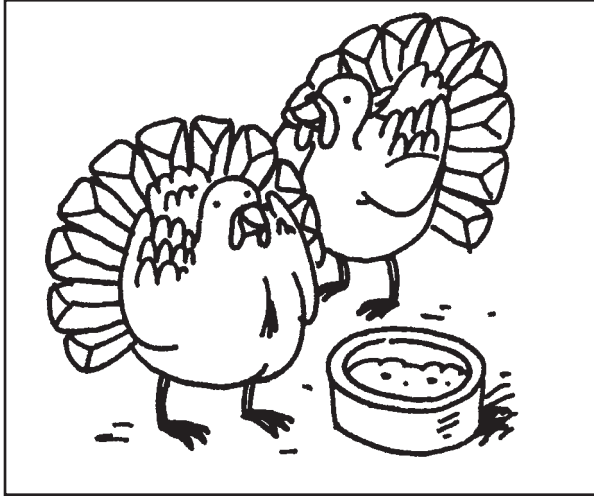
PART 3:

**THE
WRITING
PROCESS**



Name

BEFORE WRITING (1)



We will learn about turkeys.

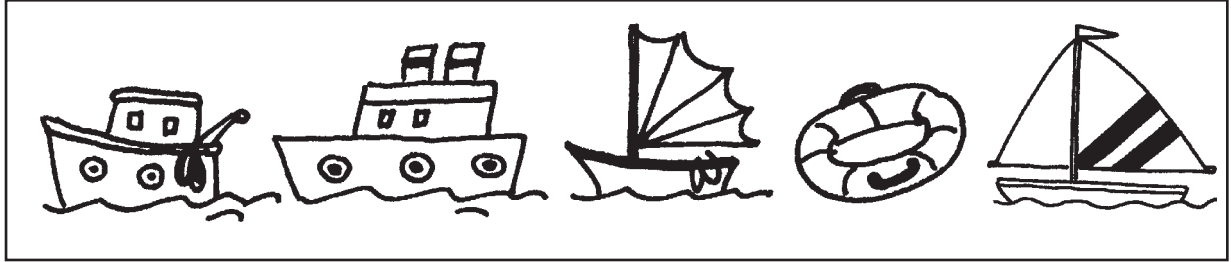
What are some things to find out about turkeys?

Write some ideas and questions to get started.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are six sets of these lines provided for writing.

Name

BEFORE WRITING (2)



We will learn about boats.

What are some things to find out about boats?






Write some ideas and questions to get started.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines provided for writing.

Name

I KNOW, I WANT TO KNOW (1)

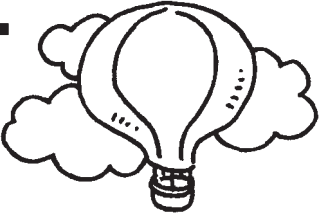
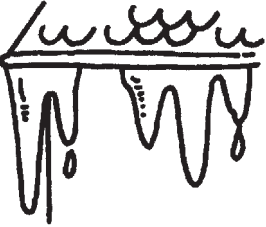
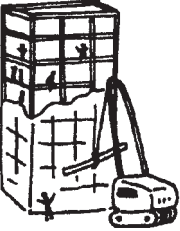


Look at each picture. Write something you know about it. Write something you want to know about it.

PICTURE	I KNOW	I WANT TO KNOW
1. 		
2. 		
3. 		
4. 		
5. 		

Name

I KNOW, I WANT TO KNOW (2)

Look at each picture. Write something you know about it. Write something you want to know about it.

PICTURE	I KNOW	I WANT TO KNOW
1. 		
2. 		
3. 		
4. 		
5. 		

Name

MAKE A STORY (1)

Read the sentences. Put them in order to tell a story.

1. We got the rug dirty. It rained. We stepped in mud.

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.....

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.....

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2. Dad came to get Meg. Meg called Dad. Meg got lost.

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.....

Name

MAKE A STORY (2)

Read the sentences. Put them in order to tell a story.

1. We went to sleep. It was late. We read a story.

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2. The leaves fall. The wind blows. Days are colder.

