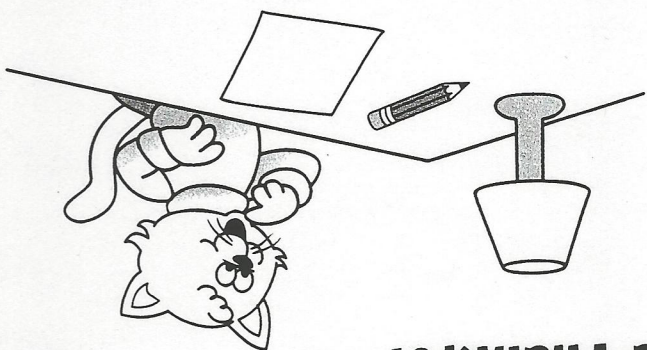


Thoughtful and Thankful



Plan a thank-you note.

Name _____

date: _____

closing: _____

Who will you thank? _____

What will you thank this person for? _____

Use your plan to write a thank-you note.

Bonus: Underline each part of your note by the color code.

Color Code

date = red
closing = purple
greeting = blue
body = orange

Name _____

Ready, Set, Send!

Plan a friendly letter.

Who will you write to?

What will you ask?

What will you tell?

date

greeting

closing

closing

Bonus: Use your plan to write a friendly letter.

A "Purr-fect" Time

Read the letter.

January 9, 2012

Dear Mom

I'm having fun visiting Grandma and Grandpa. Today, Grandpa taught me how to fis. He knows I love fish! Grandma is trying to teach me how to knit I would Rather play with the yarn. In the Morning, we all sit on the porch and wach the birds.

love

Cassie

Use proofreading marks to correct the errors.
Color a ball of yarn for each error you find.

Add missing punctuation. We made a cake. ✓	✓	Correct misspelled words. tomorrow tomorrow	○
Capitalize a lowercase letter. United states ≡	≡	Make a capital letter lowercase. I like Cookies. /	/

Bonus: Rewrite the letter correctly.

Pawing Through the Woodshop

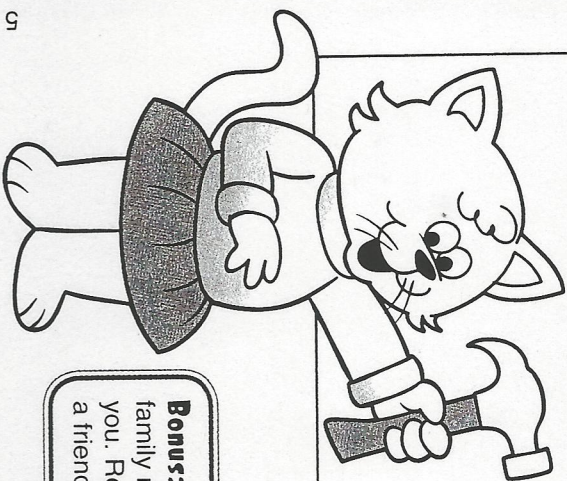
Read the letter.

January 20, 2012

Dear Dad,

Grandpa is very smart. He is teaching me how to build things. First, we built a birdhouse. Grandpa let me paint it. Then we built a scratching post. Grandpa will give it to the mailman. Tomorrow, Grandpa will teach me how to build a new bed. I love building things with Grandpa!

Your daughter,
Cassie



Bonus: Write a letter telling a friend or family member why he or she is special to you. Remember to include all five parts of a friendly letter.

Answer the questions.

