

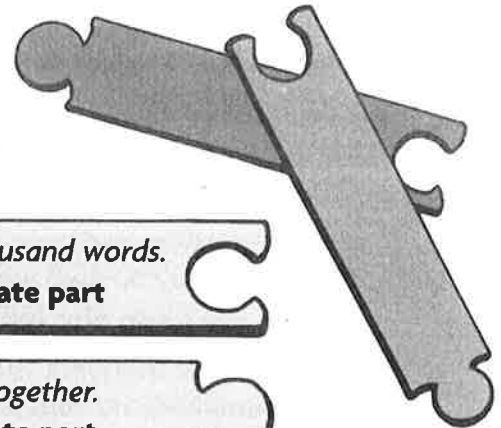
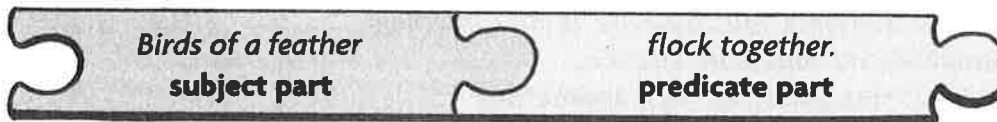
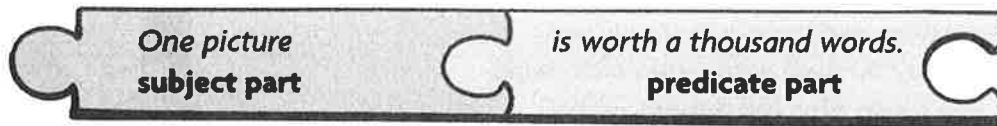
Link It Together



A sentence needs two parts, a subject and a predicate, to express a complete thought.

The **subject part** tells whom or what the sentence is about.

The **predicate part** tells what the subject is or does.



A. Read the subject and predicate parts from some other famous sayings. Write *S* next to each subject part. Write *P* next to each predicate part.

S half a loaf

S one good turn

P spoils the whole barrel

S the show

S every cloud

P deserves another

P catches the worm

S the early bird

P must go on

P gathers no moss

P has a silver lining

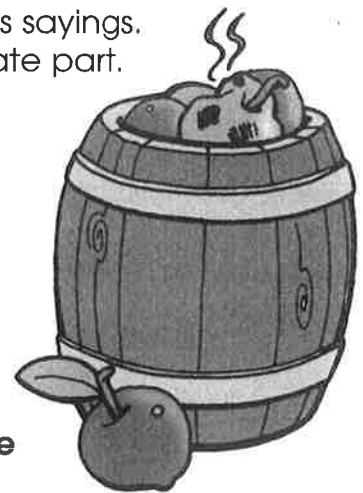
P makes waste

S one rotten apple

S a rolling stone

P is better than none

S haste



B. Now combine the subject and predicate parts to create these famous sayings.

1. Half a loaf is better than one.

2. Every cloud has a silver lining.

3. The show must go on.

4. The early bird catches the worm.

5. A rolling stone gathers no moss.

6. Haste makes waste.

7. One rotten apple spoils the whole barrel.

8. One good turn deserves another.

Make up some sayings of your own. Then circle the subject part and underline the predicate part of each sentence.



Name Noah Franson

Identifying and writing
four kinds of sentences

Now, look at other "photos" from the sixties and write a statement (S), a question (Q), a command (C), and an exclamation (E) about each one. Make sure to begin and end your sentences correctly.



S

They are dancing

Q

Is the dance hard?

C

Look at how funny they dance.

E

Twist and shout!



S

This is a band.

Q

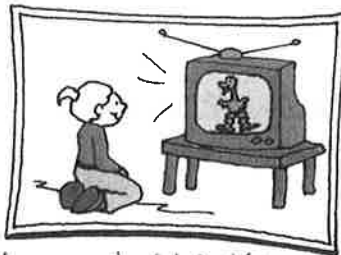
What song is that?

C

Listen to this

E

They are so good!



S

A girl is watching television.

Q

What show is on?

C

Stop watching TV!

E

I love this show!



Invite someone to listen as you expressively read aloud the sentences that you wrote, showing what kind of sentences they are by the way that you read them.

Number Sentences



Words such as who, what, where, why, when, and how, and helping verbs such as is, are, was, were, do, did, and can at the beginning of sentences, signal interrogative sentences, or questions.

