

Reading Activity Workbook¹⁻¹⁻⁷

This book will help your students to improve their reading, writing, spelling and comprehension.



Reproducible Workbook

(You may reproduce this book for your students.)

This book was designed to accompany Reading Voyage
Computer Reading Programs.

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Date

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Say the A B Cs

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Qq

Rr

Ss

Tt

Uu

Vv

Ww

Xx

Yy

Zz

Write the A B Cs

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line for letter height guidance. There are ten sets of these lines on the page.

Long Vowels

Long Vowels are letters which say their name as you pronounce words.

Circle each long vowel in each word below.

—
a Example: cake



ace ate lake make take ape made hate

—
e Example: eat

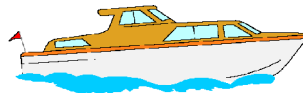
each meat need three escape even eve evil

—
i Example: pie



die five high line mine nine pine size time

—
o Example: boat



coat hope foe go goat pope rope so

—
u Example: mule



cute due fuel rule

More Long Vowel Sounds

Circle the long vowels in each word and sentence.

a cake may pail



Mary ate her cake in a boat on the lake.

e he we me

The goat will eat the yellow wheat.

i pie side hi



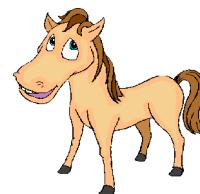
Jack will fly his kite on Monday at night.

o rose hold coat



I have a red coat in my little boat.

u use mule blue



The sky is blue and so is my mule.

Short Vowels

Short Vowels are vowels which make sounds but do not completely say their name.

Circle each short vowel.

a Example: apple



an man hand hat can pan plant black fast sand

e Example: egg



hen pen ten men best tell den second

i Example: fish



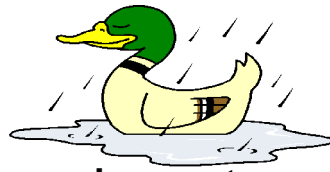
bin tin fin gin win witch give will pin knit

o Example: pot



dot fog cot hog jog lot soft stop sock pond got hop

u Example: duck



cut dug gun hug lug mule nut up rug sun

tug bug puppy rust

More Short Vowel Sounds

Circle each short vowel in the words and sentences below.

)

a daft an bat mad

The little old man sat on a pan.

)

e hen red fell pen set

The boy will wet his little gray pet.

)

i rid hit in hill

I hurt my chin with a pin.

)

o hot fox pond pot

Put the blue pot where it is hot.

)

u ugly run cut mud

Take the bug off my rug.

Beginning Consonants

Beginning Consonants are letters which come at the beginning of words which make sounds.

Fill in the blank with a word from the bottom of the page that has the same consonant sound as the underlined word.

1. The cat sat on a _____.
2. The boy put a _____ in a hat.
3. Dan and I did eat with _____.
4. Put the flower in the _____.
5. She hit the man with a _____.
6. Let the frog play a game with the _____.
7. I will sit in the _____.
8. The tent is on _____ of the hill.

bug can pot laid goat mop sand dad yell
hat well top

Write 10 words which have the same beginning consonant letters as the words above.

More Beginning Consonant Sounds

Underline each beginning consonant sound.

Bb boy blue box big bag bug
Little Boy Blue put a bug in a big box.



Cc cookie can cap cop
The cookie monster sees a cop with a cat.



Dd dog did dad duck
Daffy Duck did eat with dad and a dog.



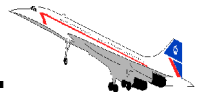
Ff fox fall five fog
The fox will fall at five in the fog.

Gg goat got game gave
The girl played a game with a goat.

Hh he hot hill hair
He was hot in his hat on the hill.



Jj Jack Jill jet jam
Jack and Jill ate the jam in a jar on the jet.



Kk Kermit kit kick kite
Kermit the Frog will kick the kite with
his foot.



Ll Lucy Locket let lamb lot
Lucy let the lamb in the lot.



Mm Mickey man mop met
Mickey met a man with a mop.

Nn nanny not nice name no
Nanny goat is not a nice name.

Pp Peter pot pet put
Peter Pan put the pet in a pot.