1. Write the greeting. _____

2. Write the closing. _____

3. Write the date. _____

4. Write the signature. _____

5. What is the main idea of the letter?

- a. painting birdhouses
- b. playing card games
- c. building with Grandpa

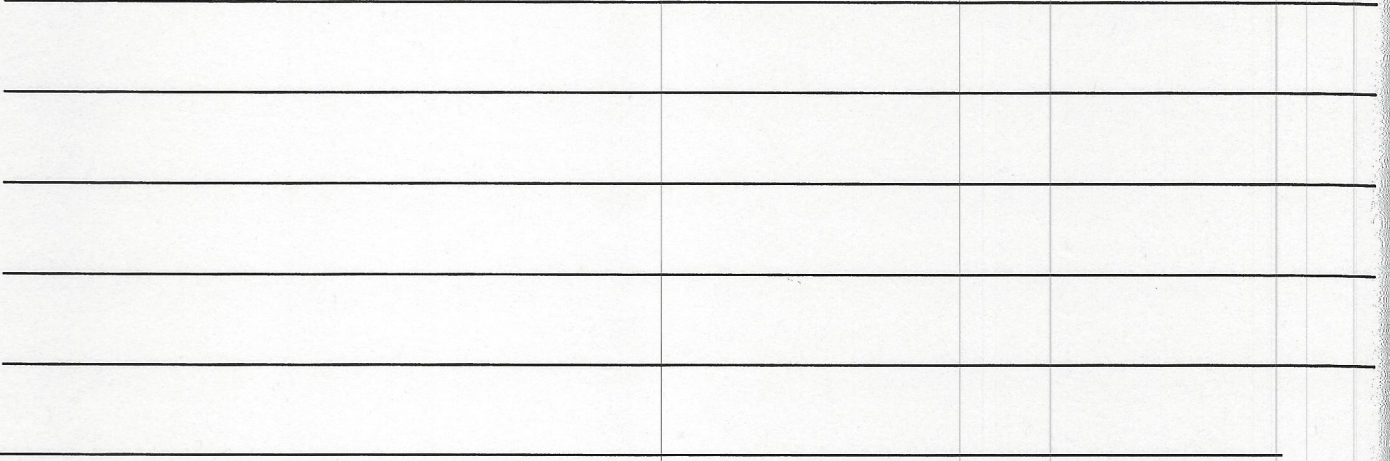
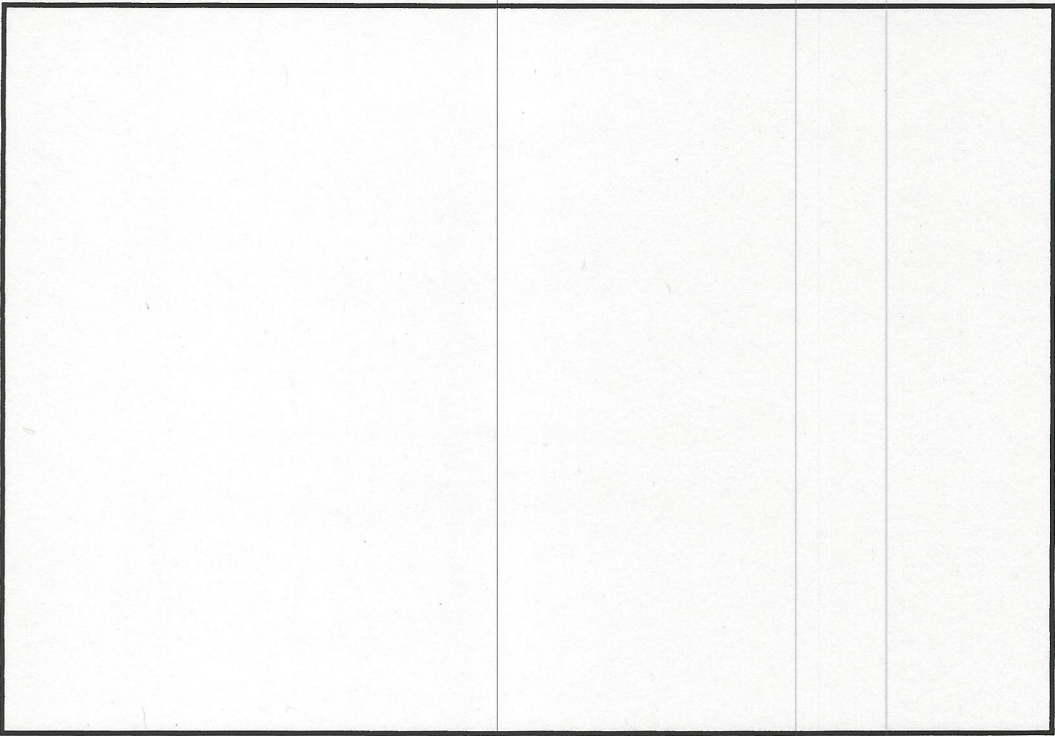
6. Which part of the letter helped you answer question 5? _____

Name _____

Writing: paragraphs

In My Free Time

My Hobby



Name _____

Writing: narrative

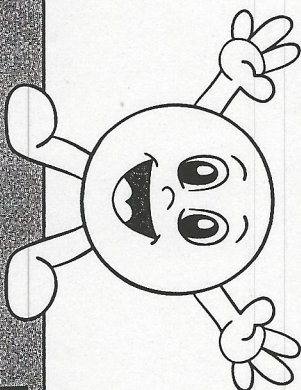
A Happy Day!

