

Topics Include:

- ✓ Sequencing
- ✓ Writing Descriptive Sentences
- ✓ Expanding Sentences
- ✓ Constructing Paragraphs
- ✓ Editing

And Lots More!

Success With

Writing

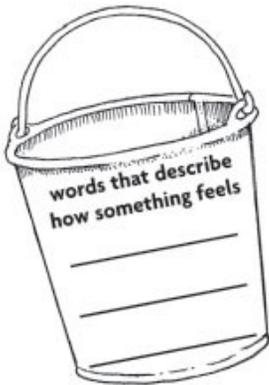
Name _____

Buckets of Fun



A describing word helps you imagine how something looks, feels, or tastes.

Write a list of describing words on each bucket to fit the bucket.



Make a "mystery bag" by putting a secret object inside using describing words!

Name _____



Planning and writing a narrative paragraph

Do I Have a Story for You!



A paragraph that tells a story is called a **narrative paragraph**. Its supporting sentences tell what happens at the beginning, middle, and end. A **story map** helps you plan the story's setting, characters, problem, and solution.

Write a sentence about each part of the map. Then complete the plan for a narrative paragraph using the story map.

Beginning



Middle



End



1. Write a topic sentence. _____

2. Write a supporting sentence for the beginning, middle, and end.
B) _____
M) _____
E) _____

3. Write a closing sentence. _____



On another piece of paper, use the plan to write a narrative paragraph.

**Correlated to
State
Standards**

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Writing

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Introduction

One of the toughest challenges primary teachers face is helping students develop independent writing skills. Each writing experience is unique and individualized, making it each student's responsibility to plan, expand, and proofread his or her work. However, high-interest topics and engaging exercises will both stimulate and encourage young students as they develop the necessary skills to become independent writers. This book uses these strategies to introduce grade-appropriate skills that can be used in daily writing assignments such as journals, stories, and letters. Like a stepladder, *Writing Skills Grade 3* will help your students reach their next level of independent writing.

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Dinnertime

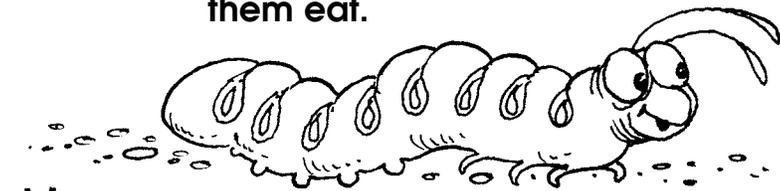
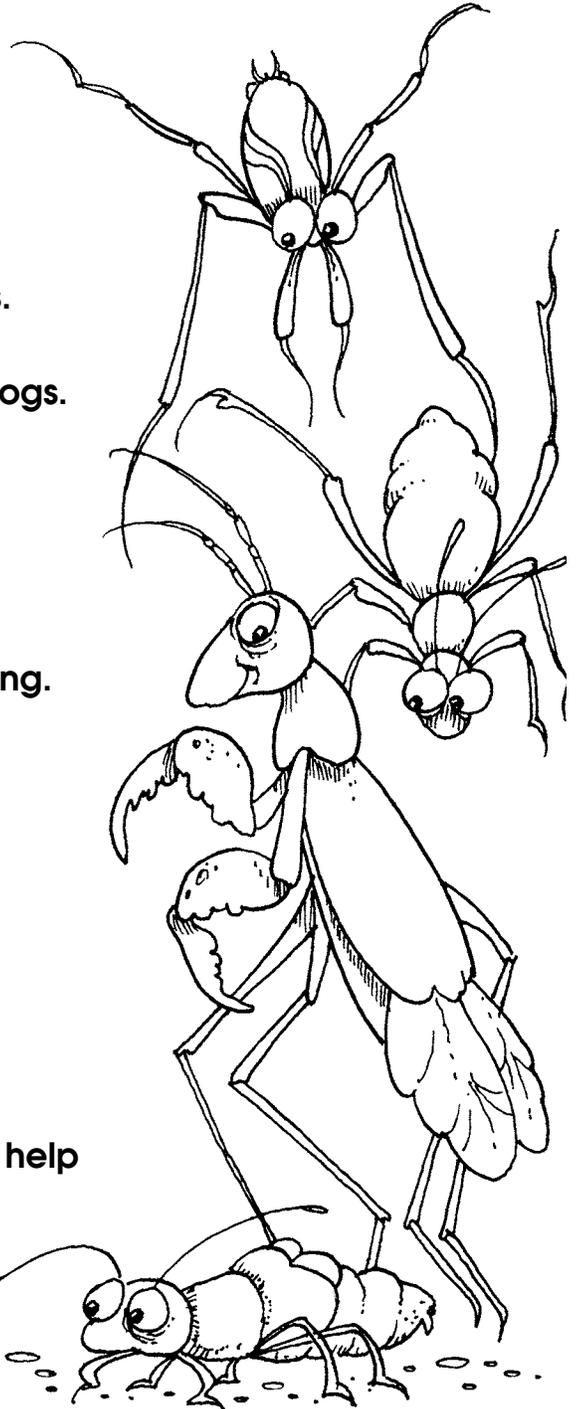


A **sentence** is a group of words that expresses a complete thought.

A **fragment** is an incomplete thought.

Write *S* for sentence or *F* for fragment.

- _____ 1. Insects eat many different things.
- _____ 2. Some of these things.
- _____ 3. The praying mantis eats other insects.
- _____ 4. Water bugs eat tadpoles and small frogs.
- _____ 5. Flower nectar makes good.
- _____ 6. Build nests to store their food.
- _____ 7. The cockroach will eat almost anything.
- _____ 8. Termites.
- _____ 9. A butterfly caterpillar.
- _____ 10. Bite animals and people.
- _____ 11. Some insects will even eat paper.
- _____ 12. Insects have different mouth parts to help them eat.



On another piece of paper, write about three things you did during the day using only sentence fragments. Have someone read it. Did they understand it? Why or why not?

Page 4

1. S; 2. F; 3. S; 4. S; 5. F; 6. F;
7. S; 8. F; 9. F; 10. F; 11. S; 12. S



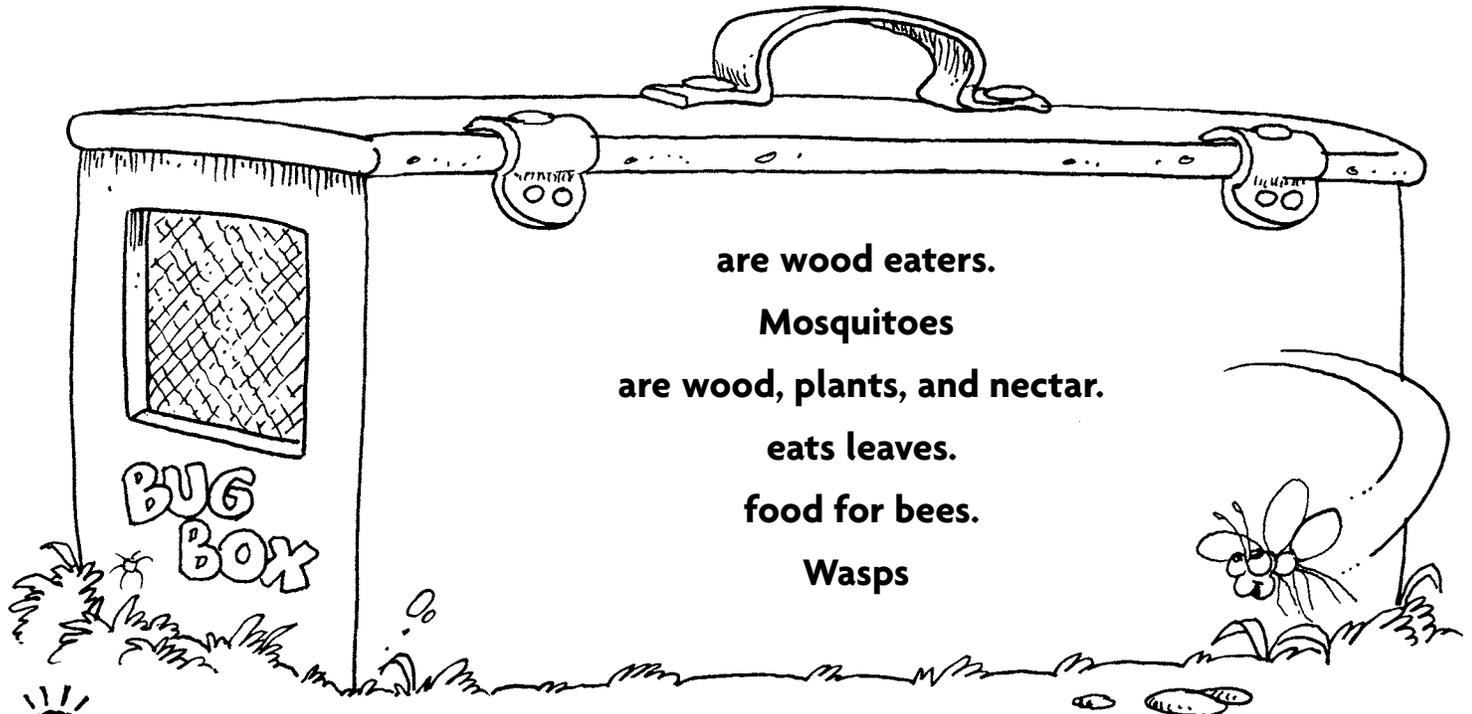
A Real Meal



A **sentence** is a group of words that expresses a complete thought.

Change each fragment from page 4 to a sentence by adding words from the Bug Box. Remember to use a capital letter at the beginning and a period at the end of each sentence.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



On another piece of paper, write a fragment about your favorite dinner. Then change it into a sentence.