Qq queen quick quietly quail
The queen is quiet, quick and eats quail.



Rr rose rope red ride road
Rose Red will ride on the road with a rope.



Ss spider sun soap sit
The spider will sit on the bar of soap in the sun.



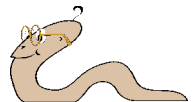
Tt Tom tent trap top
Tom set the trap on top of the tent.



Vv violet vase vine vet
Violet put a vine in a vase at the vet.



Ww worm went watch
The worm went to watch the show.



Zz zoo zebra zero
The girl saw a zero on the zebra in the zoo.



Ending Consonant Sounds

Ending Consonants are letters which come at the end of words which make sounds. (b c d f g h j k l m n p q r s t v w x y z)

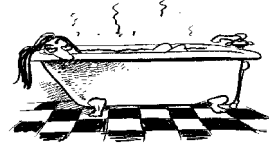
(Circle the word which best completes the sentence.)

1. The mice are under the _____. bed mud dog
2. My sled is stuck in the _____. coat tree mud
3. The dog _____ a hole. dug ball pin
4. I can go fast in my _____. car fish man
5. The tent is _____ green. not ten tent
6. The mule will _____ the car. pan pull pot
7. The kite is from _____. grass come mom
8. The girl will _____ at the dog. yell led red
9. I can rub the brown _____. pup boy stick
10. His cap is on my _____. map head pin

More Ending Consonant Sounds

Fill in the blank with a consonant letter.

b I wash in a tu__.



c The ri__e is white.

d I have mu__ on my shoe.

f Take of__ my coat.

g The ru__ is brown.



k The choclote ca__e was good.



l The mu__e will pull the cart.

n Jack ca__ jump the rope.

p He will fli__ in the grass.

r The ca__ is red.



s Gras__ is green.

t I have five fish in a ne__.



x The man cut wood with an a__.

Beginning Clusters

Beginning Clusters are two or three consonants at the beginning of a word which make a sound.

Examples bl br Chr cl cr dr fl fr gl gr qu pl pr sk
sl st str sm sn sp spl spr sw st tw

(Use the above beginning clusters to make words.)

_____ock

_____ayon

_____ess

_____ee

_____own

_____istmas

_____ag

_____esent

_____ate

_____een

_____ower

_____ies

_____ash

_____ess

_____ipper

_____oom

_____ove

_____eet

_____ane

_____oke

_____ock

_____in

More Beginning Clusters

Circle each beginning cluster in the sentences.

bl The blue block was blown on the blanket.

br My brother broke the broom.

cl The class clown is clean.



cr A crow put a crayon in the creek.

dr My dress will drip and dry.

fl Flipper flips on a flower with a fly.

fr My friend ate fries with a frog.

gl The glass glows and glitters.

gr The green grass will grow.

qu The queen is quick and quiet.

pl The plane flies over the plains.



pr **The preacher pressed the prize in a press.**

sc **The scooter scattered scum on the street.**

sk **The skate skidded on the ice.**



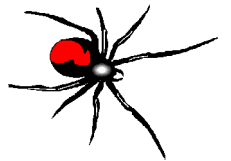
sl **My slipper slipped on the sleet.**

sm **The smoke smells bad as the fire smothers.**

sn **Snoopy snorted at the snake.**



sp **Speak to the spider because it is special.**



st **The stick stopped on the top step.**

str **The strap struck the street as it fell.**

tr **Try to treat all people with respect.**

tw **The twins twisted the twig.**

Ending Clusters

Ending Clusters are consonant letters at the end of a word which make a sound.

Ending Clusters ck ng st nt mp lt lk ft sp lp lf
 ld nd nk

Example chick

Use the above ending clusters to make words.

chi_____

wo_____

ri_____

he_____

ne_____

she_____

te_____

wi_____

cha_____

fi_____

be_____

tha_____

mi_____

so_____

wa_____

Write 5 sentences using your words from above.

Vowel Digraphs

Vowel Digraphs are two vowels which make one sound.

Vowel Digraphs ou ow aw oo ew oi oy ow

Example: new

Complete each sentence with the correct vowel digraph sound below.