What makes you happy?
Draw the beginning, the middle, and the ending of a happy day.

Beginning

Middle

Ending

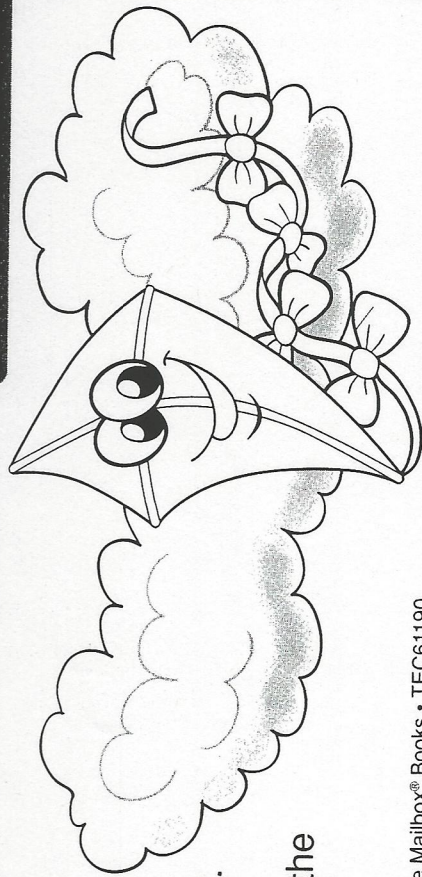


Write a caption for each picture.

Kite Adventures

(Pages 62 and 63)

1. Imagine that you are a kite flying high in the sky.
2. Write sentences on the triangles below to describe your flight.
3. Cut out the triangles. Glue them on your other paper.
4. Write a story about your flight on the lines on that page. Use the descriptions you've written to help you.



Writing: descriptive

For Every Learner™: Writing & Grammar • ©The Mailbox® Books • TEC61190

What do you see?

What do you smell?

What do
you hear?

What do
you feel?

1.

2.

