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Introduction

Writing and language skills help us communicate with one another. Students need guidance, assistance, and practice to develop these particular skills. *Let's Get This Day Started: Writing and Language Skills* explicitly teaches specific writing and grammar concepts as well as language skills. In a diverse society, students do not always have opportunities to hear and learn English from seeing and hearing language used correctly in context. In addition, language and its use change as new technology impacts the ways in which people communicate. We are all English learners, whether as native speakers or second-language novices. Explicit language instruction helps students acquire specific skills that contribute positively to their academic learning and effective communication with others.

There are two main sections in this book. In both sections, students will practice grammar and language skills with peers in whole-group, small-group, and partner settings and then apply it to their own writing.

The first part teaches grammar and writing skills that enable students to write more effectively. The goal of effective writing is to engage readers in such a way that they comprehend and respond to what they read. In these units, students study how correct use of grammar results in effective writing.

The second part introduces vocabulary skills, including figurative language. These skills encourage students to use grade-level-appropriate general-academic and domain-specific vocabulary in their reading, writing, speaking, and listening. Vocabulary skills help students better understand how language works in a variety of contexts. As they practice and develop these skills, students grasp differences in style and meaning to increase their reading and listening comprehension, as well as writing abilities.

Each unit presents the focus concept to students through explanation, examples, and activities. The concepts presented generally follow the scope and sequence of the Common Core State Standards Initiative, which seeks to provide students with the knowledge and skills they need to be successful in college, career, and life.

Activities within each unit focus on a specific theme. Students will write about grade-level-appropriate, relevant topics of interest. These topics were gathered from current news and events, popular culture, and themes in child development.

The skills covered in *Let's Get This Day Started: Writing and Language Skills* are used and needed every day. Help your children or students master these skills, as they will use them throughout the rest of their educational careers and lives.

How to Use This Book

Each unit has three sections. The first is *Learn*, a lesson page addressed to students. This page introduces a grammar, writing, or language skill through observation and activities designed to engage students. Any new, related vocabulary is also introduced. (Students may need help pronouncing these new words.) In many cases, students participate in a whole-class activity during this part of the lesson. These activities provide scaffolding and support for students as they begin their initial practice of the skill.

Grammar and Writing Skills **PRACTICE**

Name: _____

Nouns: Possessive


1. Draw your pet. If you do not have a pet, draw your friend's pet. Or, draw a pet you would like to have. Use a separate piece of paper.
2. What does the pet have? Does the pet have a collar? Does the pet have food? These are things the pet owns. List things the pet owns on the lines. Add these things to your drawing.
3. Cover the words with sticky notes or tape a piece of paper over each word.
4. Trade papers with a partner.
5. Look only at your partner's drawing. What things do you think the pet owns?
6. Write sentences to guess what the pet owns. Use possessive nouns.
7. Share your sentences with your partner. Then check the words your partner wrote under the sticky notes. How many did you guess correctly?

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Practice continues in the second part of the lesson. Students work collaboratively in whole-group, small-group, or partner activities, which gives them continued guidance and support.

The third page in each unit, *Your Turn*, has two parts: *Write* and *Reflect*. *Your Turn* presents one or more writing prompts for students to practice the skill independently. After students incorporate the skill into their writing, they reflect on their learning individually or with a partner. The reflection activity

provides students with the opportunity to review, confirm, and reinforce their learning and its application in their writing. The additional practice and implementation will help them remember what they have learned.

Some units incorporate photographs into student activities. These add a realistic element to the writing prompts and engage students by providing a real-life connection for their learning. When making photocopies of activity pages, it is best to use the photo setting so the images are easier to see. You may wish to supplement other activities with related photographs or other visual aids. Plan to preview each lesson; some units include a teacher icon. This icon  indicates that the lesson needs additional teacher preparation.

Answers for some of the units in this book can be found in the Answer Key on pages 107–109. In addition to specific answers for some student activities, the Answer Key also provides suggested answers for some of the teacher-led (icon) activities.