1. That is a n____ book. ew aw ow
2. The plant is in the s____l. oo oi ou
3. I lost my t____. oi oy ew
4. The ball is r____nd. ou oy oo
5. Put the b____k on the shelf. oo aw oy
6. She has a b____ in her hair. ow oi aw
7. Cut the wood with the s____. oi aw oo
8. The baby eats with a sp____n. oo ew ou

Application of Phonic Sounds

1. Write two words with short **ă** sound.
Example **apple**



2. Write two words with short **ĕ** sound.
Example **egg**



3. Write two words with short **ĭ** sound.
Example **ink**

4. Write two words with short **ŭ** sound.
Example **umbrella**



5. Write 5 words with beginning consonants letters.
6. Write 5 words with ending consonant letters.
7. Write two words with beginning consonant clusters.
Example **brown**
8. Write two words with vowel digraphs.
Example **soil**

Days of the Week

Write one sentence for each day of the week.

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Colors

Write one sentence for each color word.

red

white

black

green

brown

yellow

blue

purple

orange

Months of the Year

Write one sentence for each month of the year.

January

February

March

April

May

June

July

August

September

October

November

December

Numbers

Make one sentence using each of the numbers below.

One

Two

Three

Four

Five

Six

Seven

Eight

Nine

Ten

Sight Words

(Words Used Most Often In Reading)

Read the list of words below to one of your friends.

**and are ball big but can call car come dad did dog eat
eight end fall far father four girl go green had hand
has have in into jump just kitten let little look mother
my name night not off on one or play put queen red
run said say school see six so stop ten the them
three too up under us use very was we well went
who with x-ray yes you zoo**

Use as many of the above words as you can and write a story.

Creative Writing

Blank writing lines for creative writing, consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid).

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated ten times down the page.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated ten times down the page.



Sentences

When we read or speak, we read and speak in sentences. A sentence is a group of words that tells a complete thought. It tells who or what. Sentences usually tell or ask something.

Types of Sentences:

A sentence that tells something is a **statement**. It ends with a **period (.)**.

Examples: The wolf howls at the moon.
My lion likes to sleep in the basket.

A sentence that asks something is a **question**. It ends with a **question mark (?)**.

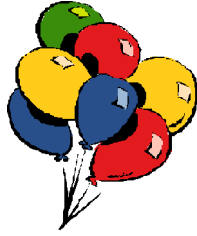
Examples: Have you seen my monkey?
Where is his hat and shoes?

A **command** is a sentence that tells you to do something. It ends with a **period (.)**.

Examples: Put the parrot on your shoulder.
Don't feed the bears.

An **exclamation** is a sentence that shows strong feelings of surprise, fear or excitement. It ends with an **exclamation point (!)**.

Examples: The bear is chasing me!
The tiger jumped over the fence!



Creative Sentence Writing

(Use correct punctuation marks.)

Write 3 sentences that make a statement about the animals at the zoo.

Write 3 sentences that ask a question about the animals at the zoo.

Write 3 sentences that give a command to the animals at the zoo.

Write 3 exclamatory sentences about all the exciting animals you saw at the zoo.



Punctuation Marks

When you are reading, you should pay special attention to punctuation marks. They help you better understand what you are reading.

A period (.) comes at the end of a complete sentence.

Examples: The alligator swims in the lake.
The lion chased his tail.

A question mark (?) comes at the end of a question.

Examples: Did you see the bird? How old is that monkey?

An exclamation point (!) follows an exclamation statement or strong feelings.

Examples: The python got out of his cage!
The bullfrog jumped on my hand!

Quotation marks (“ ”) set off someone’s exact words from the rest of a sentence.

Examples: Joe said, “We want to see the Elephants.”
Mary said, “That is my green parakeet.”

An apostrophe (’) is used to show ownership or used in place of missing letters.

Examples: tiger’s, lion’s, bear’s, eagle’s, bird’s
can’t (cannot), I’m (I am), weren’t (were not), we’re (we are).

Special Note: Follow these suggestions when reading.

You should always slow down at a **comma (,)**.

You should stop at a **period (.)**.

You should read as if you are asking a question at a **question mark (?)**.

You should also show strong feelings at an **exclamation mark (!)**.

Quotation marks (“ ”) are used at the beginning and ending of a person’s exact words.