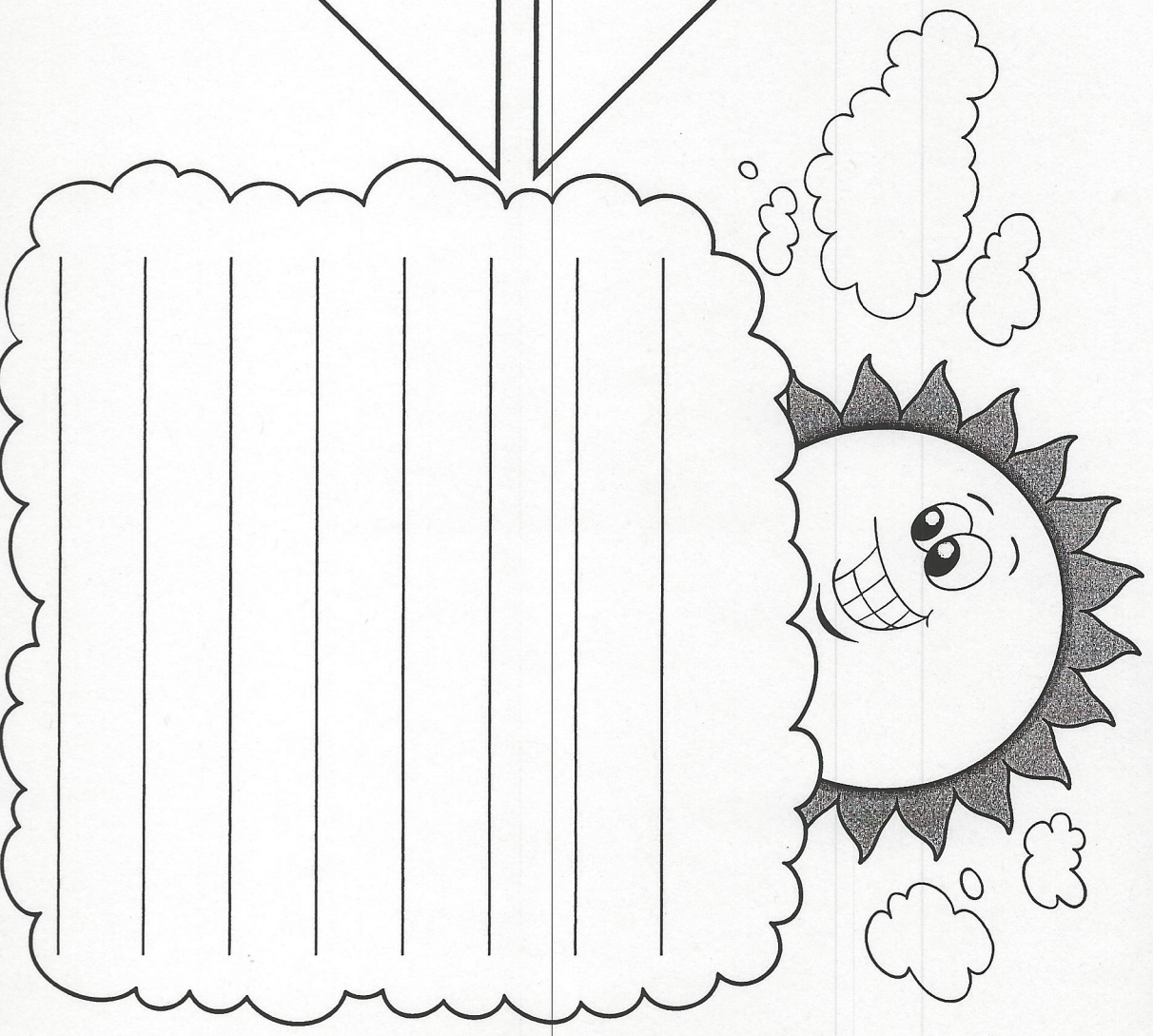
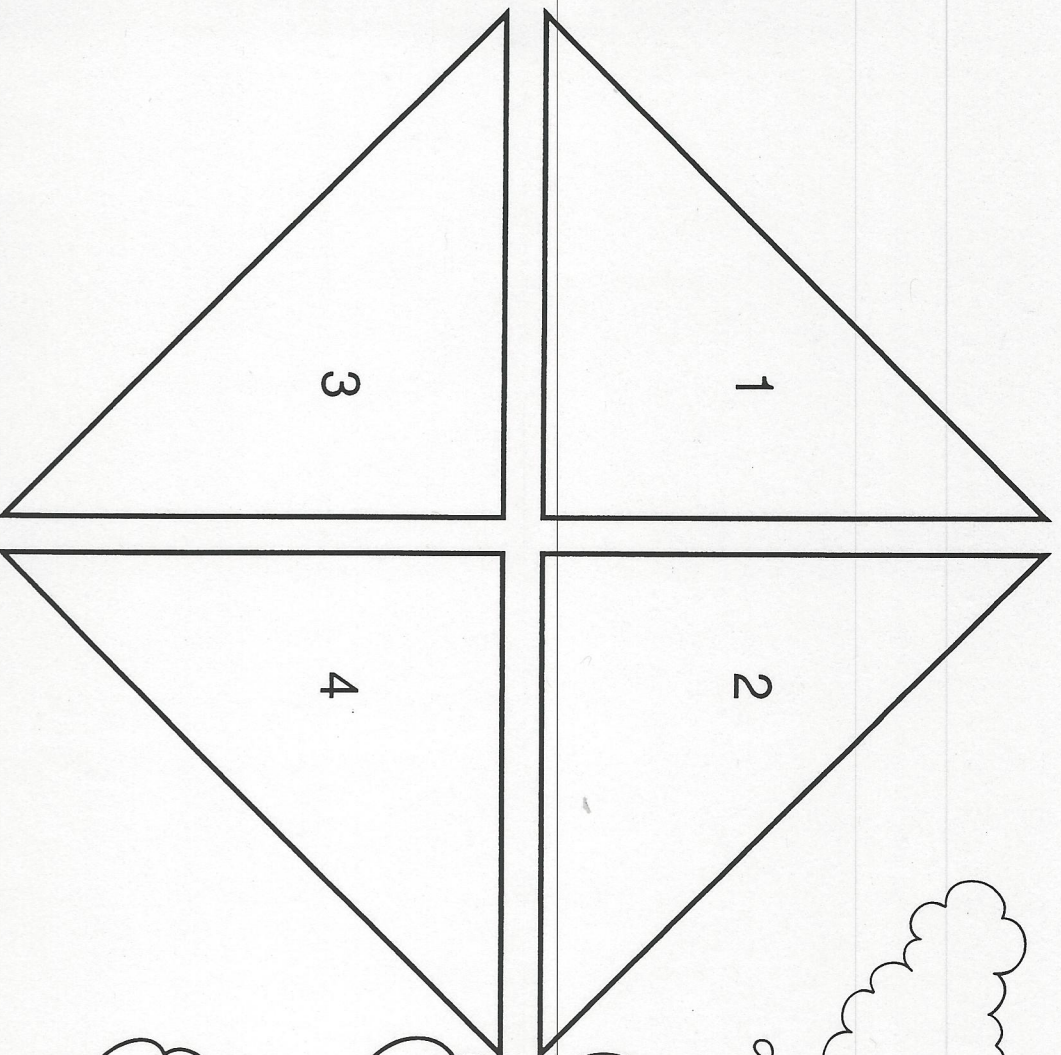
3.