Page 5

1. Some of these things are wood, plants, and nectar. 2. Flower nectar makes good food for bees.

3. Wasps build nests to store their food. 4. Termites are wood eaters.

5. A butterfly caterpillar eats leaves. 6. Mosquitoes bite animals and people.

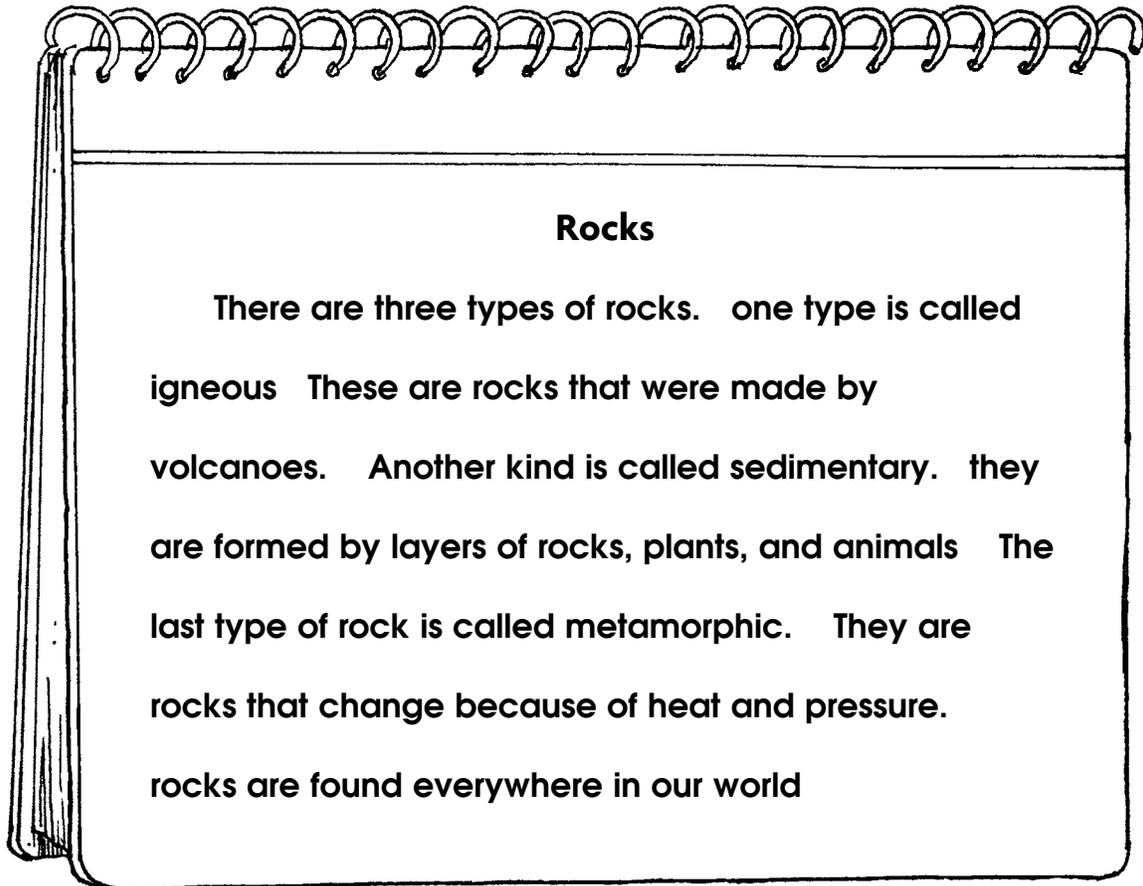


Rock Your World



A telling sentence is called a statement.

A statement begins with a capital letter and ends with a period.



Find the three statements that are missing a capital letter and a period. Rewrite the three statements correctly.

1. _____

2. _____

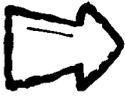
3. _____

Page 6

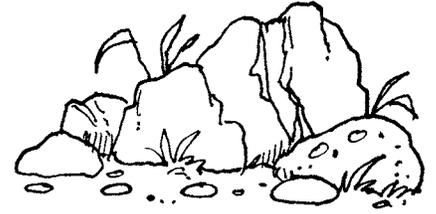
1. One type is called igneous.
2. They are formed by layers of rocks, plants, and animals.
3. Rocks are found everywhere in our world.



Rock and Roll



A statement is used to answer a question.



Use a complete sentence to write the answer to each question.

1. How many types of rocks are on our planet? (three)

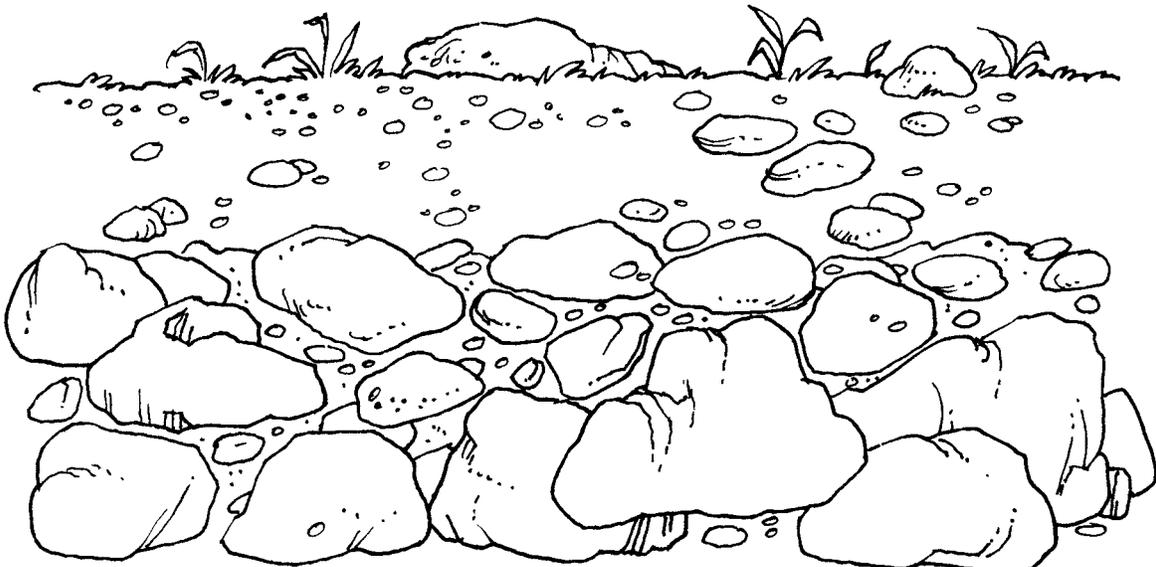
There are three types of rocks on our planet.

2. How hot is the melted rock inside the earth? (more than 2000°F)

3. Where are most igneous rocks formed? (inside the earth)

4. What type of rock is marble? (metamorphic)

5. In what type of rock are fossils found? (sedimentary)



Page 7

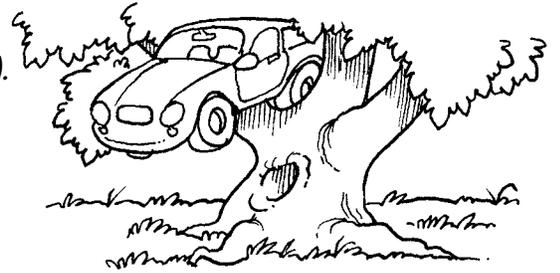
1. There are three types of rocks on our planet. 2. The melted rock inside the earth is more than 2000°F. 3. Most igneous rocks are formed inside the earth. 4. Marble is a metamorphic rock. 5. Fossils are found in sedimentary rock.



Wacky World

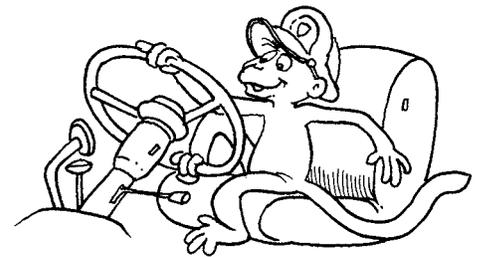


An asking sentence is called a **question**. It begins with a capital letter and ends with a question mark (?).

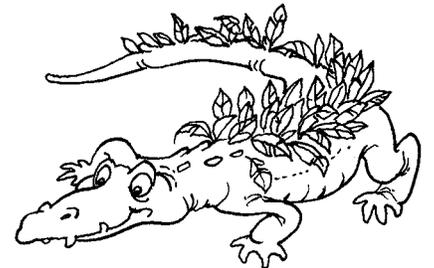


Write each question correctly.

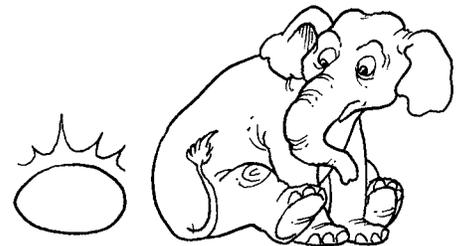
1. why is that car in a tree



2. should that monkey be driving a bus



3. did you see feathers on that crocodile



4. can elephants really lay eggs



5. is that my mother covered in spots



On another piece of paper, draw your own picture of a wacky world. Write two questions about your picture.

Page 8

1. Why is that car in a tree?
2. Should that monkey be driving a bus?
3. Did you see feathers on that crocodile?
4. Can elephants really lay eggs?
5. Is that my mother covered in spots?



The Real World



A question begins with a capital letter and ends with a question mark (?). It often begins with one of the words listed below.

- | | |
|--------|------|
| Who | When |
| Will | Can |
| What | Why |
| Would | Did |
| Where | How |
| Should | Is |



Imagine that you are interviewing your favorite famous person (for example, an actor, a president, or a rock star). Write five questions you would ask this person. Use a different beginning word for each question.

I am interviewing _____.

1. _____
2. _____
3. _____
4. _____
5. _____



On another piece of paper, write an answer to each question.