Using Punctuation Marks

Write 3 sentences about the zoo. Use a period at the end of each sentence.

Write 3 sentences about the animals at the zoo. Use question marks at the end of each sentence.

Write 3 sentences that give a command to the animals at the zoo. Use a period at the end of each sentence.

Write 3 sentences that shows strong feelings about your exciting day at the zoo. Use an exclamation mark at the end of each sentence.

Write 3 sentences about the zoo that use quotation marks.

Write 3 sentences about the zoo that show ownership of an object or thing. Use an apostrophe to show ownership.



Capitalization

Rules for capitalization

Every sentence should begin with a capital letter.

The boy ran to see the animals at the zoo.

My cat is a pretty color.

The pronoun I is always a capital letter.

The man and I are friends.

Mommy and I are going to town.

Begin each important word in the names of particular persons, places or things (proper nouns) with a capital letter.

John George Betty New Jersey Washington, D.C. Liberty Bell

Titles or their abbreviations when used with a person's name begin with a capital letter.

Mr. James Mrs. Jones Doctor Adams

Begin the names of days, months, and holidays with a capital letter.

Labor Day is on the first Monday in September.

The first and last words and all important words in the titles of books begin with a capital letter. Titles of books are underlined.

The Lady and the Tramp The Boy Who Cried Wolf





Using Capital Letters

Write 3 sentences and use a capital letter on the first word.

Write 3 sentences and capitalize the pronoun “I” in the sentence.

Write 3 sentences with two proper nouns in each sentence. Capitalize the proper nouns.

Write 3 sentences with peoples’ names with a title or an abbreviation. Capitalize the name, title and abbreviations.

Write 3 sentences about days, months or holidays. Capitalize the days, months and holidays.

Write 3 sentences and use the title of a book in each sentence. Capitalize the first, last and all important words in the titles.



Synonyms, Antonyms & Homonyms

Synonyms are words with almost the same meaning.

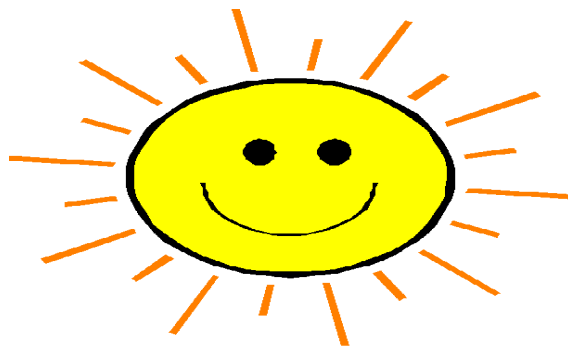
Examples: small - little, big - large, round - circle, began - started, noisy - loud.

Antonyms are words which are opposite in meaning.

Examples: happy - sad, up - down, high - low, light - heavy - hard - easy, worse - better, big - little, slow - fast

Homonyms are words that sound alike but have different meanings.

Examples: whole - hole, hear - here, fair – fare, bear-bare



Synonyms, Antonyms & Homonyms (Applications)

Write a synonym for the following words.

circle _____ large _____ little _____
loud _____ begin _____

Write two sentences and use at least two synonyms in each sentence.

Write 10 sets of antonym words.

Write two sentences and use two sets of antonym words.

Underline the correct homonym for the following sentences.

1. The _____ eats honey.
bear bare
2. My family went to the _____.
fair fare
3. On my next birthday I will be _____ years old.
ate eight
4. The snake was in the _____ in the ground.
whole hole
5. The boy brought _____ monkeys to school.
to too two

Write two sentences and use two sets of homonyms.

Write 10 sets of homonym words.

Root Words, Prefixes & Suffixes

Root words are the base words of the English Language. Adding prefixes and suffixes to base word makes many new words.

Sample root words: graph, tract, script, dict, duct, port, tele, man
junct, sect, ped, leg, port, mit, spect

Prefixes are syllables added to the beginning of words to change their meaning.

Sample prefixes: ab-, ad-, ante-, anti-, circum-, con-, de-, dis-, ex-,
in-, inter-, intro-, mis-, per-, post-, pre-, re-, se-, sub-, super- trans-,
un-, uni-.