4.

Name _____

Writing: descriptive

Kite Adventures



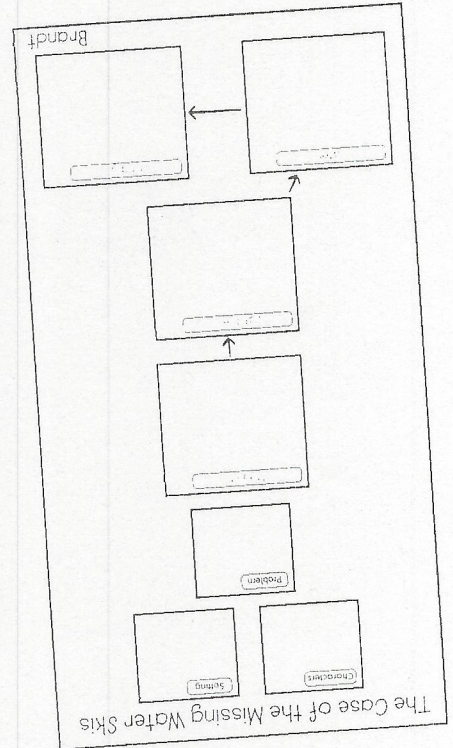
Writing

Tips & Tools

Sweet Reminder Writing paragraphs

Reinforce what students know about writing a paragraph with this taste-tempting idea. Divide students into small groups; then show a picture of a s'more. (Go to themailboxcompanion.com for a pattern.) Direct the groups to discuss how a s'more compares to a well-written paragraph. Provide time for each group to share its ideas with the class, leading the groups to explain that the graham crackers hold the treat together, just as the topic sentence and conclusion hold a paragraph together. Also help students understand that the really good stuff (chocolate and marshmallows) is packed between the graham crackers, just as a paragraph's details are packed between the topic sentence and conclusion. Finally, help students explain that just as the ingredients in the s'more make one treat, all the sentences make one cohesive paragraph. If desired, provide ingredients for students to make their own microwavable s'mores as a delicious follow-up activity.

Tyler Finley, Lynchburg, VA



Planning a logical order

Use this simple reproducible to help students organize their stories. To start, have each child complete a copy of page 16, writing in each section a different major event related to how his story's problem will be solved. Next, have the student cut the sections apart and order them to make a story map, reminding him to organize the events in an order that makes sense and will be interesting for the reader. Then instruct the child to write in each rectangle a different sequence word or phrase that reflects the order of his arranged events. Have him write a preliminary title at the top of a 12" x 18" sheet of paper, glue the cutouts below the title, and add arrows as needed. Remind the child to refer to his plan as he writes a draft of his story.

Jennifer L. Kohnke, Saint Charles, IL

There's even more to this department! Turn to pages 18-22 for reproducible practice pages.