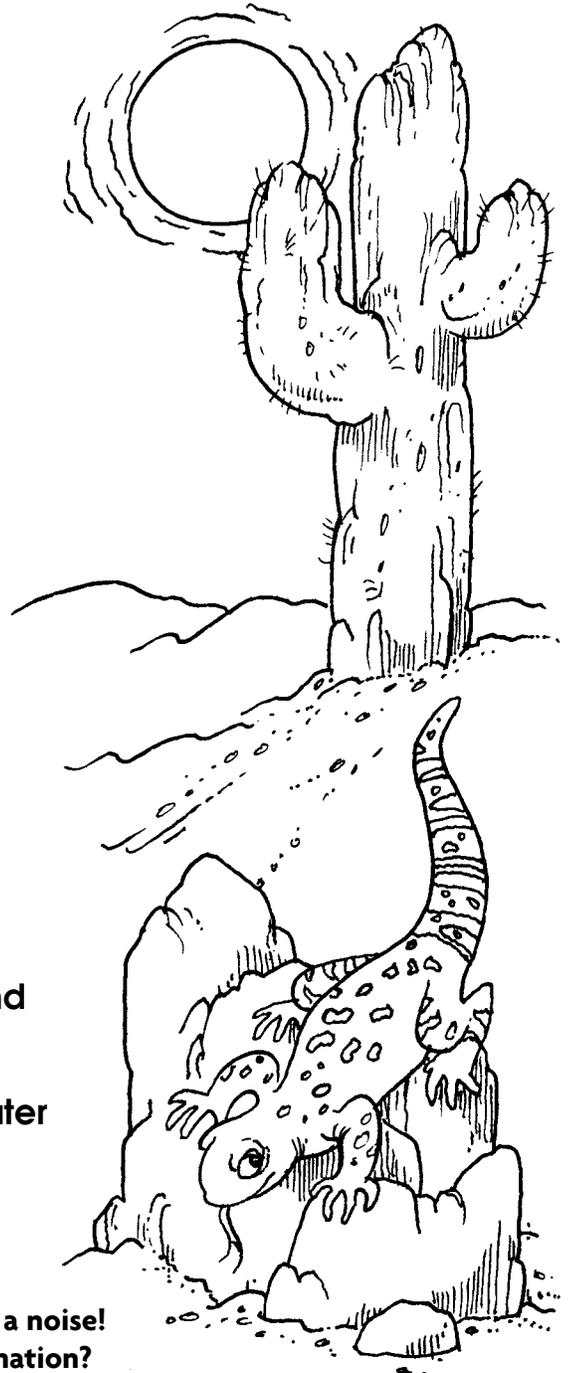
The Dry Desert



A sentence that shows strong feeling or excitement is called an **exclamation**.
It ends with an exclamation point (!).

Finish each sentence with a period, a question mark, or an exclamation point.

1. It is hard for plants and animals to get water in the desert
2. Can a cactus live without enough water
3. Some deserts are hot, and others are cool
4. A lizard is running toward us
5. Does a camel really store water in its hump
6. Some deserts are cold and covered with ice
7. How often does it rain in the desert
8. The largest desert is the Sahara
9. Are there any deserts in the United States
10. There is a long snake slithering across the sand
11. People who live in the desert travel to find water
12. I see water up ahead



Read these two sentences aloud: I hear a noise. I hear a noise!
How does your voice change when you read an exclamation?

Page 10

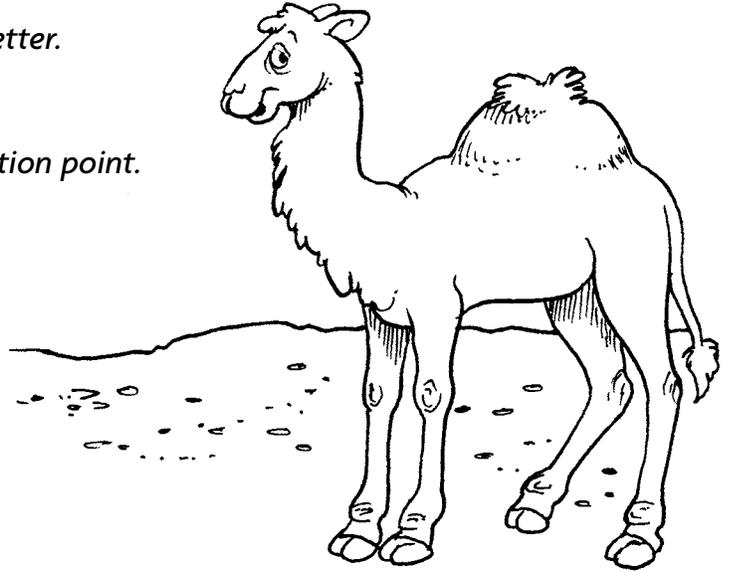
1. period; 2. question mark;
3. period; 4. exclamation point;
5. question mark; 6. period;
7. question mark; 8. period;
9. question mark; 10. exclamation
point; 11. period; 12. exclamation
point; When reading an
exclamation, a voice shows strong
feeling.



The Sunny Sahara



*Every sentence begins with a capital letter.
A statement ends with a period.
A question ends with a question mark.
An exclamation ends with an exclamation point.*



Write each sentence correctly.

1. the Sahara Desert is in Africa

2. do people live in the Sahara Desert

3. the Sahara Desert is about the same size as the United States

4. how high is the temperature in the Sahara Desert

5. once the temperature reached 138°F



On another piece of paper, write a sentence with two mistakes. Ask a friend to circle the mistakes.

temperature in the Sahara Desert?
5. Once the temperature reached
138°F!

Page 11

1. The Sahara Desert is in Africa.
2. Do people live in the Sahara Desert?
3. The Sahara Desert is about the same size as the United States.
4. How high is the



A Snowy Scene



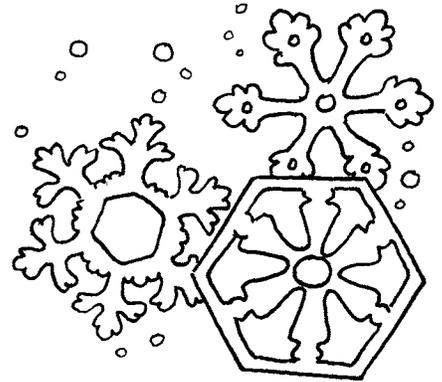
Complete:

Every sentence begins with a _____.

A statement ends with a _____.

A question ends with a _____.

An exclamation ends with an _____.



Write two statements, questions, and exclamations about the picture.



Statements:

1. _____

2. _____

Questions:

1. _____

2. _____

Exclamations:

1. _____

2. _____



On another piece of paper, turn this statement into a question and an exclamation:
It snowed ten inches last night.

Page 12

Every sentence begins with a capital letter.; A statement ends with a period.; A question ends with a question mark.; An exclamation ends with an exclamation point.; Sentences will vary.; Did it snow ten inches last night?; It snowed ten inches last night!



A Snowy Story



After you write a sentence, go back and look for mistakes. This is called **proofreading** your work.

Use these proofreading marks to correct 11 mistakes in the story.

mas = Make a capital letter.

⊙ = Add a question mark.

○ = Add a period.

⊕ = Add an exclamation point.

Snow Day

the kids at Elm School had been waiting for a snowstorm? they knew school would be canceled if the storm brought a lot of snow last week their wish came true it snowed 12 inches school was canceled, and the kids spent the day sledding, building snowmen, and drinking hot chocolate. it was a great snow day



Find two sentences that had two mistakes and write them correctly.

1. _____

2. _____



On another piece of paper, write a sentence with two mistakes. Ask a friend to find the mistakes.

Page 13

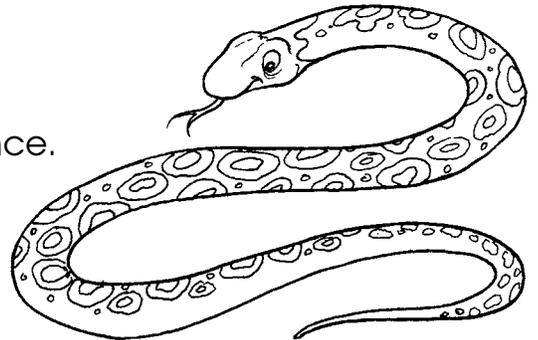
The kids at Elm School had been waiting for a snowstorm. They knew school would be canceled if the storm brought a lot of snow. Last week their wish came true. It snowed 12 inches! School was canceled, and the kids spent the day sledding, building snowmen, and drinking hot chocolate. It was a great snow day!; Students may correct any two of the sentences containing two mistakes.



Sentences That Slither

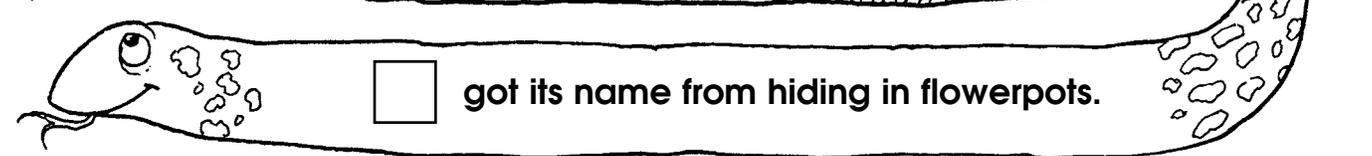
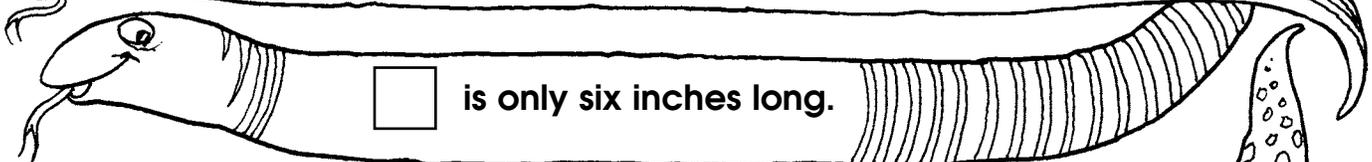
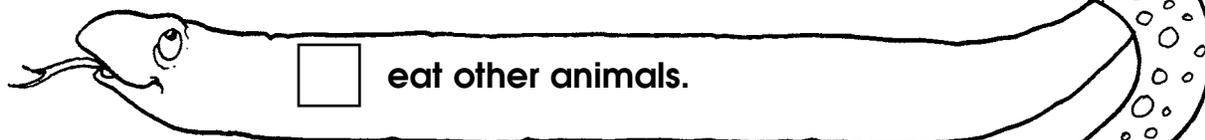
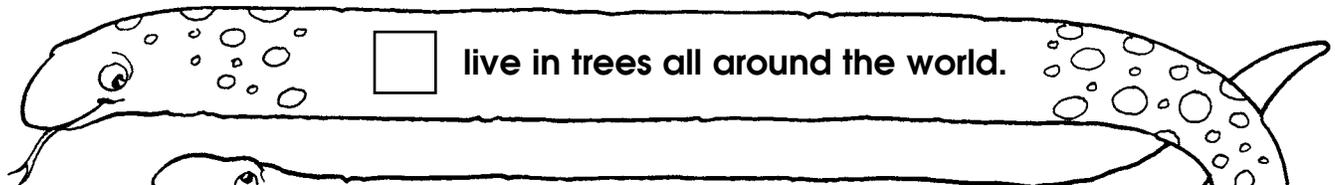


A sentence tells about someone or something.
This is called the **subject**.



Write the letter to show the subject of each sentence.