What is an odd number?

Do you know what an even number is?

Is 2 an odd number or an even number?

Change each statement below into a question. Remember to begin and end each sentence correctly.

1. Numbers that cannot be divided evenly by 2 are called odd numbers.

Are numbers that cannot be divided evenly by 2 called odd?

2. All even numbers can be divided evenly by 2.

Can all even numbers be divided evenly by 2?

3. Zero is considered an even number.

Is zero considered an even number?

4. Numbers that have 0, 2, 4, 6, or 8 in the ones place are even numbers.

What digits do even numbers end in?

5. Odd numbers end in 1, 3, 5, 7, or 9.

What digits do odd numbers end in?

6. The number 317,592 is an even number because it ends in 2.

Why is 317,592 an even number?

7. The sum is always an even number when you add two even numbers.

Why is the sum even when you add two odd numbers?

8. The sum of two odd numbers is also an even number.

Is the sum of two odd numbers even?

9. The same rule applies if you subtract an odd number from an odd number.

Does the same rule apply if subtracting an odd from an odd?

10. You can figure out all the rules for working with odd and even numbers.

How do I figure out even and odd numbers?

Spout Some Specifics



To be a good writer, it is important to know what you are writing about, to be specific, and to include details. All this helps to create a picture for your readers and will make your writing more interesting and informative. Compare the two phrases below. Which one is more specific, interesting, and informative? Which one creates a more vivid picture?



a vehicle or *an old, rusty, dilapidated pick-up truck with flat tires and a shattered windshield*

For each general word or phrase, write a more specific word. Then add details to describe each specific word.

	Specific Word	Details
1. a body of water	<u>a large</u>	<u>deep ocean with a lot of fish.</u>
2. a piece of furniture	<u>a rustic</u>	<u>brown chair in the den.</u>
3. an article of clothing	<u>a deep-cut</u>	<u>V neck worn by the frat bro.</u>
4. a child's toy	<u>a Toy-story</u>	<u>doll named Woody</u>
5. a noise or sound	<u>a cacophonous</u>	<u>boom of the symbol.</u>
6. a tool	<u>a rusted</u>	<u>wrench in the hobby shop.</u>
7. a group of people	<u>a band</u>	<u>of brothers in war gear</u>
8. a reptile	<u>a slithering</u>	<u>green frog in the bog</u>
9. garden plants	<u>an array</u>	<u>of voluptuous vegetable plants.</u>
10. a kind of fruit	<u>a juicy</u>	<u>red apple, on my plate.</u>
11. a kind of vegetable	<u>A hot</u>	<u>jalapeno pepper in the garden.</u>
12. a drink	<u>A well-crafted</u>	<u>shaker, not stirred - martini.</u>
13. footwear	<u>A pair</u>	<u>of worn-down sneakers.</u>
14. musical instrument	<u>A sleek</u>	<u>dark-based Martin guitar</u>
15. a holiday	<u>A warm</u>	<u>fireplace roaring in Christmas day.</u>



Look at yourself in the mirror. Then write on a piece of paper as many words and phrases as you can to describe yourself so that someone who does not know you would get a clear, vivid picture of what you look like.

Order the Combination



Have you ever noticed how short sentences can make your writing sound choppy? When two sentences have different subjects and the same predicate, you can use the conjunction *and* to combine them into one sentence with a compound subject.

My friends ordered a pepperoni pizza. I ordered a pepperoni pizza.

My friends and I ordered a pepperoni pizza.

When two sentences have the same subject and different predicates, you can use *and* to combine them into one sentence with a compound predicate.

My mom ordered. She had pasta instead.

My mom ordered and had pasta instead.

When two sentences have the same subject and predicate and different objects, you can combine them into one sentence with a compound object using *and*.

My dad wanted anchovies on his pizza. He also wanted onions.

My dad wanted anchovies and onions on his pizza.

Fill in the missing subject, object, or predicate in each set of shorter sentences. Then combine the sentences by making compound subjects, objects, or predicates using *and*.

1. Oranges are sweet and juicy.

apples are sweet and juicy.

Oranges and apples are sweet and juicy

2. I write about the history of basketball for homework.

I read about the history of basketball for homework.

I read and write about the history of basketball for homework

3. Camping is so much fun!

Swimming is also so much fun! (Change *is* to *are*.)