Sample prefix words: ab sent, ad mit, ante rior, anti freeze

circum stance, con tract, de part, ex tend, in come, inter rupt,
intro duce, mis take, per form, post pone, pre vent, re turn, se lect,
sub due, super human, trans plant, un happy, uni form.

Suffixes are letters added to the end of words to make new words.

Sample suffixes: -al, -ate, -ic, -ful, -ish, -ity, -ance, -tive, -tion,
-ous, -tial,

Sample words with suffixes: person al, evalu ate, bas ic, hope ful,

fool ish, self ish, liabil ity, posi tive, addi tion, fam ous, par tial.

Using Root Words, Prefixes and Suffixes

Underline the root word in the following words.

telephone dictate retract graphic deduct

Use the root words below and write 2 sentences.

Sample root words: graph, tract, script, dict, duct, port, tele

Underline the prefix in each word below.

unhappy uniform prevent return select contract depart
antifreeze income subdue

Use the prefixes below to write 2 sentences.

Sample prefixes: ab-, ad-, ante-, anti-, circum-, con-, de-, dis-,
ex-, in-, inter-, intro-, mis-, per-, post-, pre-, re-, se-, sub-, super-, trans-, un-, uni-.

Underline the suffix in each word below.

basic foolish hopeful running jumper addition working
famous partial positive

Use the suffixes below and write 3 sentences.

Sample suffixes: -al, -ate, -ic, -ful, -ish, -ity, -ance, -tive, -tion,
-ous, -tial,



Dividing Words into Syllables

Rule 1 The number of vowels heard, not the number of vowels in the word, determines the number of syllables in a word.

Examples: one syllable: bird, cat, wolf, claw, wing, fish
two syllables: vul ture, par rot, py thon, liz ard, co bra

Rule 2 When there are two consonants between two vowels, the syllable division is usually between the two consonants. Vowel Consonant Consonant Vowel {VCCV} is the pattern found in words for this rule.

Examples: but/ter bal/loon lad/der mon/key cab/bage ob/ject

Exception to the Vowel Consonant Consonant Vowel (VCCV) Rule is when the letters ph, gh, sh, ch, th, ng are used in the middle of a word. Sometimes the syllable division is before and sometimes it is after the digraphs.

Examples: go/pher hy/phen sing/er fath/er cash/ier catch/er

Rule 3 When a consonant is between two vowels, the syllable division is usually before the consonant. Vowel Consonant Vowel (VCV) is the pattern found in words for this rule.

Examples: o/pen ti/ger pa/per to/tem fa/tal pi/lot i/tem ve/to tu/lip

Rule 4 When a word ends in *le* with a consonant before the *l*, the pattern is “consonant le or *Cle*”. The combination *Cle* forms a syllable.

Examples: sim/ple pur/ple sam/ple mar/ble tan/gle sta/ble sin/gle ta/ble

Rule 5 When a word is composed of two complete words to make a compound word, the word is divided between the two words.

Examples: some/where fire/works cow/boy horn/bill

Rule 6 When -ed is added to a word that ends in a t or d sound, the -ed is a separate syllable.

Examples. bolt ed, part ed, post ed, halt ed, ward ed, herd ed, add ed

Rule 7 When -ed is added to a word that does not end in a t or d sound, -ed is not a separate syllable.

Examples. walked, tramped, jumped

Rule 8 Generally the division of a word into syllables is not changed by the addition of a suffix.

Example. paint er, fall ing, farm er, stock ing.



Divide the following words into syllables.

butter balloon ladder monkey cabbage object

open tiger paper totem fatal cobra item parrot tulip

simple purple vulture marble tangle stable single lizard

somewhere fireworks cowboy hornbill

bolted parted posted halted warded herded added

painter falling farmer stocking

Decoding Skills Clues

The r gives the preceding vowel a sound that is neither short or long.

Examples: her, hard, fir, hurt

Words having a double e usually have the long e sound.

Examples: reed, keep, seen, feet

In ay the y is silent and gives a its long sound.

Examples: hay, way, lay, play, may

When y is the final letter in a word, it usually has a vowel sound.

Examples: by, try, my, why

When c is followed by e or i, the sound of s is likely to be heard.