All of the activities in the *Let's Get This Day Started* series have been aligned to the Common Core State Standards (CCSS). A correlations chart is included on pages 110–112.

Grammar and Writing Skills **LEARN**

Name: _____

Nouns: Possessive

A noun names a person, place, or thing. A person, place, or thing can own something. We use an apostrophe in a **possessive noun**. This shows that something belongs to a noun. We add an apostrophe to make a noun possessive. Then we add the letter *s*.

1. Read the examples below.
 - The dog has a bone. It is the dog's bone.
 - The boy has a cat. It is the boy's cat.
 - Jayla has a lizard. It is Jayla's lizard.
 - The dog park has rules. They are the park's rules.
2. How do the examples above use possessive nouns? Share your ideas with classmates.
3. Look at the examples above again. With your class, tell how to show that something belongs to a noun. Write a sentence on a whiteboard or chart paper.
4. Your teacher will show you several photographs of dog shows. Look at the photographs with a small group.
5. What nouns do you see in the photographs? Write the nouns in the top row of boxes.

6. What do you see that belongs to each noun? Write what belongs to each noun in the box below that noun.

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Grammar and Writing Skills **YOUR TURN**

Name: _____

Nouns: Possessive

WRITE

1. What silly or unusual pets would be fun to have? Write your ideas in the outside sections of the circle.
2. What things would each pet have? Write your ideas in the inside sections of the circle.
3. Write a silly story about one of the pets. Maybe the pet goes to a pet show. Maybe the pet takes a trip. Use a separate piece of paper to write your story.

REFLECT

1. There are three steps to writing a possessive noun. Do you remember the steps? Test yourself. Write the missing words in the sentences.
 - (a) Write the .
 - (b) Add an .
 - (c) Then write the letter .
2. Look at the sentence you and your classmates wrote for Learn #3.
3. Copy the sentence on the lines.

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Name: _____

Nouns: People and Places

A **noun** can name a person or place. Many nouns name people. A hero is a person. A hero is also a noun. A noun that names a person can show who is doing the action.

1. Think about your favorite hero. Circle the nouns that name people who are heroes.

artist

doctor

firefighter

winner

athlete

father

superstar

woman

2. Name a hero. This word is a noun.

3. Share your noun with the class.

A **noun** can name a person or place. Many nouns name places. A hero may fight for their country. A hero may explore space. A hero may teach students at a school. *Country, space, and school* are places. They are also nouns. Nouns that name places show us where something happens.

Heroes do good or brave things in a place. It might be where they live. It might be in a different place.



