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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 **LEARN**

Name: _____

Types of Writing: Opinion

We use different types of writing for different reasons. Sometimes, we write to state an opinion. An opinion is what we think or believe about something. **Opinion writing** says what we think or feel about a topic. It gives reasons for readers to agree with the opinion. We all have opinions about the best way to get from one place to another. We might like to travel by car. We might rather travel by plane. We have reasons for our opinions.

1. Read the paragraph below.
My favorite way to travel is by car because I like to see the scenery. In a car, we can stop when we want to see the sights. We can stop to do different activities along the way. We can choose where and when we stop to eat, and we have more choices for our meals. Traveling by car is the best way to go!
2. Draw a graphic organizer like the one on the right. Use a separate piece of paper.
3. Think about the questions below to complete the graphic organizer.
 - What is the author's opinion in the paragraph?
 - What reasons does the author give for their opinion?
 - How did the author restate their opinion to conclude the paragraph?
4. Turn and talk with a partner about the questions below.
 - Do you agree or disagree with the opinion statement? Why?
 - Do the author's reasons for their opinion make sense? Why or why not?


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Grammar and Writing Skills **PRACTICE**

Name: _____

Types of Writing: Opinion

1. Look at the photographs below of different forms of transportation.



2. Complete the chart below. Write the name of each form of transportation shown in the photographs. Then list reasons why people use it.

Transportation	Reasons

3. Work with a small group to compare your chart to your classmates' charts. Follow the steps below.
 - Share your ideas for reasons why people use each form of transportation.
 - Add new ideas you hear to your chart.
 - Talk about how different reasons support different opinions.

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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

Grammar and Writing Skills **YOUR TURN**

Name: _____

Types of Writing: Opinion

WRITE


1. What is one place you would like to go?
2. What form of transportation would you take to get there?
3. Why is this the best way to travel to this place? Write your reasons.
4. Write an opinion paragraph about where you would go and why you would choose this way to travel. Use a separate piece of paper.

REFLECT

1. Read a partner's paragraph.
2. Follow the steps below to show the opinion statement and reasons in your partner's paragraph.
 - Draw and label a blank graphic organizer like the one you completed in Learn #2.
 - Write your partner's opinion statement, reasons, and concluding sentence in the correct boxes of your graphic organizer.
3. Talk with your partner to answer the questions below.
 - Why might we write an opinion paragraph?
 - How do we convince readers our opinion makes sense?
 - How do we end an opinion paragraph?

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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.

Name: _____

Nouns: Irregular Plural and Collective

Plural nouns name more than one person, place, or thing. Usually we make a noun plural by adding -s or -es. **Irregular plural nouns** don't follow this rule. Sometimes, we have to change one or more letters.

1. Study the words in the chart below. Talk about these types of nouns with classmates. How is the irregular plural form of each noun formed?

wolf	wolves	
butterfly	butterflies	
goose	geese	
mouse	mice	

2. Work together with classmates to describe what you notice about the irregular nouns in the chart. Write your ideas in the last column next to each word.
3. Think of another animal and its irregular plural form. Write it in the last row of the chart. How do you make the plural for this noun? As a class, discuss your answer.
4. Work together to write a sentence about what you have learned about irregular plural nouns. Record your sentence on a whiteboard or chart paper.

A **collective noun** is a word that names a group of things. We treat it as a singular noun.

1. Read the sample sentence below. What is the collective noun in the sentence?
Her dog has a new litter of puppies.
2. Work together with classmates to brainstorm collective nouns. Which words describe a group of animals? Record your ideas on a whiteboard or chart paper.

Name: _____

Nouns: Irregular Plural and Collective

1. Look at the photographs below. Follow these directions:

- On the first line below each picture, write a singular noun to name one of each animal.
- On the second line below each picture, write a plural noun to name two of the animals.
- On the third line below each picture, write the collective noun to name the group of animals. Use the word box below to help you.

herd

pride

school

swarm









2. Work with a partner to imagine a place (for example, a zoo or wildlife refuge) that is kind to animals. Answer the questions below on a separate piece of paper.

- Which of the animals pictured above will live in your place?
- What type of setting will the group of animals like? Use a collective noun in your sentences.

Name: _____

Nouns: Irregular Plural and Collective

WRITE

1. Draw a picture of the animals and setting you described in #2 of the Practice page. Use a separate piece of paper.
2. Write sentences about the drawing. Think about the questions below as you write your sentences.
 - What types of nouns will you use to write about the animals?

- What action verbs will you use to describe what the animals in your drawing do?

REFLECT

1. Share your drawing and sentences with a partner.
2. Answer the questions below on a separate piece of paper. Then talk about your answers with your partner.
 - Why do we use collective nouns?
 - What have you learned about plural nouns that don't always follow the rules?
3. Write any collective nouns you already knew.
4. Write any new collective nouns you learned.