Examples: cent, city, cinder, cell

When the letter c is followed by o or a, the sound of k is likely to be heard.

Examples: coat, candy, cat, cold

When ght is seen in a word, gh is silent.

Examples: light, right, tight, might

When two of the same consonants are side by side, only one is heard.

Examples: letter, middle, pretty, pulling

When a word ends in ck, it has the same last sound as in *look*.

Examples: duck, luck

When spelling a word with ei or ie, most words have an i before e except after c.

Clues:

ie makes the sound of e

ei (after c) says the sound of e

ei (without c) has the sound of a

Examples: pie, receive, piece, rein, perceive

Using Decoding Skills

Mark over the vowel that is long with a and cross out the vowel that is silent.

Example: seat hay reed feet say play keep lay seen heel
way

Write five words with vowels influenced by the letter r.

Example: tar

Write the sound k or s for c in each word below.

 city cold cent coat cinder cot
 cell candy center color

Underline the gh in each word below. Then write the sounds heard in each word.

Example: night nit

fight _____ light _____ might _____

tight _____ flight _____ right _____

Mark out each y and change to an i sound.

Example: why whi

my _____ try _____ by _____ why _____
cry _____ dye _____ sty _____ dry _____
ply _____ fry _____

Parts of Speech

Sentences are made up of words. Each of these words can be categorized into one of *the eight parts of speech*. Each sentence must have a subject and verb.

The eight parts of speech are *nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions and interjections*.

A *noun* is a word that names a person, place, thing or idea.

Samples: boy, girl, John, Mary, zoo, town, Washington,
monkey, boat

A *pronoun* is a word that is used in place of one or more nouns. It may stand for a person place or thing or an idea.

Samples: I, you, me, she, it, they, someone, this, those, who

A *verb* is a word that expresses action or helps make a statement.

Samples: run, jump, look, go, feel, is, are, were

An *adjective* modifies or describes a noun or pronoun.

Sample: red, black, quick, fast, slow, ugly, bad, fat

An *adverb* modifies or describes a verb, adjective or another adverb.

Samples: quickly, slowly, how, when, where,

A *preposition* introduces a noun, pronoun or a phrase in the sentence.

Samples: of, for, be, from, about, under, during, after, on,

A *conjunction* is a word that joins words or groups of words.

Samples: and, or, but, either, neither, nor

An *interjection* is an exclamatory word that expresses strong emotion.

Samples: Wow! Help! Oh! Great! Fantastic!

Parts of Speech - Activities

Write three sentences and use a noun(s) in the sentence. Underline each noun(s) in the sentences.

Write three sentences and use a pronoun(s) in the sentence. Underline each pronoun(s) in the sentences.

Write three sentences and use a verb(s) in the sentence. Underline each verb(s) in the sentences.

Write three sentences and use an adverb(s) in the sentence. Underline each adverb(s) in the sentences.

Write three sentences and use an adjective(s) in the sentence. Underline each adjective(s) in the sentences.

Write three sentences and use a preposition(s) in the sentence. Underline each preposition(s) in the sentences.

Write three sentences and use a conjunction(s) in the sentence. Underline each conjunction(s) in the sentences.

Write three sentences and use an interjection(s) in the sentence. Underline each interjection(s) in the sentences.

How to Improve Reading Comprehension

1. Get in a quiet place where you are comfortable and relaxed.
2. Turn off the radio, television or other distractions.
3. Preview what you are about to read. Look at the table of contents and skim materials. Look at titles, subtitles, and pictures.
4. Concentrate and focus while you are reading.
5. Look for main ideas when reading.
6. Look for details about the main ideas while you read.
7. Pay special attention to the first couple of sentences in each paragraph.
8. Pay special attention to the last sentence in each paragraph.
9. When reading, try to answer the following questions: who, what, when, where, why, and how.
10. Reread materials you do not understand.
11. Read slowly if materials are difficult. Make sure you understand exactly what the author is saying.
12. Try to predict and anticipate what the author is going to write about next.
13. Study the pictures, graphs, headings and bold face print for clues about the materials you are reading.
14. Highlight, summarize, review and take notes about important ideas.
15. Use context clues (other words in a sentence) to find the meaning of unknown words.
16. Use the dictionary to look up words you do not understand.
17. Try to visualize what the scenes, characters and surroundings look like.
18. Relate the reading materials to your personal experiences.
20. Compare your predictions to what really happened in the text.
21. Reflect on the major ideas of the text.
22. Ask yourself, 'Did I understand what the author was trying to say to me'.
23. Talk to someone or write about what you have read.
24. Read for enjoyment and have fun.