Camping and swimming are so much fun

4. I like green beans more than broccoli or cauliflower.

I like carrots more than broccoli or cauliflower.

I like carrots and green beans more than broccoli or cauliflower

5. I'd like to have eggs for breakfast.

I'd also like to have bacon for breakfast.

I'd like to have eggs and bacon for breakfast



Hot Subjects



If two sentences share the same subject, information about the subject can be written as a phrase after the subject in the new sentence. Be sure to use commas to set apart the phrase from the rest of the sentence.

Sentence 1: The Gateway Arch is America's tallest human-made monument.

Sentence 2: The monument rises 630 feet above the ground.

Combined: The Gateway Arch, America's tallest human-made monument, rises 630 feet above the ground.

Read the sentences. Combine the ideas in each pair into one sentence by including information in a phrase after the subject in the sentence.

- 1. The Caspian Sea is the world's largest lake.**

The lake covers an area about the same size as Montana.

The Caspian Sea, the world's largest lake, covers an area about the same size as Montana.

- 2. The Komodo dragon is a member of the monitor family.**

It can grow to a length of 10 feet.

The Komodo dragon, a member of the monitor family, can grow to a length of 10 feet.

- 3. Our closest star is the sun.**

It is estimated to be more than 27,000,000°F.

Our closest star, the sun, is estimated to be more than 27,000,000°F.

- 4. Ronald W. Reagan was our nation's 40th president.**

He worked as a Hollywood actor for almost 30 years.

Ronald W. Reagan, our nation's 40th president, worked as a Hollywood actor for almost 30 years.

- 5. Georgia is the state that grows the most peanuts.**

It harvests over 1.3 billion pounds each year.

Georgia, the state that grows the most peanuts, harvests over 1.3 billion pounds each year.

- 6. Hank Aaron is major league baseball's all-time home-run hitter.**

He broke Babe Ruth's record in 1974.

Hank Aaron, major league baseball's all-time home-run hitter, broke Babe Ruth's record in 1974.



Applause for the Clause



Sometimes you can use words such as when, because, while, and before to combine two sentences with related ideas into one sentence with a main clause and a dependent clause. A **clause** is a group of words with a subject and a predicate. A **dependent clause** cannot stand alone. An **independent clause** can stand alone.

Lee woke up late today. He realized he hadn't set the alarm last night.

When Lee woke up late today, he realized he hadn't set his alarm last night.



This is a dependent clause.



This is an independent clause.

When the dependent clause comes before the main clause as in the above sentence, add a comma after the dependent clause. If the dependent clause follows the main clause, you do not need a comma. Here's an example.

Lee was upset. He was going to be late for school.

Lee was upset because **he was going to be late for school.**



Use the word inside the parentheses to combine each pair of sentences into one.

1. I waited for my parents to get home. I watched a movie. (while)

I watched a movie while I waited for my parents to get home.

2. My brother was in his room. He had homework to do. (because)

My brother was in his room because he had homework to do.

3. The movie was over. The power went out. (before)

The power went out before the movie was over.

4. This happens all the time. I wasn't concerned. (since)

I wasn't concerned since this happens all the time.

5. I didn't mind the dark at first. I heard a scratching sound. (until)

I didn't mind the dark at first until I heard a scratching sound.

6. I found my flashlight. I started to look around. (when)

When I started to look around, I found my flashlight.

7. I was checking the living room. I caught Alex trying to hide. (when)

I caught Alex trying to hide when I was checking the living room.

Comma Capers



You know that you must use commas in a series of three or more items.

Max, Sam, and Alex ordered burgers, fries, and milkshakes for lunch.

Here are some additional rules you need to know about commas.

Use commas

— to set off the name of the person or group you are addressing.

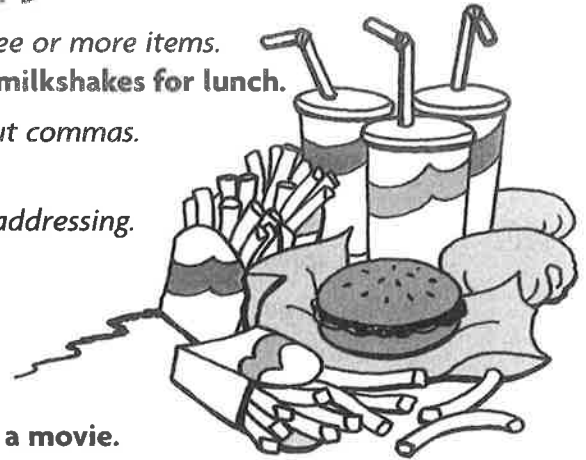
Here's your order, boys.