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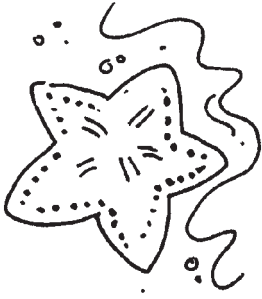
.....

Name

WRITE A SENTENCE (1)

Look at the picture. Read the words. Then write a sentence. Use the words. Add other words to make a good sentence.

1.



starfish beach

2.



farmer hay

3.



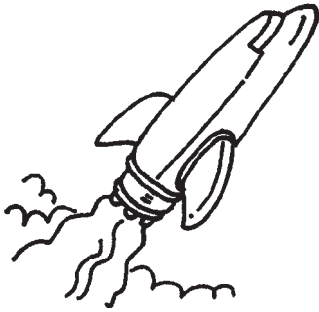
computer game

Name

WRITE A SENTENCE (2)

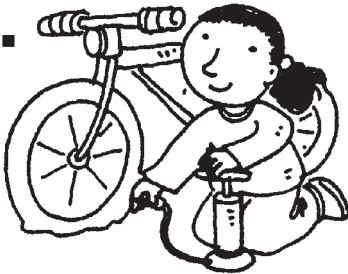
Look at the picture. Read the words. Then write a sentence.
Use the words. Add other words to make a good sentence.

1.



rocket power moon

2.



bicycle tire air

3.



VCR movie watch

Name

WRITE A SENTENCE (3)

Look at the picture. Read the words. Then write a sentence. Use the words. Add other words to make a good sentence.

1.



paint brush color

2.

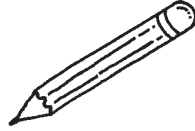


lunch menu hungry

3.



rock under woods



WRITE TOGETHER: GROUP STORIES

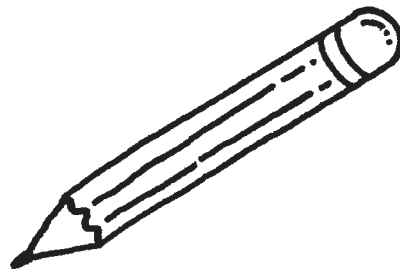
Write a group story with students. Work through the steps of the writing process with a small group or with the whole class. Invite children to suggest sentences, descriptions, conclusions, questions, dialogue, illustrations, and so on. Record the story on chart paper, an overhead projector, or the chalkboard. Encourage children to help revise the story to make it better.

Here are some ideas for group stories:

- Write a story about something silly.
- Write a story about something weird.
- Write a story about something scary.
- Write a story about something new.
- Write a story about a surprise.
- Write a story about a dream.
- Write a story about a hero.
- Write a story about an unusual animal.

PART 4:

GATHERING INFORMATION



Name

ASK QUESTIONS (1)

Pretend a firefighter visits your class.
What questions would you ask?
Write them below.



1. What _____

_____?

2. Who _____

_____?

3. How _____

_____?

4. When _____

_____?

5. Why _____

_____?

6. Where _____

_____?

Name

ASK QUESTIONS (2)

Pretend you visit a bakery and meet the baker. What questions would you ask? Write them below.



1. What _____

_____?

2. Who _____

_____?

3. How _____

_____?

4. When _____

_____?

5. Why _____

_____?


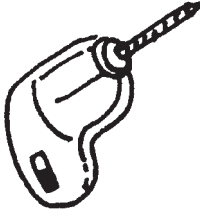


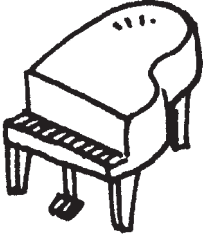
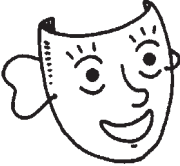
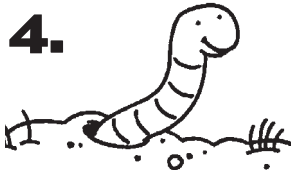

6. Where _____

_____?

Name

USE A DICTIONARY

Circle the letter where you will find each word in a dictionary.