- A. The short blind snake
- B. Tree snakes
- C. The flowerpot snake
- D. Bird snakes
- E. A pit viper snake
- F. All snakes



Confuse someone at home! Leave out the subject part of two sentences at dinner.
Can they understand?

Page 14
D, B, F, E, A, C

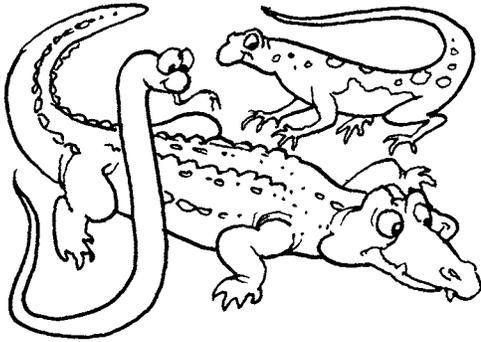


A Reptile Fact Sheet

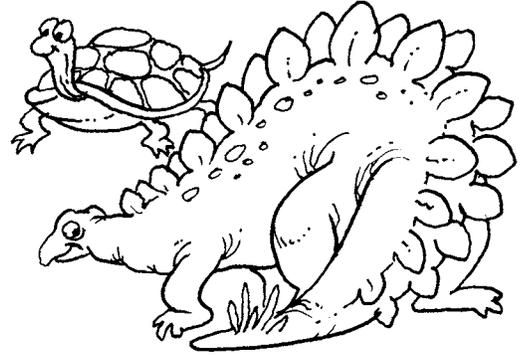


A sentence tells what the subject does or is. This part of the sentence is called the **verb**.

Use the list of subjects as the beginning for eight sentences. Then add a verb to tell what the subject is doing.



- Snakes
- Lizards
- Crocodiles
- Turtles
- Dinosaurs
- Iguanas
- Alligators
- Pythons



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



On another piece of paper, write three sentences about your favorite things to do after school. Circle the verb in each sentence.



Stretching Sentences

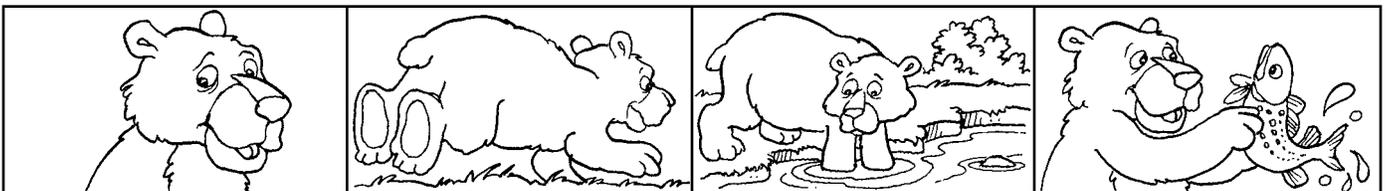


A sentence is more interesting when it includes more than just a subject and a verb. It may tell where or when the sentence is happening. It may also tell why something is happening.

Write a sentence describing each set of pictures. Include a part that tells where, why, or how something is happening.



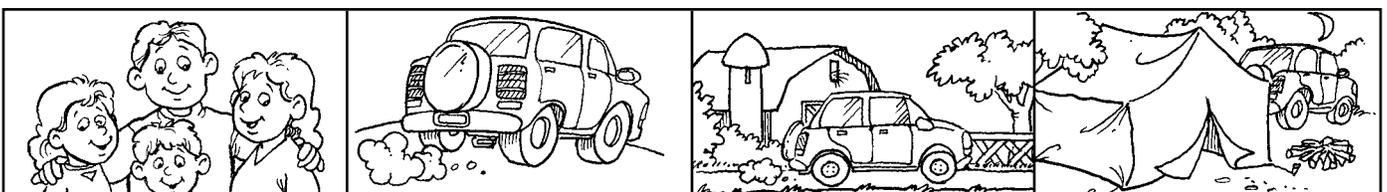
1. _____



2. _____



3. _____



4. _____



Find a cartoon in the newspaper. Use the pictures to write a sentence on another piece of paper that includes a subject, a verb, and a part that tells where, when, or why.

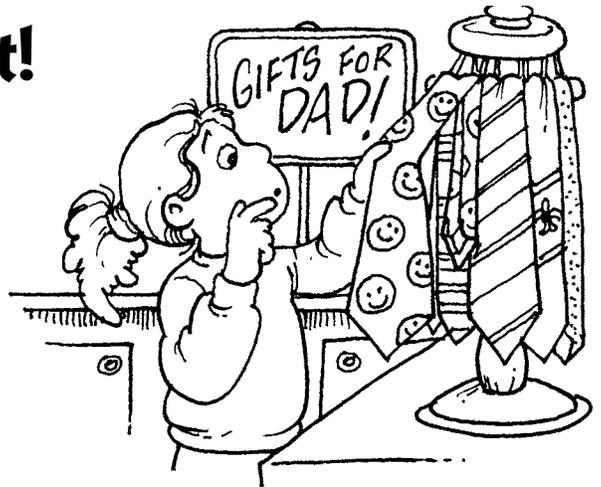


Stretch It!



A sentence includes a subject and a verb. A sentence is more interesting when it also includes a part that tells where, when, or why.

Add more information to each sentence by telling where, when, or why. Write the complete new sentence.



1. Mom is taking us shopping.  **Where?**

2. The stores are closing.  **When?**

3. We need to find a gift for Dad.  **Why?**

4. I will buy new jeans.  **Where?**

5. We may eat lunch.  **When?**



Find two sentences in your favorite book that include a subject, verb, and a part that tells where, when, or why. Write the sentences on another piece of paper.



Ketchup and Mustard



Sometimes two sentences can be combined to make one sentence.

Sentences that share the same subject seem to go together like ketchup and mustard. Rewrite the sentences by combining their endings with the word *and*.



1. I ordered a hamburger.
I ordered a milkshake.

I ordered a hamburger and a milkshake.

2. I like salt on my French fries.
I like ketchup on my French fries.

3. My mom makes great pork chops.
My mom makes great applesauce.

4. My dad eats two huge helpings of meat loaf!
My dad eats two huge helpings of potatoes!

5. My brother helps set the table.
My brother helps clean the dishes.

6. We have cookies for dessert.
We have ice cream for dessert.

Page 18

1. I ordered a hamburger and a milkshake. 2. I like salt and ketchup on my French fries. 3. My mom makes great pork chops and applesauce. 4. My dad eats two huge helpings of meat loaf and potatoes! 5. My brother helps set the table and clean the dishes. 6. We have cookies and ice cream for dessert.

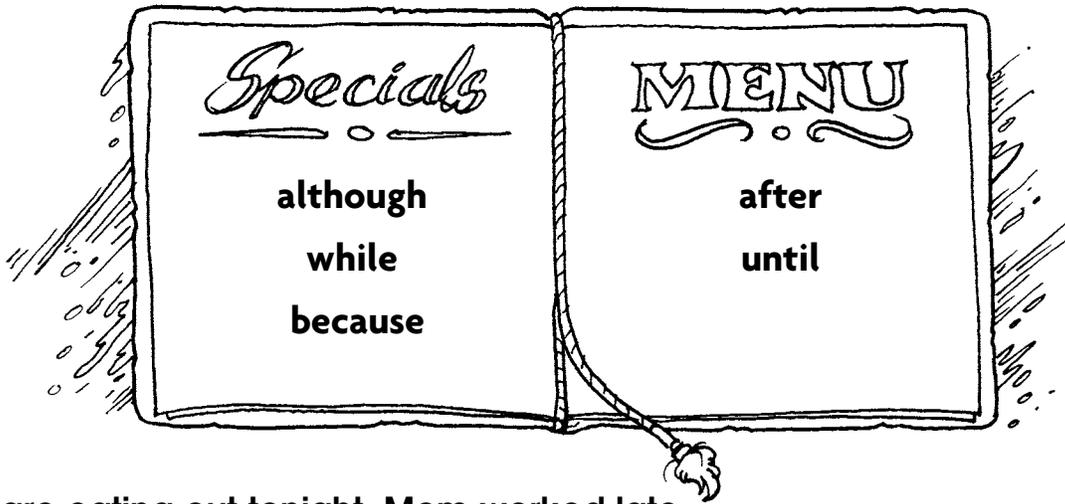


Let's Eat Out!



Two sentences can be combined to make one sentence by using the words *although*, *after*, *because*, *until*, and *while*.

Choose a word from the menu to combine the two sentences into one sentence.



1. We are eating out tonight. Mom worked late.

2. We are going to Joe's Fish Shack. I do not like fish.

3. Dad said I can play outside. It's time to leave.

4. We can play video games. We are waiting for our food.

5. We may stop by Ida's Ice Cream Shop. We leave the restaurant.



Read the back of a cereal box. Find two sentences that could be combined.

said I can play outside until it's time to leave. 4. We can play video games while we are waiting for our food. 5. We may stop by Ida's Ice Cream Shop after we leave the restaurant.

Page 19

1. We are eating out tonight because Mom worked late. 2. We are going to Joe's Fish Shack although I don't like fish. 3. Dad

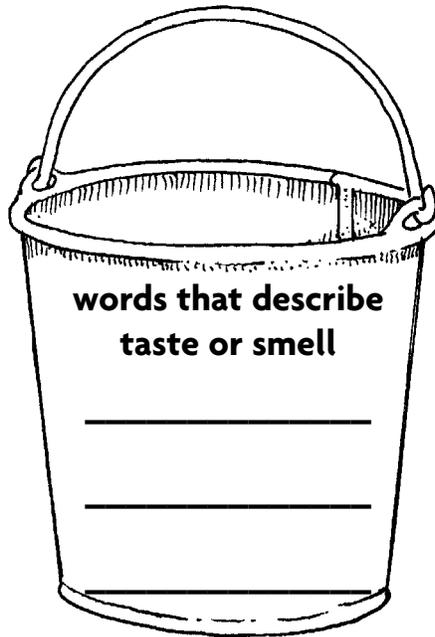
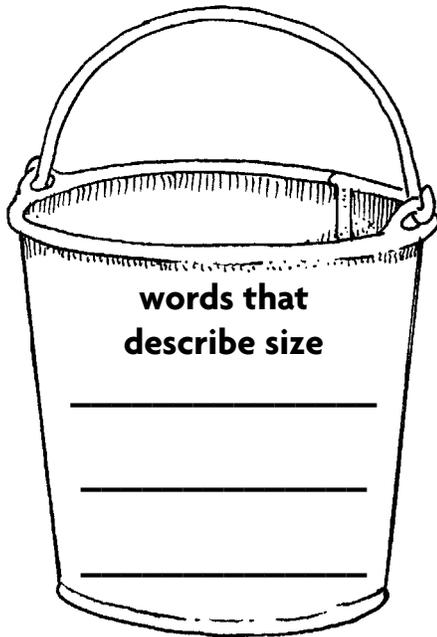


Buckets of Fun



A **describing word** helps you imagine how something looks, feels, smells, sounds, or tastes.

