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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: \_\_\_\_\_

**Verbs: Active and Passive**

1. Work together with three other classmates in a small group of four.
2. Look at the photographs below.




3. On your own, write sentences on a separate piece of paper to describe each photograph. Write one sentence using active voice and one sentence using passive voice for each photograph. Make sure you use the correct form of be and the past tense form of the verb when using passive voice.
4. Trade your sentences with the person on your left. Use the question below to check their active voice sentences.
  - Is the subject of the sentence performing the action?
5. Pass your papers to the left again. Use the question below to check your classmate's passive voice sentences.
  - Who or what is acted upon by the verb?
  - Who or what is the main focus or interest in the sentence?
6. Pass your papers to the left a third time. Draw a star by the sentence on their paper that is most effective. Why do you think this sentence is most effective?

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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: \_\_\_\_\_

**Verbs: Active and Passive**

When the subject of a sentence is doing the action, we use the **active** form of a verb. We call this active voice.

Examples: Cooper joins the museum displays with his family.  
Alexis trails the trail to the waterfall.

Sometimes, the subject does not do the action. In this case, we use the **passive** form of a verb. When we use passive voice, the person or object acted upon may become the subject of the sentence. We usually write the passive voice by using a form of be plus the past tense form of the verb.


Examples: The museum display was created in 1966.  
Readers are more interested in the museum display itself than the person who created the display, so using passive voice here is appropriate.

The challenging trail to the waterfall was explored by Alexis.

Readers are more interested in the trail than who explored it, so using passive voice here is also appropriate.

When we use active voice, our writing is clearer and more direct. In a story, this verb form helps readers feel as if they are experiencing the story action along with the characters.

We use passive voice to show interest in the person or object that experiences an action. If we do not know or do not want to say who or what performed the action, we might choose to use passive voice. Passive voice verb forms are used in formal writing. Passive voice may also be used to explain results in scientific writing.



1. Write two or three sentences about the types of vacations people might take with their families. Use a separate piece of paper.
2. Use a document camera, a whiteboard, or chart paper to display your sentences anonymously. Your teacher will help you.
3. Work together as a whole class to rewrite each sentence to the verb form not used—active or passive. Help one another use active and passive voice correctly in your sentences, as needed.

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**Grammar and Writing Skills** **YOUR TURN**

Name: \_\_\_\_\_

**Verbs: Active and Passive**

**WRITE**

1. Think about or imagine a family vacation. Answer the questions to complete the chart below.
  - What actions happened or would you imagine happened on the vacation? Brainstorm action words to get started and write them on the chart below.
  - In what situations would the person or object receiving the action be of greater interest or importance? (For example, was a map drawn to show someone how to find a particular place?)

Actions	Who or what performed the action?	Who or what received the action?

2. Use your notes from 1b above to write a paragraph about a real or an imaginary family vacation. Use active and passive voice verbs in your sentences.

**REFLECT**

1. Trade papers with a partner. Select two different colored pencils or highlighters.
2. Use one color to highlight phrases or sentences that use active forms of verbs in your partner's paragraph. Use the other color to highlight places where they used passive voice.
3. Discuss the following questions with your partner.
  - How do we use active voice to show who does an action?
  - How might we use active and passive forms of verbs to emphasize who or what performs or receives the action in sentences?
  - How do we use passive voice to show the results of an action?

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Name: \_\_\_\_\_

## Verbs: Active and Passive

When the subject of a sentence is doing the action, we use the **active** form of a verb. We call this *active voice*.

Examples: Cooper views the museum displays with his family.

Alexis hiked the trail to the waterfall.

Sometimes, the subject does not do the action. In this case, we use the **passive** form of a verb. When we use *passive voice*, the person or object acted upon may become the subject of the sentence. We usually write the passive voice by using a form of *be* plus the past tense form of the verb.

Example: The museum display was created in 1966.

Readers are more interested in the museum display itself than the person who created the display, so using passive voice here is appropriate.

Example: The challenging trail to the waterfall was explored by Alexis.

Readers are more interested in the trail than who explored it, so using passive voice here is also appropriate.

When we use active voice, our writing is clearer and more direct. In a story, this verb form helps readers feel as if they are experiencing the story action along with the characters.

We use passive voice to show interest in the person or object that experiences an action. If we do not know or do not want to say who or what performed the action, we might choose to use passive voice. Passive voice verb forms are used in formal writing. Passive voice may also be used to explain results in scientific writing.



1. Write two or three sentences about the types of vacations people take with their families. Use a separate piece of paper.
2. Use a document camera, a whiteboard, or chart paper to display your sentences anonymously. Your teacher will help you. !
3. Work together as a class to rewrite each sentence to the verb form not used—active or passive. Help one another use active and passive voice correctly in your sentences, as needed.



Name: \_\_\_\_\_

## Verbs: Active and Passive

1. Work together with three other classmates in a small group of four.
2. Look at the photographs below.



3. On your own, write sentences on a separate piece of paper to describe each photograph. Write one sentence using active voice and one sentence using passive voice for each photograph. Make sure you use the correct form of *be* and the past tense form of the verb when using passive voice.
4. Trade your sentences with the person on your left. Use the question below to check their active-voice sentences.
  - Is the subject of the sentence performing the action?
5. Pass your papers to the left again. Use the questions below to check your classmate's passive-voice sentences.
  - Who or what is acted upon by the verb?
  - Who or what is the main focus or interest in the sentence?
6. Pass your papers to the left a third time. Draw a star by the sentence on their paper that is most effective. Why do you think this sentence is most effective?

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7. Discuss your answers to #6 with your small group and help each other rewrite the sentences as appropriate (using active or passive voice) to make them more effective.

Name: \_\_\_\_\_

## Verbs: Active and Passive

### WRITE

1. Think about or imagine a family vacation. Answer the questions to complete the chart below.

- What actions happened or would you imagine happened on the vacation? Brainstorm action words to get started and write them in the chart below.
- In what situations would the person or object receiving the action be of greater interest or importance? (For example, was a map drawn to show someone how to find a particular place?)

Actions	Who or what performed the action?	Who or what received the action?

2. Use your notes from #1 above to write a paragraph about a real or an imaginary family vacation. Use active and passive voice verbs in your sentences.

### REFLECT

1. Trade papers with a partner. Select two different-colored pencils or highlighters.
2. Use one color to highlight phrases or sentences that use active forms of verbs in your partner's paragraph. Use the other color to highlight places where they used passive voice.
3. Discuss the following questions with your partner.
  - How do we use active voice to show who does an action?
  - How might we use active and passive forms of verbs to emphasize who or what performs or receives the action in sentences?
  - How do we use passive voice to show the results of an action?