<p>1.  A B L</p>	<p>5.  D L R</p>
<p>2.  F G L</p>	<p>6.  R S W</p>
<p>3.  N O P</p>	<p>7.  K M S</p>
<p>4.  M R W</p>	<p>8.  H R T</p>

BUBBLE PRACTICE SHEET

Write your name in the boxes below, then fill in the bubble for each letter.

LAST NAME		FIRST NAME	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A	B	A	A
B	C	B	B
C	D	C	C
D	E	D	D
E	F	E	E
F	G	F	F
G	H	G	G
H	I	H	H
I	J	I	I
J	K	J	J
K	L	K	K
L	M	L	L
M	N	M	M
N	O	N	N
O	P	O	O
P	Q	P	P
Q	R	Q	Q
R	S	R	R
S	T	S	S
T	U	T	T
U	V	U	U
V	W	V	V
W	X	W	W
X	Y	X	X
Y	Z	Y	Y
Z		Z	Z

TEACHER NOTES and SELECTED ANSWERS

Test-Taking Practice; More Test-Taking Practice (pp. 7-8)

Provide additional practice with any type of directions children have difficulty with.

Part 1: General Concepts of Writing and Communicating

Plan a Trip; Plan a Visit; Make a List: Kitchen, Playhouse, Closet (pp. 10-14)

Evaluate open-ended activities in terms of the children's ability to communicate key ideas.

Which Belongs? (1) (p. 15)

1. train 2. anchor 3. zebra 4. stapler 5. eggs

Which Belongs? (2) (p. 16)

1. guitar 2. paintbrush 3. stethoscope
4. armor 5. clown

Which Does Not Belong? (p. 17)

1. bulb 2. potato 3. rope 4. pig

Invite a Friend; Leave a Note; Leave a Message; Tell About It (1-4); What Will Happen?; What Is Happening? (pp. 18-26)

Evaluate open-ended activities in terms of children's ability to communicate key ideas.

Fill in the Chart: Things to Ride (p. 27)

Items might include bicycle, car, truck, boat, train, airplane.

Fill in the Chart: Animals (p. 28)

Animals with fur might include bear, cat, dog, rabbit, tiger. Animals with feathers might include chicken, robin, seagull, turkey, eagle.

Make a Group (1-2) (pp. 29-30)

Responses may vary; accept any groups that children can justify.

Put in Order (1) (p. 31)

Order: 3, 1, 2; evaluate children's writing in terms of clarity and connection with pictures.

Put in Order (2) (p. 32)

Order: 1, 3, 2; evaluate children's writing in terms of clarity and connection with pictures.

Put in Order (3) (p. 33)

Order: 4, 1, 2, 3; evaluate children's writing in terms of clarity and connection with pictures.

What Happened Before? (1-2); What Happens Next? (1-2) (pp. 34-37)

Evaluate children's responses in terms of clarity and reasonableness of their explanation.

Tell a Story (1-2) (pp. 38-39)

Evaluate children's stories in terms of clarity and connection to the pictures.

Part 2: Writing Styles

Name the Group (p. 42)

1. fish 2. trucks 3. clothes

Find the Group (p. 43)

1. These are eyeglasses; the umbrella does not belong. 2. These are fruits; the soup does not belong. 3. These are markers; the paintbrush does not belong. 4. These are tools; the ribbon does not belong.

Add to the Group (p. 44)

Accept any drawings children can justify;
1. shoe 2. bread 3. flower

Left and Right; Position (pp. 45-46)

Check that children's drawings represent the correct position.

Spell the Word (p. 47)

1. dog 2. hat 3. ice 4. mop 5. lips 6. duck
7. tent 8. ship

Uppercase and Lowercase (1-2) (pp. 48-49)

Check that children have used the correct uppercase or lowercase letters, based on the opposite ones given.

Write It Right (p. 50)

1. Amy 2. Bob 3. Jimmy 4. Meg 5. Sarah
6. Ali 7. Mina 8. Fred

Write the Word (p. 51)

1. pan 2. book 3. water 4. three 5. hand
6. girl 7. bee 8. cloud

Find and Write (p. 52)

1. cake 2. jar 3. turtle 4. broom 5. skirt
6. moon 7. owl 8. stamp

Finish the Sentence (p. 53)

1. chair 2. truck 3. boat or sailboat 4. baby
5. soup 6. desk 7. spoon 8. monkey

Label the Picture (1) (p. 54)

1. stop or stop sign 2. nail or finger
3. teeth or smile 4. ears 5. leg 6. trunk

Label the Picture (2) (p. 55)

1. meat or meatballs 2. moon 3. farmer
4. tail 5. door 6. bow or ribbon

Label the Face (p. 56)

Look for names of facial parts, such as eye, ear, nose, mouth, hair, cheek, neck.