Write a list of describing words on each bucket to fit the bucket's category.



Make a “mystery bag” by putting a secret object inside. Tell someone at home about the object inside using describing words!



At the Beach



A **describing word** makes a sentence more interesting.

Read the describing words found in the beach balls. Add the describing words to make each sentence more interesting. Write each new sentence.

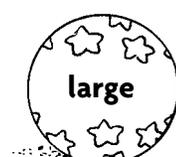
1. The snow cone sat in the sun.



2. Many children ran toward the ocean waves.



3. My friends built a sandcastle.



4. My brother grabbed his beach toys.



5. Our dog tried to catch beach balls.





On another piece of paper, draw a beach ball. Fill it with words that describe a day at the beach.

Page 21

Possible answers: 1. The melting snow cone sat in the bright sun. 2. Many excited children ran toward the crashing ocean waves. 3. My new friends built a large sandcastle. 4. My younger brother grabbed his favorite beach toys. 5. Our playful dog tried to catch flying beach balls.



The Great Outdoors



A **describing word** can tell more about a subject or a verb.

Add describing words to make each sentence more interesting.

1. The _____ hikers walked back to camp _____.

2. The _____ bird sang _____.

3. The _____ tree grew _____.

4. _____ children played _____.

5. My _____ sister swam _____.

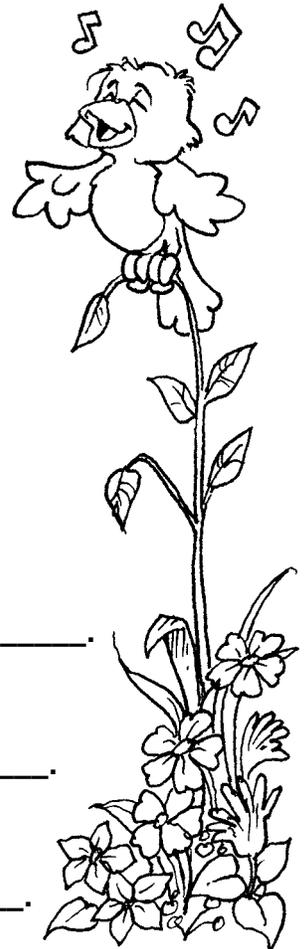
6. The _____ crickets chirped _____.

7. The _____ flowers bloomed _____.

8. The _____ swing set creaked _____.

9. The _____ ice cream melted _____.

10. The _____ trees shook _____ in the storm.



Where do you like to spend time outside? On another piece of paper, write the name of your favorite outdoor place. Then write three words that describe it.



Outdoor Excitement



A **describing word** can be added to a sentence.

= Add a describing word. She wore a dress.

Read the sentences about each picture. Then use proofreading marks to add a describing word to each sentence.



1. The girl picked flowers.
2. The girl swatted the bees.
3. A bee stung the girl.

1. The boy played a game.
2. The boy won a trophy.
3. The boy held his trophy.



Add two describing words to this sentence: The campers heard a sound in the night.

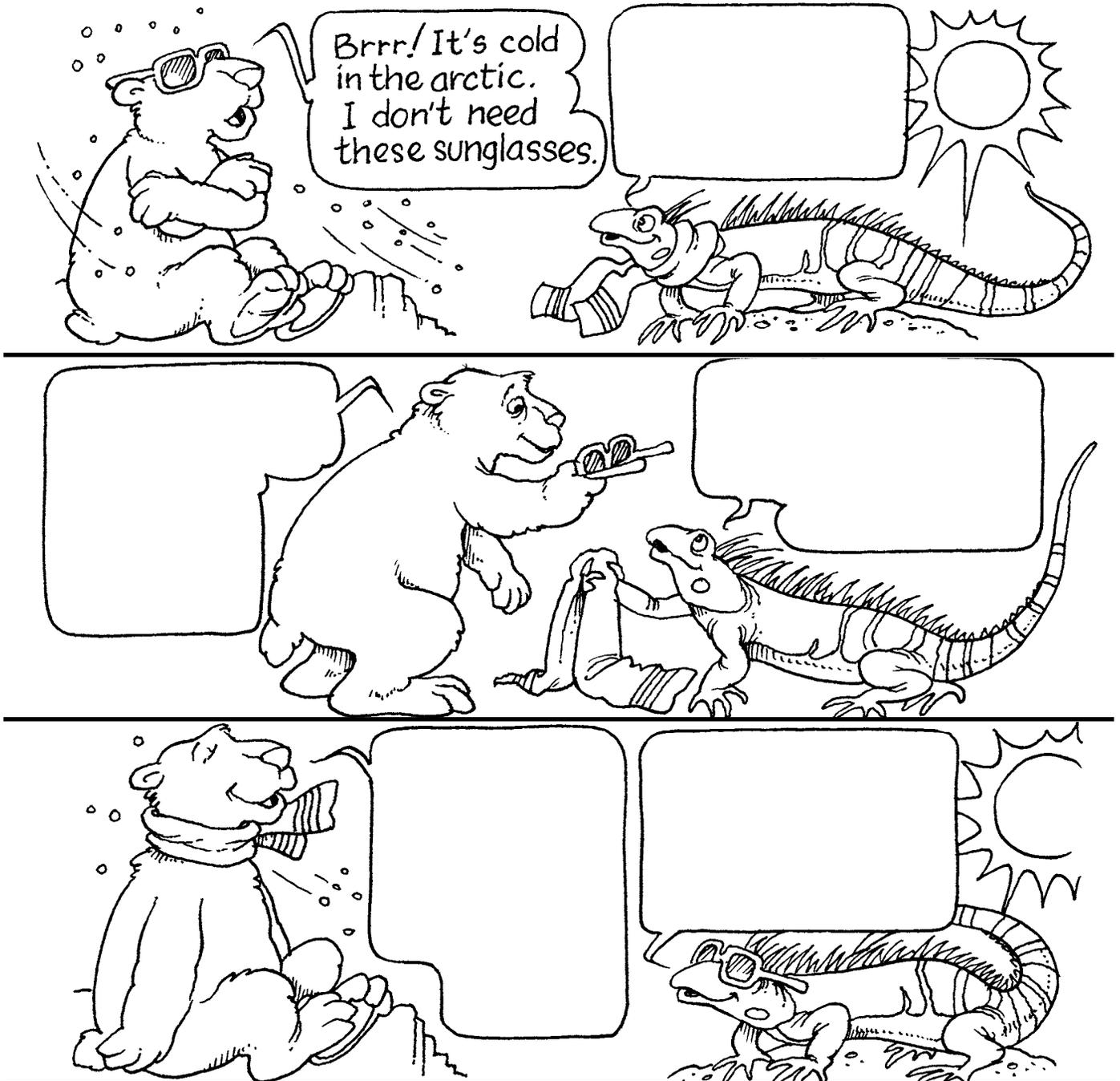


Crazy Cartoons



A story is more interesting when the characters talk with one another.

Use the speech bubbles to show what each character is saying.



Cut a comic strip from the newspaper. Glue it to another piece of paper and make large speech bubbles. Rewrite the cartoon with your own words.



What Did She Say?

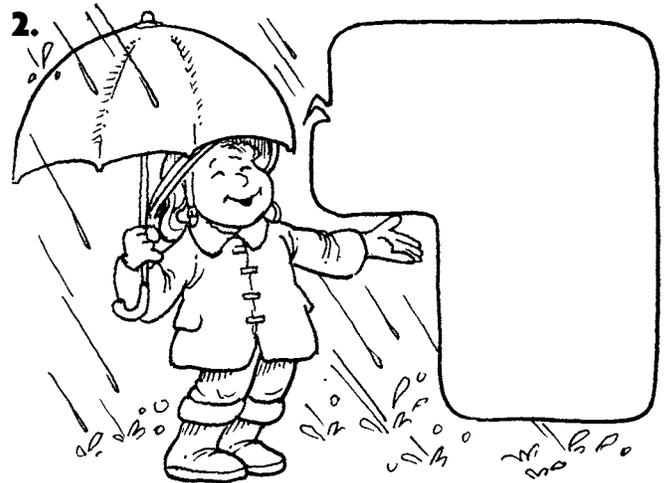


Quotation marks (“ ”) are used to show a character is talking in a story. They surround only the character’s words.

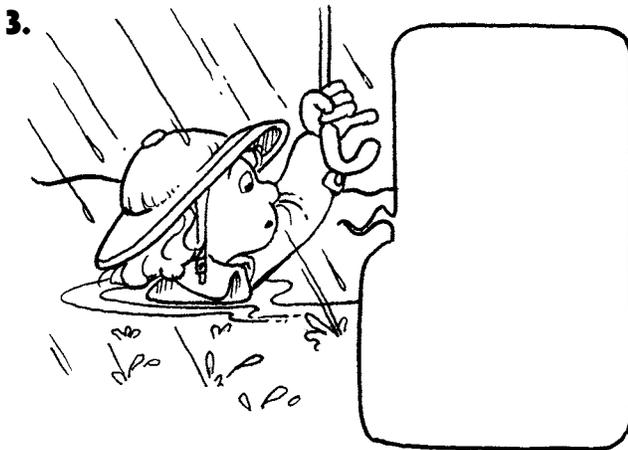
Fill in the speech bubbles to match the paragraph below each picture.