— after words like yes, no, and well.

Well, what do you want to do now?

— before a conjunction that joins two sentences.

The boys finished lunch, and then they went to a movie.



Read the sentences below. Decide which ones need commas and which ones do not. Use this symbol Δ to show where commas belong.

1. I'd like a bike, a pair of in-line skates, and a snowboard for my birthday.
2. Well, my friend, you can't always have what you want when you want it.
3. No, but I can always hope!
4. My friends and I skate all year long, and snowboard during the winter.
5. I used to like skateboarding, but now I prefer snowboarding and in-line skating.
6. What sports games or hobbies do you enjoy most, Jody?
7. I learned to ski last year, and now I'm taking ice-skating lessons.
8. Skiing, ice skating, and skateboarding are all fun things to do.

Review the four rules above for using commas. Then write an original sentence for each rule. Begin and end each sentence correctly. Remember to check your spelling.

9. I like to eat, sleep, and watch tv on the couch.

10. I called my brother, Noah.

11. Yes, I'd like a salad with my dinner.

12. We saw a movie, and then we went out for dinner.



Writers use commas for other reasons. As you read a newspaper, an article in your favorite magazine, a letter, or a book, look for examples of commas in sentences and jot them down on a piece of paper. Then see if you can figure out the rules.

Keeps On Going



Writers sometimes make the mistake of running together two or more sentences without telling how the ideas are related. This kind of sentence is called a **run-on sentence**.

Kansas holds the record for having the largest ball of twine in the United States can you believe it weighs over 17,000 pounds in fact, the giant ball is 40 feet in circumference, 11 feet tall, and made up of more than 1,100 miles of twine!



To fix a run-on sentence, identify each complete thought or idea and break it into shorter sentences.

Kansas holds the record for having the largest ball of twine in the United States. Can you believe it weighs over 17,000 pounds? In fact, the giant ball is 40 feet in circumference, 11 feet tall, and made up of more than 1,100 miles of twine!

Rewrite each run-on sentence correctly. Remember to begin and end each sentence correctly.

1. **Did you know that the United States is the top meat-eating country in the world each person consumes about 260 pounds of meat each year beef is the most commonly eaten meat.**

Did you know that the US is the top meat-eating country in the world? Each person consumes about 260 lbs of meat each year. Beef is the most commonly eaten meat.

2. **Have you ever noticed that Abraham Lincoln faces right on a penny he is the only president on a U.S. coin who does Sacagawea faces right on the new dollar coin, but she was not a president?**

Have you ever noticed that Abraham Lincoln faces right on a penny? He is the only president on a U.S. coin who does. Sacagawea faces right on the new dollar coin, but she was not a president.

3. **It would be fantastic to have a robot to do all my chores, help do my homework, and play games I really think the day will come unfortunately, it won't come soon enough for me.**

It would be fantastic to have a robot to do all my chores, help do my homework and play games. I really think the day will come. Unfortunately, it won't come soon enough for me.

Parts of a Paragraph



A **paragraph** is a group of sentences that tells about one main idea. The **topic sentence** tells the main idea and is usually the first sentence. **Supporting sentences** tell more about the main idea. The **closing sentence** of a paragraph often retells the main idea in a different way. Here are the parts for one paragraph.



Paragraph Title:

Starting Over

Topic Sentence:

Today started off badly and only got worse.

Supporting Sentences:

1. **Everyone in my family woke up late this morning.**
2. **I had only 15 minutes to get ready and catch the bus.**
3. **I dressed as fast as I could, grabbed an apple and my backpack, and raced to get to the bus stop on time.**
4. **Fortunately, I just made it.**
5. **Unfortunately, the bus was pulling away when several kids pointed out that I had on two different shoes.**

Closing Sentence:

At that moment, I wanted to start the day over.

When you write a paragraph, remember these rules:

- **Indent** the first line to let readers know that you are beginning a paragraph.
- **Capitalize** the first word of each sentence.
- **Punctuate** each sentence correctly (? ! . ,).

Use all the information above to write the paragraph. Be sure to follow the rules.