Narrative

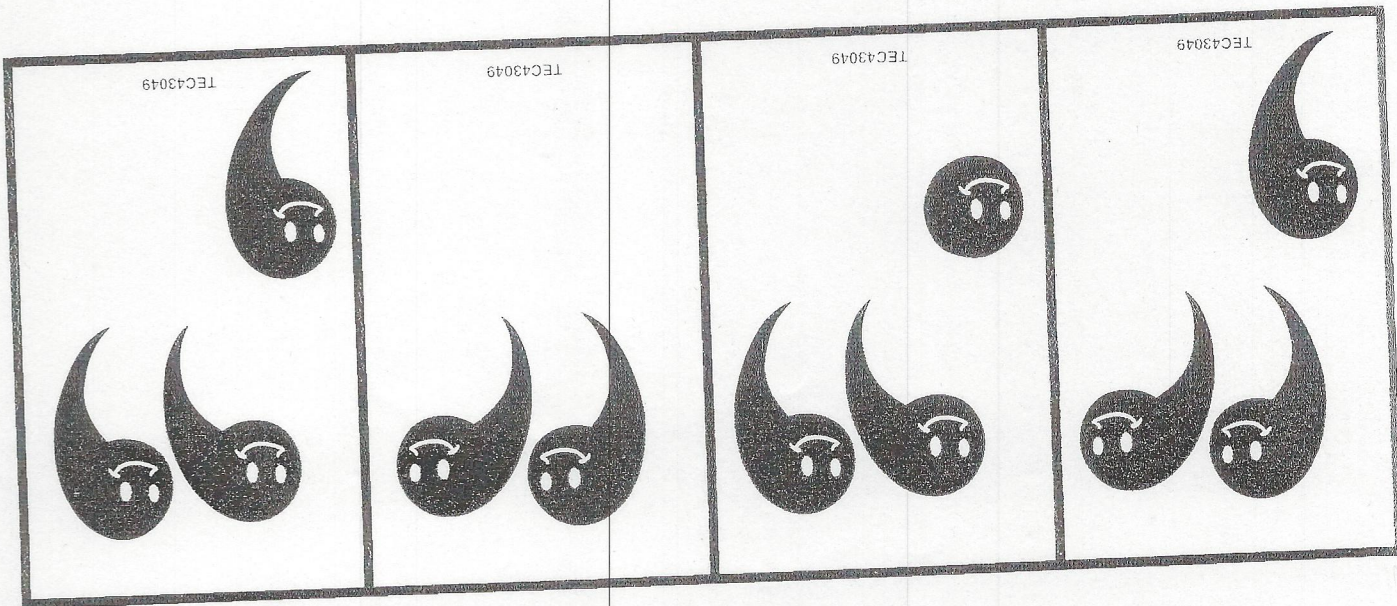
Expository

Descriptive

Process

Punctuation Mark Cards

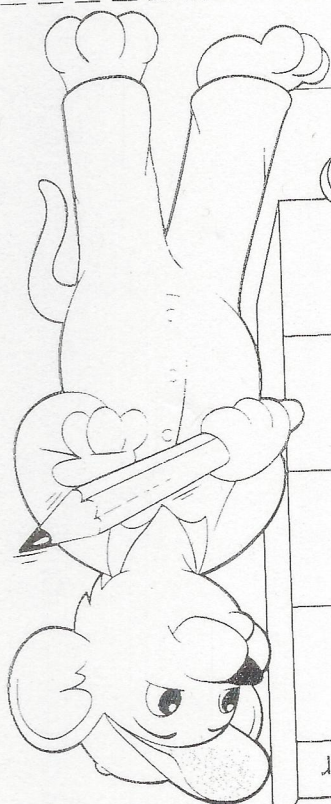
Use with "Say What?" on page 15.



Writing Tune-Up

Editing for mechanics

Author		Editor	
1. I circled words that might be misspelled.			
2. I checked that all sentences begin with a capital letter and added = to any that do not.			
3. I checked that all proper nouns begin with a capital letter and added = to any that do not.			
4. I checked that all sentences end with punctuation marks and added ., ?, or ! to those that need them.			



Editor

Author

Signed

Note to the teacher: Use with "Writing Tune-Up" on page 15.

Characters TEC43049			
Setting			
Problem			

Note to the teacher: Use with "From Beginning to End" on page 14.