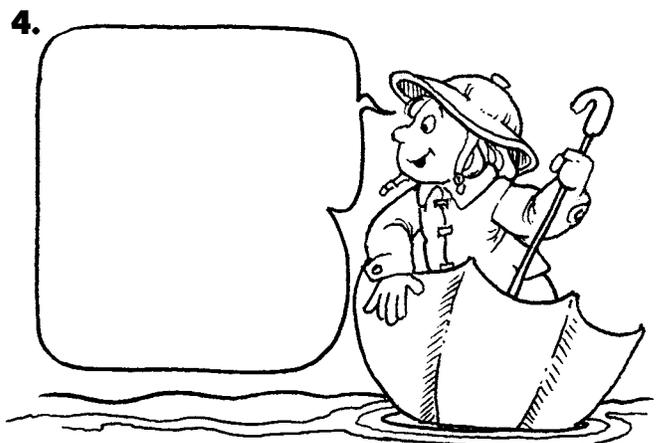
Daisy put on her rain boots, coat, and hat. “I think it’s fun to splash in the puddles,” she said.



As the rain continued, the puddles turned to streams. “Rain, rain, don’t go away!” Daisy sang.



“Wow! I should have worn my bathing suit!” Daisy shouted as the water rose higher.



Then Daisy had an idea. She turned her umbrella upside down and climbed in. “It’s a perfect day to go sailing,” she said.



Ask someone at home for an old photograph of yourself and someone else. Glue it to another piece of paper and make speech bubbles to show what you may have been saying when the picture was taken.

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1. I think it's fun to splash in the puddles. 2. Rain, rain, don't go away! 3. Wow! I should have worn my bathing suit! 4. It's a perfect day to go sailing.



Look Who's Talking!



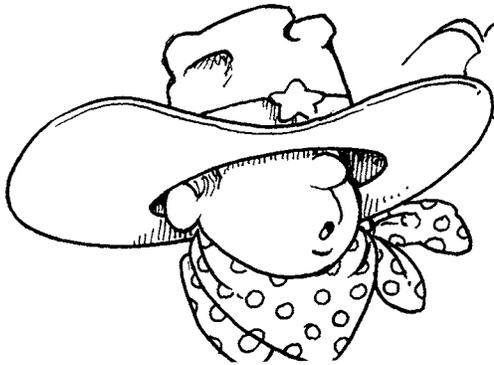
Quotation marks surround a character's exact words. In a statement, use a comma to separate the character's exact words from the rest of the sentence. In a question and an exclamation, use the correct ending punctuation after the character's exact words.

Statement: **"I have to go now,"** said my friend.

Question: **"Where are you?"** asked my mom.

Exclamation: **"Wow!"** the boy exclaimed.

Write a sentence to match each speech bubble. Use the examples above to help you.



Somebody turned out the lights!

What makes you think I've been eating cookies?



My parents finally let me get my ears pierced.



On another piece of paper, write a conversation you had with a friend during the day. Use quotation marks to show what you and your friend each said.

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Examples: "Somebody turned out the lights!" shouted the cowboy;
"What makes you think I've been eating cookies?" asked the guilty boy;
"My parents finally let me get my ears pierced," said the proud girl.



Chitchat



Quotation marks can be added to a story using these proofreading marks.

mars = Make a capital letter.

⊙ = Add a question mark.

⊙! = Add an exclamation point.

⊙ = Add a period.

⊙ = Add a comma.

“ ” = Add quotation marks.

Find 16 mistakes in the story. Use proofreading marks to correct them.

Lucky Day

Drew woke up early on Saturday. No school today, he said He found his mom working in the garden What are you doing ” he asked.

“I am planting these flowers, she answered.

Drew looked down He couldn't believe it. A four-leaf clover” he shouted “This should help us win our big game today he said.

Drew's entire day was perfect. his sister shared her toys, the ice-cream truck brought his favorite flavor, and his team won the big game “What a day! he whispered to himself as he fell asleep that night.



On another piece of paper, write about your luckiest day. Include at least two sets of quotation marks.

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Drew woke up early on Saturday. "No school today," he said. He found his mom working in the garden. "What are you doing?" he asked.

"I am planting these flowers," she answered.

Drew looked down. He couldn't believe it. "A four-leaf clover!" he shouted. "This should help us win our big game today," he said.

Drew's entire day was perfect.

His sister shared her toys, the ice-cream truck brought his favorite flavor, and his team won the big game. "What a day!" he whispered to himself as he fell asleep that night.



Under the Big Top



Sentences can be written in order of beginning (B), middle (M), and ending (E) to make a paragraph.

Write a middle and ending sentence to complete each paragraph.

B The circus started with a roll of drums and flashing lights.

M Next, _____

E Last, _____



B The tightrope walker stepped into the spotlight.

M Next, _____

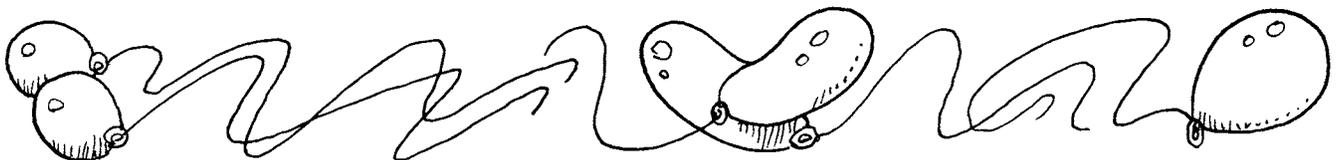
E Last, _____



B The lion tamer came on stage.

M Next, _____

E Last, _____



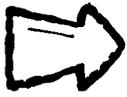
B The dancing ponies appeared in the center ring.

M Next, _____

E Last, _____

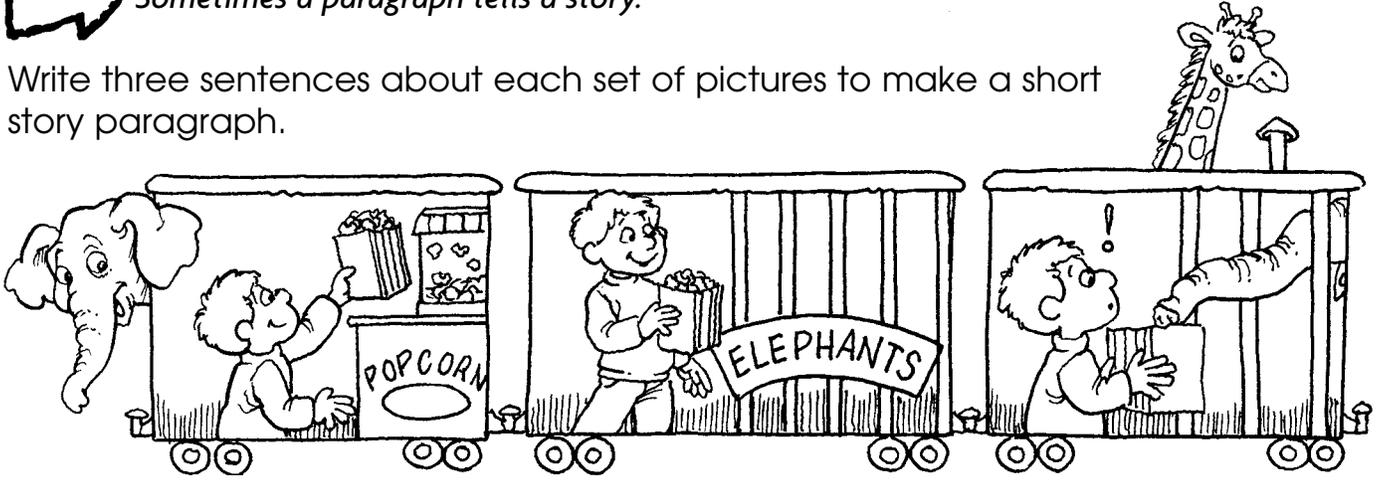


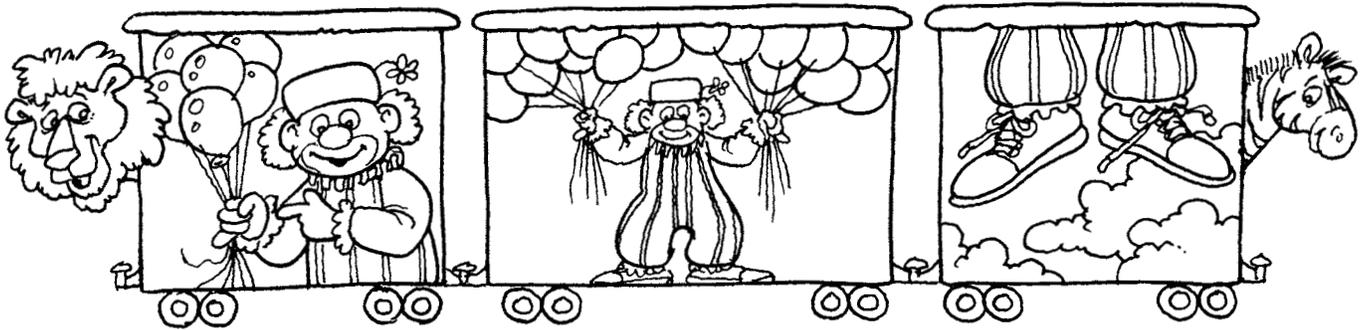
A Circus Train



Sometimes a paragraph tells a story.

Write three sentences about each set of pictures to make a short story paragraph.







Read your paragraphs to a friend.



Terrific Topics



A **paragraph** is a group of sentences that tells about one idea, called the **topic**.

Imagine that you are planning to write a paragraph about each topic below. Write three ideas for each topic.

gardening	fish	homework
<ol style="list-style-type: none"> 1. flowers 2. vegetables 3. pesky insects 	<ol style="list-style-type: none"> 1. 2. 3. 	<ol style="list-style-type: none"> 1. 2. 3.
summer sports	friends	favorite books
<ol style="list-style-type: none"> 1. 2. 3. 	<ol style="list-style-type: none"> 1. 2. 3. 	<ol style="list-style-type: none"> 1. 2. 3.
favorite movies	American history	healthy foods
<ol style="list-style-type: none"> 1. 2. 3. 	<ol style="list-style-type: none"> 1. 2. 3. 	<ol style="list-style-type: none"> 1. 2. 3.



It Just Doesn't Belong!



*The sentence that tells the topic of a paragraph is called the **topic sentence**.*

Draw a line through the sentence that does not belong with the topic.

Topic: Dogs make great family pets.

Dogs have great hearing, which helps them protect a family from danger.

Most dogs welcome their owners with wagging tails.

My favorite kind of dog is a boxer.

Many dogs are willing to play with children in a safe manner.



Topic: The history of the American flag is quite interesting.

The first American flag had no stars at all.

Not much is known about the history of Chinese flags.

Historians cannot prove that Betsy Ross really made the first American flag.