Essay

paragraph title

I had to write an essay to get a diploma. I was told it only had to be a paragraph. So, I started simply with an introduction. Then I fleshed out the body paragraphs. Before long, I had a large essay finished. The people who read it loved it.

Topic Talk



Most paragraphs begin with a topic sentence, but it can appear elsewhere in a paragraph. Sometimes a topic sentence is located at the end of a paragraph or even in the middle.

A boiling mass of clouds was almost overhead. A bolt of lightning streaked across the darkened sky. Thunder boomed, and it began to rain and hail. We had to find a safe place quickly! There wasn't a moment to spare because early summer storms sometimes turn into tornadoes.



Read the paragraph again. This time try the topic sentence elsewhere in the paragraph.

Read each paragraph. Notice that each one is missing a topic sentence. Think about the supporting sentences. What main idea do you think they support? Write a topic sentence to tell the main idea of each paragraph. Remember that a topic sentence is not always the first sentence of a paragraph.

1. **The days are growing longer. The winter snows are melting as the temperatures rise. Colorful crocuses are popping up here and there. Robins have begun to return north, and creatures are beginning to come out of their winter burrows.** Spring is really upon us.

2. Box tops were a huge success

It was fun and easy. Students, parents, and teachers began saving the box tops from all Healthful Foods products. After we collected 100,000 box tops, we mailed them to Healthful Foods headquarters. We earned 10 cents for each box top for a total of \$10,000. Our school will use the money to buy computers.

3. **The last weekend in June is quickly approaching. You know what that means.**

The big party is about to start.

This year the festivities will begin at 10:00 A.M. at Twin Lakes Picnic Grove, pavilion 12. As always, there will be music, dancing, lots of great food, games, and some new surprises! We look forward to seeing you.

Name _____



Remember that the supporting sentences you write support or tell more about the main idea in your topic sentence. Read the paragraph below. Draw one line under the topic sentence. Draw two lines under the supporting sentences. Check (✓) the closing sentence.

Tony Hawk

Tony Hawk is an extraordinary skateboarder. He turned professional when he was only 14 years old. Now in his thirties, Tony has won more skateboarding contests than anyone else has. He even made history in 1999 by landing a trick called the "900" at the Summer X Games. Tony Hawk may just be the greatest skateboarder in the world. ✓

Now, review the topics on page 200. Choose one. Then review the details listed about the topic in the box. Next, use the information to write at least three supporting sentences to support the topic sentence you wrote. Include a closing sentence and a title. Write the paragraph below.

Pet Rocks

The history of Pet Rocks is very interesting. The idea came from Gary Dahl, a salesman. Dahl sold rocks as pets. He even created a manual with tips on how to teach a pet rock tricks. Thanks to Mr. Dahl, Pet Rocks became a huge fad in the 1970's.



Make a list of topics you would like to write about. Choose one. Then list on a piece of paper details you know about the topic. Do some research if necessary. Then write a topic sentence and several supporting sentences.

Name _____

Read the title and topic sentence for each of the following paragraph plans. Then write four supporting sentences that relate to and support each one.

1. **Paragraph Title:** Uniforms--To Wear or Not to Wear?
Topic Sentence: Our school should require all students to wear uniforms.

Supporting Sentences:

1. Uniforms will allow students to focus on learning rather than appearance.
2. Students will no longer bully each other for clothing choices.
3. The school will have a classy appearance.
4. Uniforms will allow parents to spend less money on clothes.

2. **Paragraph Title:** An Adventure in Dreamland
Topic Sentence: Last night I had the most incredible dream.

Supporting Sentences:

1. In the dream, I was at the beach.
2. The water was crystal clear and warm.
3. The sun was shining all throughout the day.
4. When I woke up, I was very happy.

3. **Paragraph Title:** A Sad Day
Topic Sentence: I will always remember how sad I was that day.

Supporting Sentences:

1. That was the day I lost my teddy bear.
2. I searched all over the house for teddy.
3. My mom and dad tried to help.
4. Eventually, we found teddy all chewed up by the dog.



Choose one of the titles and topic sentences above. On a piece of paper, write a paragraph using the supporting sentences you wrote above. Include more supporting sentences that relate to the topic sentence if you want. Then add a closing sentence. Remember to indent, begin and end sentences correctly, punctuate correctly, and check your spelling.

Is That a Fact?