Tips to Improve Writing Skills

(Characteristics of Effective Writing Programs)

Students need daily opportunities to write.

Students need to share their writing with others often.

Students need to choose their own topics that are important to them.

Students need to participate with others in prewriting activities (brainstorming).

**Students need to practice a variety of different types of writing.
(fiction, nonfiction, fantasy, legends, poetry....)**

Students should do more than one draft of their writing.

Students should write as a group and have collaborative writing experiences.

Students should have writing folders to display their best work.



Narratives:

A narrative tells a story or tells about what happened. The narrative should tell about the order of events (beginning, middle and end), describe the setting (where story takes place), and tell about the characters (people in the story).

The two types of narratives are *personal narratives* and *imaginative narratives*.

In a *personal narrative* the students tell about things which they have experienced, read about, or heard. The writer has to recall events that were experienced.

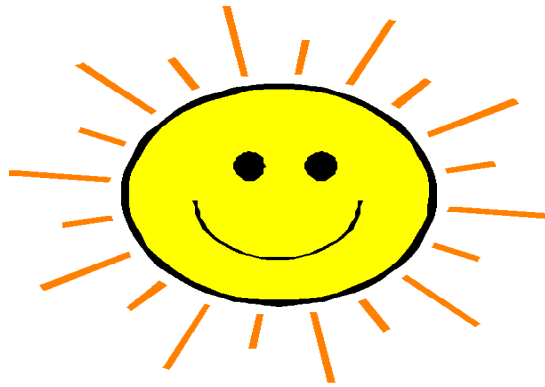
An *imaginative narrative* is when a student writes about things that are imagined or fantasized. The writer has to invent the characters, plot, and settings.

The Narrative Should Include:

Beginning - The story or narrative should begin in an interesting way (hook the reader). It should do the following: introduce the characters, briefly give the setting for the story, create the mood (state the point of view), and get to the situation or problem (point or plot of the story).

Middle - The middle is where you build on the story by telling the details about the situation or problem. You must use evidence to support the main idea, move the story along with details and elaboration, keep things in order, and reach the peak of the story (the climax).

End - The end of the story tells about how the problem or situation is resolved. It may have an exciting or unexpected ending. The action should gradually come to an end.



When you write you should answer these five questions:

Who?

What?

When?

Where?

How?

A Sample Narrative Writing Format

Beginning: Start the story telling.....

Who? Introduce the characters

Where? Describe the setting

When? Be specific

Middle: The middle of the story should tell....

First Event:

When?

What?

Who?

Where?

Second Event:

When?

What?

Who?

Where?

Third Event:

When?

What?

Who?

Where?

Ending: Allow the story and action to slowly and naturally come to an end.



The Writing Process

The writing process involves the following elements: *prewriting*, *drafting*, *revision*, *editing*, and *publishing*.

The *prewriting* process is the process of thinking and talking through the proposed writing assignment.

The *drafting* process is writing as students brain storm and let their ideas flow to the page.

The *revision* process is allowing the students to improve on their work. It may include: clarifying ideas, reorganizing work, changing word choices, deleting or adding to the written work, expanding or condensing ideas, polishing the written work, or other improvements to the work.

The *editing* process is the time to “clean up” your errors in spelling, grammar, usage and mechanics.

The *evaluation* process of writing is a continuous process from the beginning to the end. Students need to put down the paper often. They should come back to it and read it again, looking for ways to improve it.



