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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. 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: _____

Types of Writing: Narrative


- Look at the photographs below.
- With a small group, follow the steps below to gather ideas for a story about one of the photographs.
 - Choose one photograph to write about.
 - To what other place or time (past, present, or future) might that door lead? Write your ideas on a separate piece of paper.
 - Pass your paper to the person on your right.
 - Whom or what would you take with you to enter the door your classmate described above? Write your answer on your classmate's piece of paper.
 - Pass your paper to the person on your right.
 - Whom or what might you meet if you walk through the door your classmate described above? Write your answer on your classmate's piece of paper.
 - Pass your paper to the person on your right.
 - What might happen once you walk through the door your classmate described above? Write your answer on your classmate's piece of paper.
- Pass your paper to its owner. Use your classmates' notes to draft a story about traveling back in time or forward to the future. Think about the following questions to plan your story. Write your story on a separate piece of paper.
 - How will you introduce the setting and characters to readers?
 - What happens in the story?
 - How do characters react to what happens?
 - How will the story end?

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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 give 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 in 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: _____

Types of Writing: Narrative

We use different types of writing for different reasons.

Sometimes, we write a story. This is called **narrative writing**. We use this type of writing to share experiences. We tell what happened to us or to a character. Narrative writing can be real or make-believe. It tells events that happened in an order that makes sense.

Narrative writing has action. The stories tell about people, places, or things, and how they look, sound, smell, taste, or feel. Often, characters solve a problem. We read this kind of writing to learn about people and their experiences. We read narrative writing for fun.

- Which stories have you read or watched that have to do with time travel in the past or in the future? _____
- Choose one story title. Talk about the questions below with classmates to think about narrative writing in this story.
 - How does the story begin? How does the author introduce the situation and characters?
 - Why is it important for events in a story to happen in a way that makes sense?
 - What do characters in the story say and do to show how they respond to what happens in the story?
 - How does the story end? What makes readers feel satisfied with the way it ends?
- Where and when would you go in the past, present, or future? What might happen if you traveled to a different time? Write your ideas in the boxes below.

Past	Present	Future

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Grammar and Writing Skills **YOUR TURN**

Name: _____

Types of Writing: Narrative

WRITE

- Review your notes from Learn #3. What ideas from your notes could you use to revise the story you drafted in Practice #2?
- Review the notes and ideas you received from classmates during the Practice activity. What changes and additions would you make to your story idea in #1 above? Write your ideas in the box below. _____
- Follow the steps below to write a final copy of your story about traveling to a different place or time.
 - Use your notes from Learn #3 and the ideas your classmates wrote in the Practice activity.
 - Write your story on a separate piece of paper.
 - Think about how you would answer each question in Learn #2 for your story.
 - Check your writing to make sure you have developed your story in a way that makes sense and is interesting for readers.

REFLECT

Trade papers with a partner. Read your partner's story and complete the sentence frames below to offer feedback on the story topic. Remember, we each like different kinds of stories because we have our own interests.

- I would like to travel in time with you because _____
- I would travel with you, but I think we should go to _____ because _____
- I would rather stay right here and now because _____

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Name: _____

Adjectives: Comparative and Superlative

An adjective modifies, or describes, a noun. **Comparative adjectives** compare two things. Most comparative adjectives are formed by adding *-er* to the end of an adjective.

Examples: The firefighter was brave.

The fire chief was braver than the firefighter.

In the second sentence, the fire chief is being compared to the firefighter.

Superlative adjectives compare three or more things. For most superlative adjectives, add *-est* to the end of the word.

Examples: The first giant is strong.

The second giant is stronger than the first giant.

The third giant is the strongest of all.



These sentences compare three giants to one another.

Some comparative and superlative adjectives change form. We call these **irregular comparative or superlative adjectives**.

Adjective	Comparative	Superlative
good	better	best
bad	worse	worst
much, many, some	more	most
far	farther	farthest

1. Write a sentence about a superhero. Use a separate piece of paper.
2. Trade sentences with a classmate. Write a sentence that compares your superhero to your classmate's. Write the comparative form of your adjective or their adjective in your sentence. Use the same separate piece of paper.
3. Share your sentences with the class. Work with classmates to write sentences that compare your superheroes. Use comparative and superlative adjectives in your sentences. Record your sentences on chart paper or a whiteboard.

Name: _____

Adjectives: Comparative and Superlative

1. What other adjectives could you use to describe a superhero? Write your ideas in the box below.

2. Work with two other classmates to form a group of three. Follow the steps below to practice saying comparative and superlative adjectives.
 - Pick a classmate to go first.
 - Take turns saying an adjective you wrote in #1 above.
 - The person on your left will say the comparative form of the adjective.
 - Then the third person in the group will say the superlative form of the adjective.
 - Start with a different person each time so that each person practices saying adjectives, comparative adjectives, and superlative adjectives.
3. Work together to write a story about superhero characters. Follow the directions below to write your story. If you need more writing space, use a separate piece of paper.
 - Use adjectives from each group member to describe superheroes in the story. Use as many comparative and superlative forms of the adjectives as you can.
 - Include adventure, surprise, and excitement in your story.

4. Draw pictures to illustrate your story. Your drawings should show comparative and superlative qualities of the characters. Use a separate piece of paper.
5. Record or read your story aloud to share with classmates.

Grammar and Writing Skills

Name: _____

Adjectives: Comparative and Superlative**WRITE**

1. Answer the questions below to think about a real-life superhero (not a cartoon character).

- What types of actions do real people do that make us think of them as superheroes?

- Who do you know that is like a superhero in some way?

- What adjectives would you use to describe this person?

- What qualities make this person different from other people?

2. Follow the steps below to write an opinion or explanatory paragraph about your superhero. Use a separate piece of paper.

- Include information about why this person is a superhero.
- Use comparative and superlative adjectives to compare this person to other things or people.

REFLECT

Trade paragraphs with a partner. Answer the questions below on a separate piece of paper.

- Why would you like to meet your partner's superhero?
- How does your hero compare to your partner's hero?
- How does your partner's hero compare to your hero?