What is the difference between a fact and an opinion? A **fact** can be checked or proven. An **opinion** is what someone believes or feels about something. An **opinion** cannot be proven.

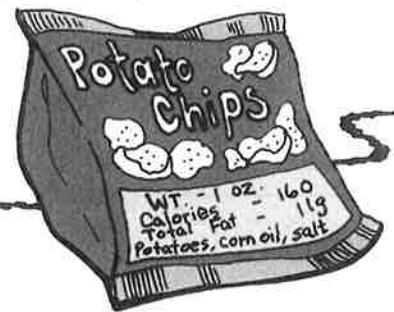
Fact → Cocoa beans are used to make chocolate.

Opinion → Chocolate pudding is better than chocolate ice cream.

Read each sentence. Write *F* next to each fact. Write *O* next to each opinion.

- O 1. Everyone in the world thinks chocolate makes the best candy.
- F 2. In Switzerland, the average person eats about 22 pounds of chocolate in a year.
- F 3. That means the Swiss eat about 160 million pounds of chocolate annually.
- O 4. I think Americans eat more chocolate than that.
- F 5. People also use chocolate to make drinks and to flavor recipes.
- O 6. There's nothing better than a chocolate donut with chocolate glaze.

Look at the pictures. Then write two facts and two opinions about each snack food. Use clue words such as *think*, *best*, *believe*, *like*, and *dislike* to signal an opinion.



1. Fact: It weighs 2 oz.
- Opinion: It is the best of the world.
2. Fact: they are sun-dried
- Opinion: They are a healthy snack
3. Fact: It has 160 calories
- Opinion: They are so tasty.



As you listen to a conversation among your friends about an issue that is important to them, try to identify the facts and opinions you hear and write them down on a piece of paper. Then ask, "Can this statement be proven?" If the answer is yes, then it is a fact. If not, then it is an opinion. Circle any clue words or phrases that signal opinions.

Name Noah Fran son

Step by Step



When you write an **expository paragraph**, you give facts and information, explain ideas, or give directions. An expository paragraph can also include opinions. Here are some topic ideas for an expository paragraph.

Explain how to play the flute.

Tell why you do not like brussels sprouts.

Give facts about yourself.

Explain how to bathe a dog.

Tell what skills you need to skateboard.

Give the facts about your favorite band.

Here is an example of an expository paragraph. It explains how to fry an egg.

Frying an egg is not all that difficult. After melting a little bit of butter in a frying pan, just crack the eggshell along the rim of the pan and let the egg drop into the pan. Do it gently so the yolk does not break. Let the egg fry over a low heat for about a minute or so. That is all it takes.

Complete the following topics for expository paragraphs with your own ideas.

Explain how to

Give facts about

Tell why

cook steak

steak

it is good to eat

Use the form below to develop one of your ideas for an expository paragraph.

Paragraph Title: Eat steak, learn to cook it

Topic Sentence: Everyone should eat steak and learn to use it.

Details/Facts/Steps: Cook steak on the grill because it kills the germs. Season it and flip it many times to keep the juices in.

Closing Sentence: Be careful - Cook 5 years and enjoy it.

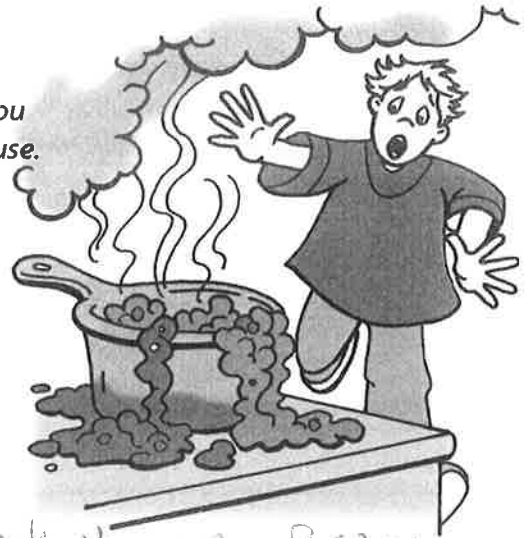
Now, use the plan above to write a paragraph on a piece of paper. If you are giving directions for doing or making something, include words such as *first*, *next*, *after that*, and *finally* to make the steps clear for your readers.

What a Mess!



You can write a paragraph using a cause and effect relationship. One way to begin is to state a cause. Then you write about the effects that happen as a result of that cause.