Steps in the Writing Process

- 1. Choose a topic.**
- 2. Make a list of key words to include in the paper.**
- 3. Write a draft of the paper.**
- 4. Make revisions.**
- 5. Get others to look at your paper and ask for suggestions.**
- 6. Make changes in the story.**
- 7. Edit your story for capitalization, punctuation and spelling.**
- 8. Ask for a conference with teacher or others.**
- 9. Make last revisions to paper.**
- 10. Prepare to publish your paper.**

An Outline of the Writing Process

1. Prewriting

- A. Select subject**
- B. Decide what you want to include**
- C. Collect details and materials about your subject**

2. Write First Draft

- A. Put all of your ideas on paper**
- B. Don't worry about mistakes**

3. Revise your work

- A. Read and review your work**
- B. Share your work and ideas with someone else**
- C. Make changes to improve your writing**

4. Editing and Proofing

- A. Make sure your words and sentences make sense**
- B. Check punctuation, spelling and capital letters**
- C. Write final copy of your work**
- D. Check once more for errors**

5. Publishing

- A. Share your writing**
- B. Submit work to teacher, class, book or newspaper**
- C. Display your work with pride**

***Note: Always have a beginning, a middle and an end.**

***Note: Always answer the following: Who? What?
When? Where? How?**

Generating Ideas for Writing (Brain Storming)

Introduction: Think about the first lines of your work. Make them as interesting as possible.

Setting: Think about the setting and stage where your story is being played.

Characters: Think about the people who will play major roles in your story.

Climax: Think about ways you can build your story to become more and more exciting.

Ending: Think about how you will bring the story to a close.

Plot: What is the overall plan for the story or writing?

Narrative: Plan the story with a beginning, middle and end.

Dialogue: Talk to others about your narrative.

Map of a Story
(Should Include the Following)

Title

Setting

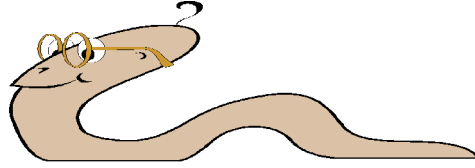
Characters

Problem or Situation

Events of Story

Solution to Problem

End



Story Chart

(Should Include the Following)

Characters: Who or what is the story about?

Setting: When and where does story take place?

Problem: What is the problem?

Events: What happens in the story?

Solution: How does the story end?

The Helping Circle

The helping circle gives the writer an opportunity to talk and interact with others and see what others think about his/her writing.

Positive Statements: All comments about a person's writing should be positive.

Summarize: Each member of the circle can comment about the main points of the writing.

Asking for Help: The writer can ask for help from the group to improve his writing.

Suggestions from the Group: Each member should give constructive suggestions about ways to improve the writing.

Write a creative story about a time you went to the zoo.

As you write your story, remember to :

- Write a story about a time you visited the zoo.
- Be sure that your story has a beginning, a middle and an end.
- Write in complete sentences.
- Check to be sure that you are writing good paragraphs.
- Use correct grammar, spelling, punctuation, and capitalization.



Other Sample Writing for Students

Think about a time when you visited the zoo. Write a story about something special that happened that made you very happy.

As you write your story, remember to :

- **Write a story about what happened that made you very happy.**
- **Be sure that your story has a beginning, a middle and an end.**
- **Write in complete sentences.**
- **Check to be sure that you are writing good paragraphs.**

Use correct grammar, spelling, punctuation, and capitalization.

One morning you get out of bed and discover that you are a monkey.

Write a story about what happens next.

As you write your story, remember to:

- **Write a story about what happened when you realize you are a monkey.**
- **Be sure that your story has a beginning, middle and an end.**
- **Write in complete sentences.**
- **Check to be sure that you are writing good paragraphs.**
- **Use correct grammar, spelling, punctuation, and capitalization.**

Name a time that you were very surprised.

Write a story about what happened that surprised you.

As you write your story, remember to:

- **Write a story about what happened that surprised you.**
- **Be sure that your story has a beginning, middle and an end.**
- **Write in complete sentences.**
- **Check to be sure that you are writing good paragraphs.**
- **Use correct grammar, spelling, punctuation, and capitalization.**

Write a story about what would happen if the Captain and his cartoon crew took you on a voyage on their ship. Write about what you would see.

As you write your story, remember to:

- **Write a story about what would happen on the voyage on the ship.**
- **Be sure that your story has a beginning, middle and an end.**
- **Write in complete sentences.**
- **Check to be sure that you are writing good paragraphs.**
- **Use correct grammar, spelling, punctuation, and capitalization.**

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