Label Your Own Picture (p. 57)

Evaluate children's drawing and labels in terms of clarity and precision.

Beginning Sounds (p. 58)

1. h 2. f 3. t 4. d 5. p 6. r 7. j 8. l 9. n
10. m 11. u 12. w

Letters and Sounds (p. 59)

1. lamp/lion 2. saw/safe 3. turtle/turkey
4. key/ kangaroo 5. goat/gate
6. bread/broom

Word Find (p. 60)

1. ball 2. tiger 3. sun 4. nest 5. queen
6. duck

Words and Spaces (p. 61)

1. I like snow. 2. It was hot! 3. The bus left.
4. My dog is old. 5. We can go now.
6. He took a nap.

Write the Word (1) (p. 62)

1. book 2. saw 3. lamp 4. farm 5. wing
6. heel 7. skate 8. paper

Write the Word (2) (p. 63)

1. baby 2. clock 3. brush 4. frame 5. grapes
6. plant 7. shell 8. cheese

Write a Word (1–5) (pp. 64–68)

Answers will vary widely. Accept all words that fit the requirements of the question.

Spell It Right (p. 69)

1. cane 2. lips 3. tent 4. lake 5. barn
6. wall 7. fish 8. swing

What Do You See? (1–2) (pp. 70–71)

Accept all reasonable responses. Evaluate writing in terms of clarity and ability to communicate ideas.

End Marks (p. 72)

1. ? 2. ! 3. . 4. ? 5. ! 6. ? 7. . or ! 8. !
9. ? 10. .

Use the End Mark (p. 73)

Sentences will vary; accept all reasonable sentences that fit the given end mark.

Names (p. 74)

1. Jack 2. Rover 3. New York 4. Speedy
5. Lincoln 6. Karen 7. Tweety 8. Shamu

Use Uppercase and Lowercase (p. 75)

1. M, m 2. B, b 3. Y, y 4. l, L 5. H, h 6. f, F
7. i, I 8. d, D

Part 3: The Writing Process**Before Writing (1–3)** (pp. 78–80)

Questions will vary. Evaluate in terms of use of end mark, connection to topic, clarity of ideas.

I Know, I Want to Know (1–2) (pp. 81–82)

Answers will vary. Evaluate in terms of clarity of ideas.

Make a Story (1) (p. 83)

Order may vary slightly; accept any reasonable order children can justify: 1. It rained. We stepped in mud. We got the rug dirty. 2. Meg got lost. Meg called Dad. Dad came to get Meg.

Make a Story (2) (p. 84)

Order may vary slightly; accept any reasonable order children can justify: 1. We read a story. It was late. We went to sleep. 2. The wind blows. The leaves fall. Days are colder.

Write a Sentence (1) (p. 85)

Accept all sentences that use the words given. Sample sentences: 1. We saw a starfish at the beach. 2. The farmer is raking hay. 3. He is playing a computer game.

Write a Sentence (2) (p. 86)

Accept all sentences that use the words given. Sample sentences: 1. It takes lots of power to launch a rocket to the moon. 2. The bicycle tire is flat, so it needs air. 3. We can watch a movie in the VCR.

Write a Sentence (3) (p. 87)

Accept all sentences that use the words given. Sample sentences: 1. I love to paint this color with a fat brush. 2. I'm hungry, so let's look at the lunch menu. 3. What do you think is under these rocks in the woods?

Part 4: Gathering Information**Ask Questions (1–2)** (pp. 90–91)

Questions will vary. Evaluate children's questions in terms of clarity, completeness of thought, and connection to the topic.

Use a Dictionary (p. 92)

1. B 2. F 3. P 4. W 5. D 6. S 7. M 8. H

NOTES