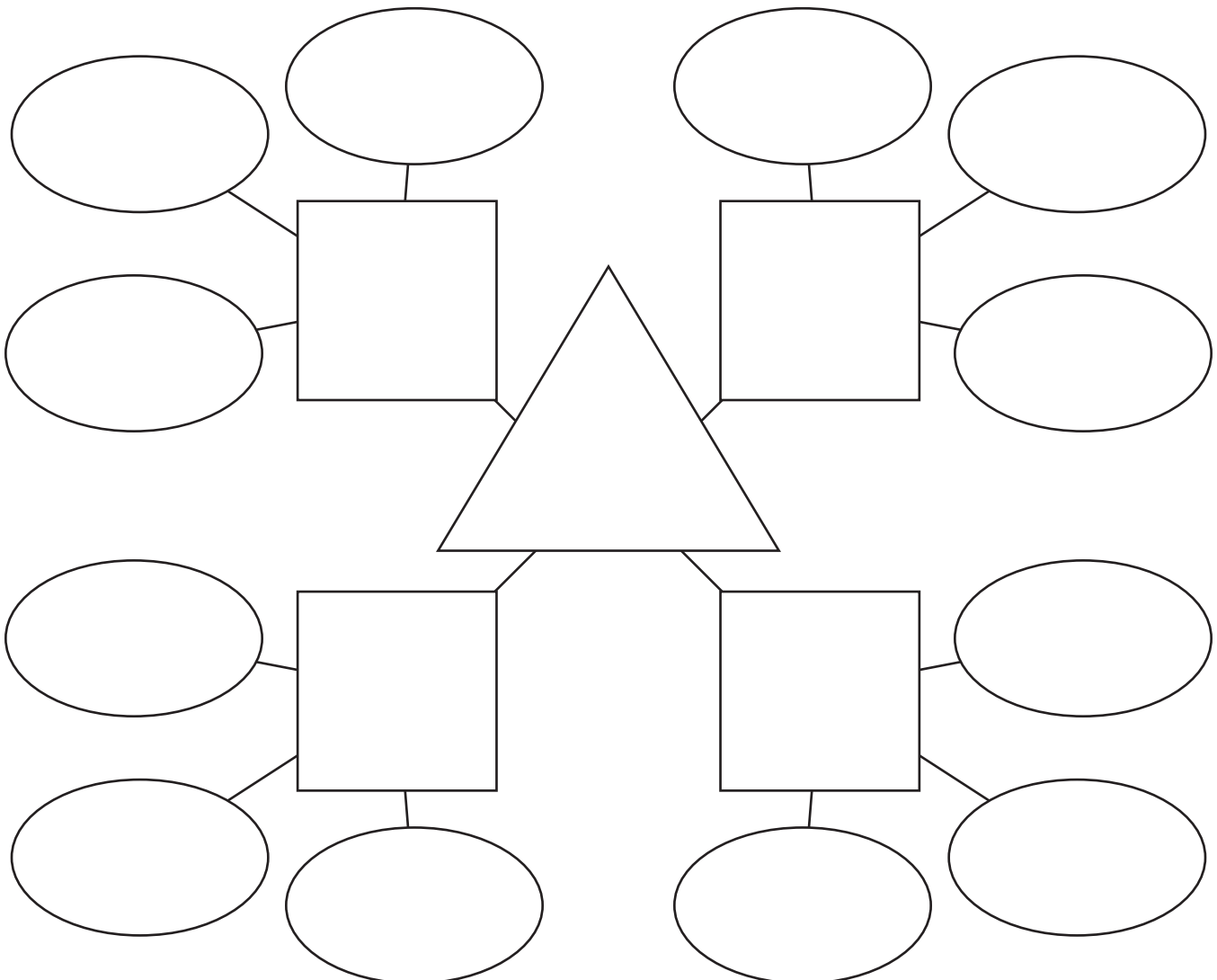
1. Talk with classmates about the places where heroes live.
2. Talk about the places where heroes do good or brave things.
3. Work as a class to name places. List nouns that name places on a whiteboard or chart paper.
4. On a separate piece of paper, copy nouns that name places.

Name: _____

Nouns: People and Places

Heroes often help people in places.

1. Talk with a partner about the people heroes help. Talk with a partner about where heroes help people.
2. In the center triangle, write the name of a hero. The name of the hero is a noun.
3. In the boxes, write the names of people the hero helps. These names are nouns.
4. Write the names of the places where the people in the boxes may need help. Maybe they need help at home. Maybe they need help at work. Write the places in the ovals. These places are nouns.



Grammar and Writing Skills

Name: _____

Nouns: People and Places

WRITE

1. What kind of hero would you like to be? Write nouns that name your hero. Is your hero a brother? Is your hero an animal? Is your hero a helper? Write your nouns in the box below.

2. Name the places you would be a hero. For ideas, look at the words you wrote for Learn #4. Answer the questions below.

- Where would you live?

- Where would you do good or brave things?

3. Draw a picture of one of these places. Use a separate piece of paper.



REFLECT

1. Tell a partner about your hero.
2. Check your partner's work. Answer the questions below aloud.
 - Did your partner use nouns to name a person?
 - Did he or she use nouns to name one or more places?