The piercing sound of the smoke alarm reminded Max that he had forgotten to check the pot of stew heating up on the stove. The stew had boiled over, the bottom of the pot was scorched, and smoke was filling the kitchen. Dinner was obviously ruined, and Max was in big trouble. What a mess!



Answer each question about the paragraph above.

1. What is the cause? Max had forgotten to check the pot of stew on the stove.

2. What were the effects? List them. The stew boiled over, smoke filled the kitchen, the bottom of the pot scorched, dinner was ruined, Max was in big trouble.

Read the first sentence of the following paragraph. It states a cause. What might happen as a result? Continue the paragraph. Write what you think the effects will be.

I walked into my room just as Sebastian, our very inquisitive cat, managed to tip over the goldfish bowl that had been on my desk. Water spilled

all over the desk and the carpet, the goldfish fell out

of the bowl, and Sebastian got soaked in water. My

mom had to flush the goldfish, and the carpet was ruined.

It was an awful day.



Brainstorm a list of causes on a piece of paper. Here are some to get you started: eating too many cookies staying up too late not studying for a test
Then list some possible effects. Develop your ideas into a paragraph.

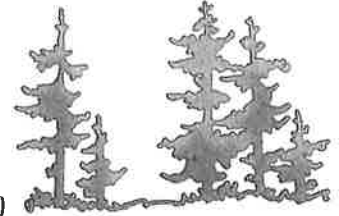


Numerous, Spectacular Words



When you write, do you sometimes overuse descriptive words like good, bad, nice, or wonderful? Overused words can make your writing boring.

The weather was **good** for our first camping trip. (fair)
 A ranger gave us some really **good** tips about the park. (useful)
 Mom thought the campsite near the stream was **good**. (lovely)
 My older brother is a **good** fly fisherman. (skilled)
 He said his equipment is too **good** for me to use, though! (valuable)



Now reread the sentences. This time use the words in parentheses in place of the word good. You can use a thesaurus to help find words. A thesaurus is a reference book that gives synonyms and antonyms for words.

Identify eight frequently overused descriptive words in the passage below and list them in the answer spaces. Next, use a thesaurus to write three synonyms for each word, or write three synonyms you know. Then revise the passage. Use editing symbols to cross out the overused words and add the more effective synonyms to replace them.

Our family ^{owns} ~~has~~ a dog named Scooter. He's normally very ^{calm} ~~good~~ until it's time to bathe him. That's when our ^{loving} ~~nice~~, little terrier turns into a ^{large} ~~big~~, furry monster. Scooter isn't really ^{difficult} ~~bad~~. He's just hard to handle when he doesn't ^{like} ~~want~~ to do something. I think he's afraid of water. You should see how ^{miserable} ~~sad~~ he looks once we manage to ^{lower} ~~get~~ him into the tub.

- | | |
|----------------|----------------------------------|
| 1. <u>Has</u> | <u>owns,</u> |
| 2. <u>Good</u> | <u>calm, quiet, sweet</u> |
| 3. <u>Nice</u> | <u>sweet, loving, kind</u> |
| 4. <u>Big</u> | <u>large, giant, huge</u> |
| 5. <u>Bad</u> | <u>loud, difficult, crazy</u> |
| 6. <u>Want</u> | <u>prefer, like, desire</u> |
| 7. <u>Sad</u> | <u>unhappy, miserable, upset</u> |
| 8. <u>Get</u> | <u>put, lower, place</u> |



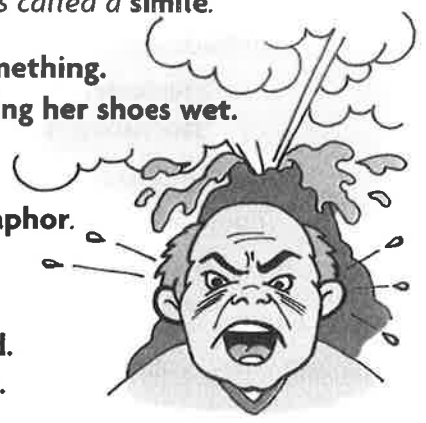
Reread a composition you have recently written. Look for overused words and then use a thesaurus to find other words that you could use instead to make your writing more interesting.

Colorful Clues



You can compare two things that are not alike in order to give your readers a clearer and more colorful picture. When you use like or as to make a comparison, it is called a simile.