The American flag has changed 27 times.



Topic: Hurricanes are called by different names depending on where they occur.

Hurricanes have strong, powerful winds.

In the Philippines, hurricanes are called baguios.

Hurricanes are called typhoons in the Far East.

Australian people use the name willy-willies to describe hurricanes.



Read a paragraph from a favorite chapter book. Read the topic sentence to someone at home.

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Sentences that do not belong: My favorite kind of dog is a boxer.; Not much is known about the history of Chinese flags.; Hurricanes have strong, powerful winds.



Missing Topics



A topic sentence is sometimes called the **main idea**.

Read the groups of sentences. Then write a topic sentence that tells the main idea of the paragraph.



One reason is that guinea pigs do not usually bite. Second, guinea pigs don't make as much noise as other rodents might during the night. Last, they are large enough that they can be found if they ever get lost in a house.

First, spread peanut butter on two pieces of bread. Next, cut a banana into slices and lay them on top of the peanut butter. Then close the two pieces of bread into a sandwich. Last, eat up!

Frogs usually have longer legs and wetter skin than toads do. Many frogs live near a water source of some kind while toads prefer a damp, muddy environment. Frog eggs and toad eggs are different in shape.



On another piece of paper, make a list of three subjects you know a lot about. Write a possible topic sentence for each of the subjects.

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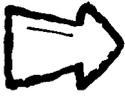
Topic sentences will vary.

Examples: Guinea pigs make good
pets.; It is easy to make a peanut
butter and banana sandwich.;

Frogs are different from toads.



Try These Topics



Writing a topic sentence takes thought because your entire paragraph must follow the main idea.



Write a topic sentence for each subject.

1. My Chores

2. The Best Book Ever

3. My Favorite After-School Activity

4. Appropriate TV Shows for Kids

5. Types of Coins

6. Our Greatest Presidents



That Drives Me Crazy!



The sentences that follow the topic sentence tell more about the topic. They are called **supporting sentences**.

Read the paragraph below. Cross out the three sentences that do not support the topic.

My Pet Peeves

I am a pretty agreeable person, but there are a few things around my house that drive me crazy. One such thing is when my younger brothers go into my bedroom and destroy my building creations. My three-year-old brothers both have blonde hair. I also get upset when my sister sings at the dinner table. Her favorite sport is gymnastics. My greatest pet peeve is when my older brother taps his pencil on the kitchen table while I am studying spelling words. I wish I had a fish tank in my room. My brothers and sister are really great, but there are moments when they make me crazy!



Rewrite the paragraph above skipping the sentences that you crossed out. The new paragraph should have one topic sentence followed by the supporting sentences.

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The following sentences should be crossed out: My three-year-old brothers both have blonde hair.; Her favorite sport is gymnastics.; I wish I had a fish tank in my room.; The rewritten paragraph should omit the above sentences.



Do You Agree?



The supporting sentences in a paragraph tell more about the topic.

Write three supporting sentences to complete each paragraph.

Shorter Weeks

I think the school week should be shortened to four days for three reasons. The first reason is _____

_____ Another reason is _____

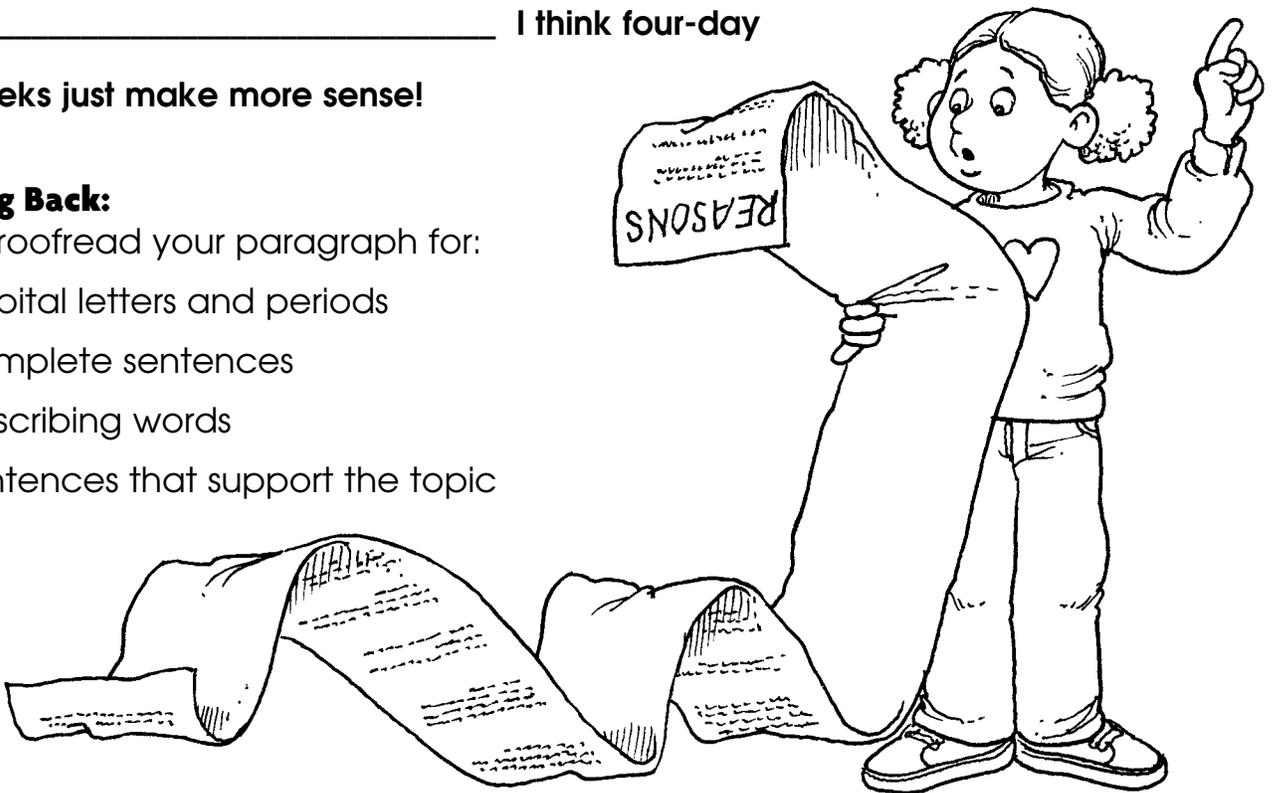
_____ The last reason is _____

_____ I think four-day weeks just make more sense!

Looking Back:

Now proofread your paragraph for:

- capital letters and periods
- complete sentences
- describing words
- sentences that support the topic



On another piece of paper, write a paragraph that begins with this topic sentence:
I think I should be able to stay up later for three reasons.

A Great Trick



The supporting sentences should be in an order that makes sense.

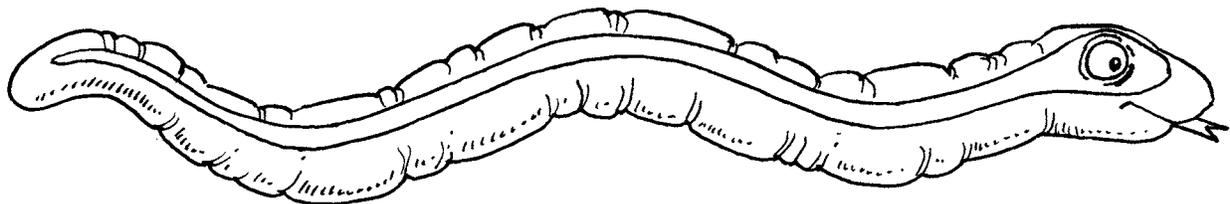
Read the topic sentence, then number the supporting ideas first (1) to last (4).

Last week I played a great trick on my mom.

- _____ won a huge rubber snake
- _____ went to a carnival
- _____ called my mom outside
- _____ put snake in my mom's flower garden



Now use the topic sentence and ideas in the correct order to write a paragraph telling the story. Be sure to use complete sentences.



Think of a trick you have played on someone. On another piece of paper, write a topic sentence and three supporting sentences about the trick.

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2, 1, 4, 3; Paragraph sentences will vary but should follow the same order as the numbered sentences.

Good to Know



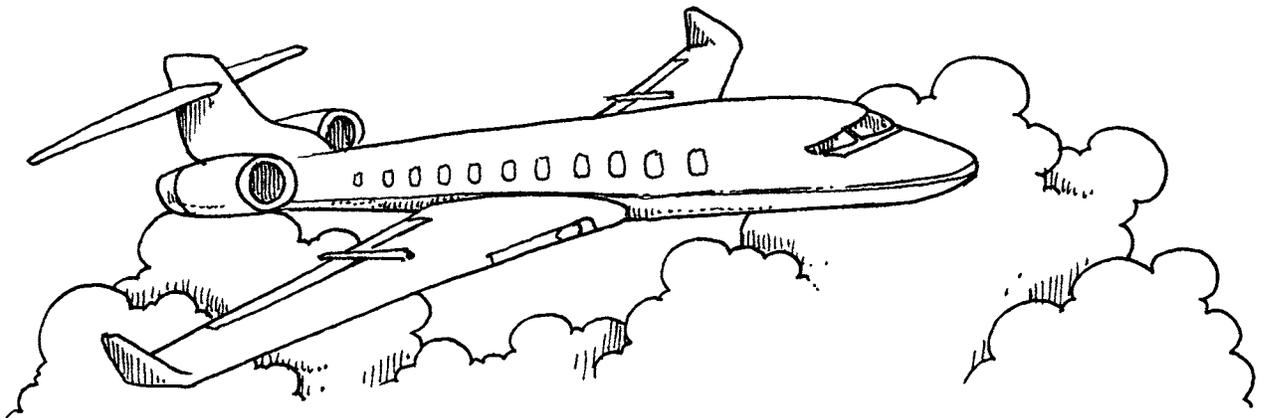
A good paragraph has at least three supporting sentences.

Finish the paragraphs below by writing three sentences that support each topic sentence.

Airplanes are useful in many ways. First, _____

Second, _____

Third, _____



Life as a child today is quite different from the way it was when my parents were young. First, _____

Second, _____

Third, _____



Clip a topic sentence from a magazine or newspaper article. Glue it to another piece of paper and write three supporting sentences.



Closing Time!



*The last sentence in a paragraph is called the **closing sentence**.
It retells the topic sentence in a new way.*

Find a closing sentence to match each topic sentence. Write the closing sentence.

Closing Sentences

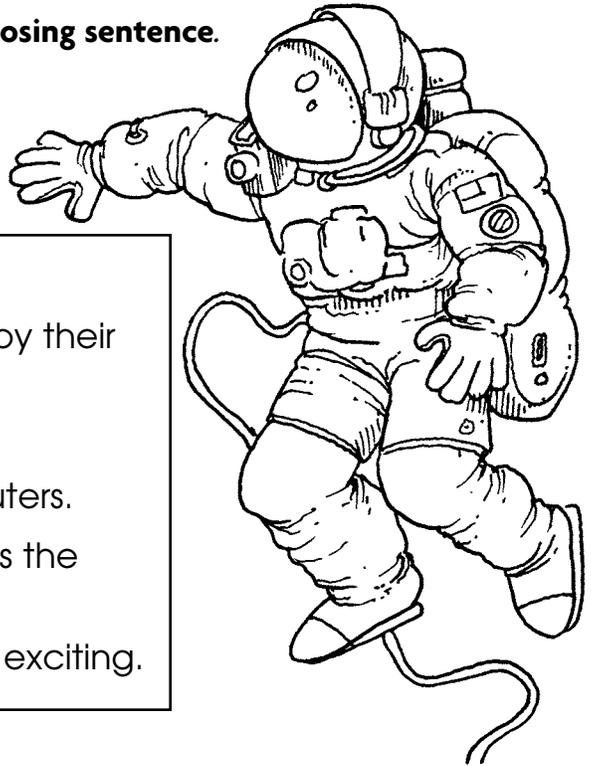
Some gardeners in Florida and Texas can enjoy their flowers all year long.

Of all the seasons, autumn is the best.

Life would never be the same without computers.

There are many subjects in school, but math is the most difficult.

Though dangerous, the job of an astronaut is exciting.



1. Fall is my favorite season in the year.

2. Astronauts have one of the most exciting and dangerous jobs.

3. Math is the toughest part of our school curriculum.

4. Many types of flowers grow year-round in the southern states.

5. Computer technology has changed many aspects of our lives.

year long. 5. Life would never be the same without computers.

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1. Of all the seasons, autumn is the best. 2. Though dangerous, the job of an astronaut is exciting. 3. There are many subjects in school, but math is the most difficult. 4. Some gardeners in Florida and Texas can enjoy their flowers all



That's All Folks!



The closing sentence retells the topic sentence or main idea of a paragraph.

Write a closing sentence for each paragraph.

All cyclists should wear helmets while riding their bikes. Many injuries occur to the head in biking accidents. Helmets could help prevent the injuries. Helmets also make cyclists more easily noticed by car drivers. _____



There are many things to do on a rainy day. If you like to write, you could send a letter to a friend or make a book. If you prefer craft projects, you could make a bookmark or a collage. If you really enjoy games, you could play cards or build a puzzle. _____

The wheel must be one of the world's most important inventions. First, we would have no means of transportation if it were not for wheels. Second, we would not be able to enjoy many of our favorite pastimes, like in-line skating and riding a bike. Last, it would be very difficult to move heavy objects around without wheels. _____



A Paragraph Plan



Follow these steps in planning a paragraph.

1. *Choose a topic (main idea).*
2. *Brainstorm ideas about the topic. (You will need at least three.)*
3. *Write a topic sentence.*
4. *Write a closing sentence by retelling the topic sentence.*

Follow this plan to write a paragraph about Ben Franklin.

- 1. Ben Franklin**
- 2. a) inventor of bifocal eyeglasses and Franklin stove
b) scientist who proved that lightning is electricity
c) involved in writing the Declaration of Independence**
- 3. Ben Franklin was a man of many talents.**
- 4. Ben Franklin displayed his talents in many ways.**





Read your paragraph to yourself. Then add a describing word to each supporting sentence.



My Very Own Paragraph



Use a paragraph plan before you begin writing.

It is time to plan and write your own paragraph. You may want to use your own topic or one of the following topics: My Favorite Vacation, Collecting Coins, Our Pet Snake.

1. Choose a topic. _____
2. Brainstorm three supporting ideas.
 - a) _____
 - b) _____
 - c) _____
3. Write a topic sentence. _____
4. Write a closing sentence. _____

Use the plan to write your own paragraph.



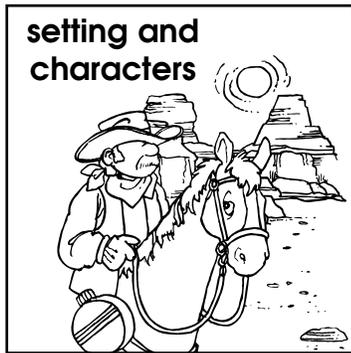
Do I Have a Story for You!



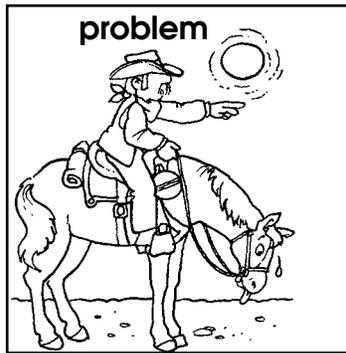
A paragraph that tells a story is called a **narrative paragraph**. Its supporting sentences tell what happen at the beginning, middle, and end. A **story map** helps you plan the story's setting, characters, problem, and solution.

Write a sentence about each part of the map. Then complete the plan for a narrative paragraph using the story map.

Beginning



Middle



End



1. Write a topic sentence. _____

2. Write a supporting sentence for the beginning, middle, and end.

B) _____

M) _____

E) _____

3. Write a closing sentence. _____



On another piece of paper, use the plan to write a narrative paragraph.



Map It Out



Use a story map to help plan a narrative paragraph before you begin writing.

Draw pictures to complete the map. Then use it to write a narrative paragraph.

Beginning

Middle

End

setting and characters



problem



solution

1. Write a topic sentence. _____

2. Write a supporting sentence for the beginning, middle, and end.

B) _____

M) _____

E) _____

3. Write a closing sentence. _____



On another piece of paper, use the plan to write a narrative paragraph.



I'm Sure You'll Agree!



A **persuasive paragraph** gives your opinion and tries to convince the reader to agree. Its supporting ideas are reasons that back up your opinion.



Topic sentence

→ Our family should have a dog for three reasons.

Reason 1

First, pets teach responsibility. If we get a dog, I will feed him and take him for walks after school. The second reason for having a pet is that he would

Reason 2

make a good companion for me when everyone else is busy. I won't drive Dad crazy always asking him to play catch with me. The third

Reason 3

reason we need a dog is for safety. He would warn us of danger and keep our house safe. For all of these reasons, I'm sure you'll agree that we should jump in the car and head toward the adoption agency right away. I don't know how we have made it this long without a dog!

closing sentence

Plan and write a persuasive paragraph asking your parents for something (such as a family trip, expensive new shoes, or an in-ground pool).

1. Choose a topic. _____

2. Write a topic sentence. _____

3. Brainstorm three supporting reasons.

Reason 1 _____

Reason 2 _____

Reason 3 _____



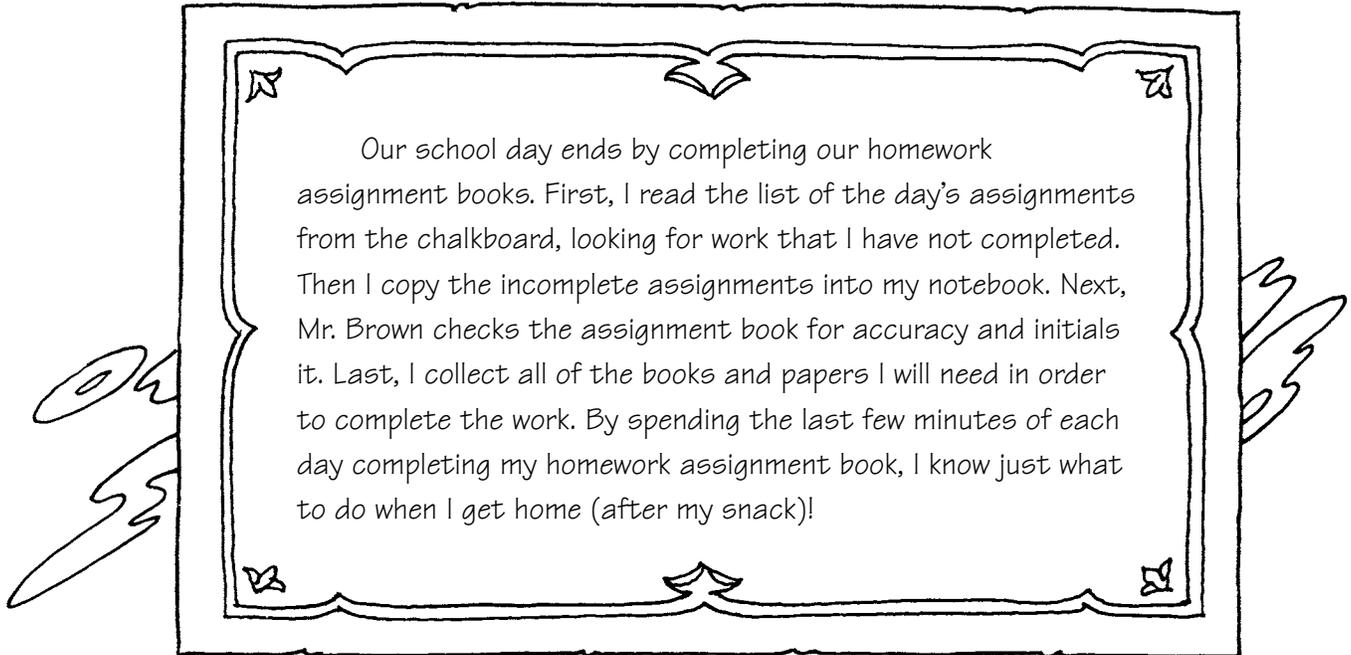
On another piece of paper, use your plan to write a persuasive paragraph.



That's a Fact!



An **expository paragraph** provides facts or explains ideas. The supporting sentences give more details about the topic.



Plan an expository paragraph explaining one part of your school day.

Write the topic sentence. _____

List the four supporting ideas.

- 1) _____
- 2) _____
- 3) _____
- 4) _____

Write the closing sentence. _____



On another piece of paper, use your plan to write an expository paragraph.