- Max is as slow as molasses when he doesn't want to do something.
- My sister leaped over the puddles like a frog to avoid getting her shoes wet.
- The angry man erupted like a volcano.



When you make a comparison without like or as, it is called a metaphor. You compare things directly, saying the subject is something else.

- The disturbed anthill was a whirlwind of activity.
- The oak trees, silent sentries around the cabin, stood guard.
- Jenny and I were all ears as we listened to the latest gossip.

Finish the metaphors and similes.

- Crowds of commuters piled into the subway cars like white as rice
- Chirping crickets on warm summer night are devil instruments
- After rolling in the mud, our dog looked like a pig after a wrestling match
- Happiness is finding 5 bucks in your pocket
- Just learning to walk, the toddler was as wobbly as a teeter-totter
- After scoring the winning point, I felt as happy as a clown
- Having a tooth filled is about as much fun as watching paint dry
- A summer thunderstorm is a beautiful masterpiece
- UP is down
- chocolate is like good

Daily Notes



When you keep a journal, you can record the facts and details about events that happen in your life and your feelings or opinions about them. Your journal entries can be a valuable resource when you are looking for writing ideas.



3/9 We had to take Fuzzer to his new home today. Our new landlord said he could not stay with us at our apartment anymore. I know Fuzzer will be much happier at the farm where he can run and play, but I still felt so sad. I tried not to cry, but I could not help it. Fuzzer has been part of our family for nine years. We grew up together. I will miss him very much!

3/15 I had to go to my sister's dance recital at the Palace Theater last night. She performed in three numbers. At first I didn't want to go because I thought it would be boring, but it wasn't. I actually felt really proud of my sister! She was fantastic. I guess I really should tell her.

3/19 Today, the entire fourth grade went on a field trip to the state capital. It was incredible! We met a state senator. She showed us around the capitol building. We even got to listen to the senators discuss a new law. Later, we toured the governor's mansion. Boy, is that a big house!

Think about the events that have happened in your life over the last several days. Did anything of special importance happen at home, on the way to or from school, or in your community, the country, or the world? Record the facts, details, and your feelings or opinions about two events on the journal page below. Write the date for each entry.

07 / 06 / 16

Today I went to the supermarket with my mom and made pasta and meatballs for dinner. We made a cake for my father's birthday celebration.

07 / 07 / 16

Today I went to the pool with my friends and then went to the lake. I ate some watermelon and strawberries by the dock.

What Did You Say?



Some stories may include dialogue, or the exact words of story characters. Dialogue lets readers know something about the characters, plot, setting, and problem or conflict in a story. Use quotation marks around a speaker's exact words and commas to set off quotations. Remember to put periods, question marks, exclamation points, and commas inside the quotation marks.

"Get away from my bowl!" yelled Little Miss Muffet when she saw the approaching spider.

"Please don't get so excited," replied the startled spider. "I just wanted a little taste. I've never tried curds and whey before."



Use your imagination to complete the dialogue between the fairy tale or nursery rhyme characters. Include quotation marks and commas where they belong and the correct end punctuation.

1. When Baby Bear saw the strange girl asleep in his bed, he asked his parents, _____

His mother replied, _____

2. Humpty Dumpty was sitting on the wall when he suddenly fell off. On the way down he shouted, _____

Two of the king's men approached. One whispered nervously to the other, _____

3. When Jack realized he was about to fall down the hill with a pail of water, he yelled, _____

_____ cried Jill,
as she went tumbling down the hill after Jack.

4. The wolf knocked on the door of the third little pig's house. When there was no answer, the wolf bellowed, _____

Knowing that he and his brother were safe inside his sturdy brick house, the third little pig replied, _____

How to Prepare Empanadas**I. Background about the dish**

- A. Created 100 years ago
- B. Passed down by family members
- C. Typical in Latin America
- D. Made for the family to enjoy
- E. Can be seasoned to suit

II. Ingredients

- A. flour
- B. water
- C. chicken
- D. salt
- E. peppers

III. Equipment

- A. pan
- B. fridge
- C. knife
- D. cutting board
- E.

IV. Steps

- A. Make empanada paste
- B. make circles with the paste
- C. fill it with cooked meat and peppers
- D. close the empanada to form a half moon shape
- E. fry and enjoy



Share your outline with someone you know.