

Koy Thomas

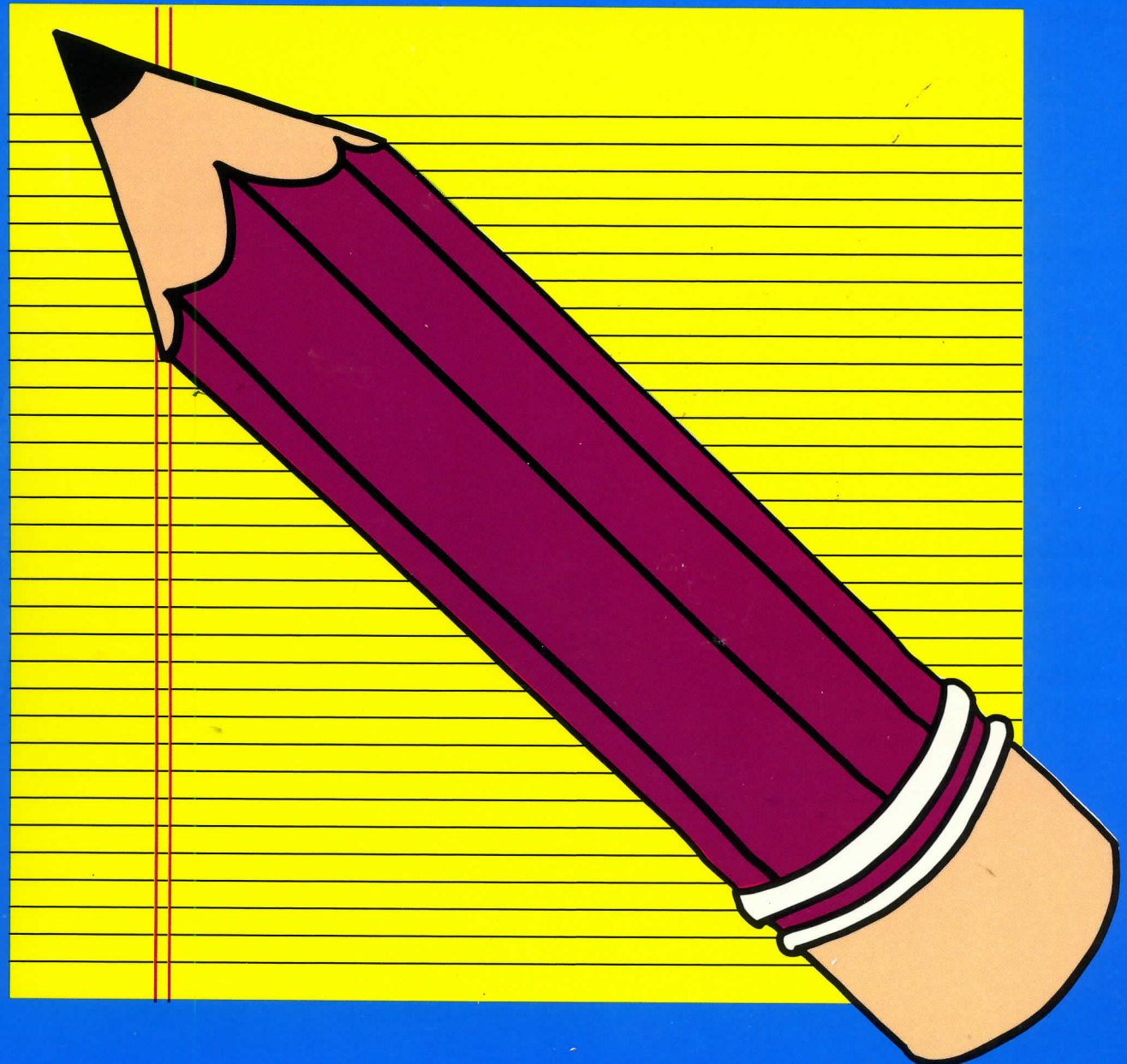
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Writing to EXPLAIN

REPRODUCIBLE LESSONS

by
Kathleen A. Rogers



Roy Thomas
9/97

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TO
EXPLAIN**

REPRODUCIBLE LESSONS

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Kathleen A. Rogers

Fearon Teacher Aids
Parsippany, New Jersey

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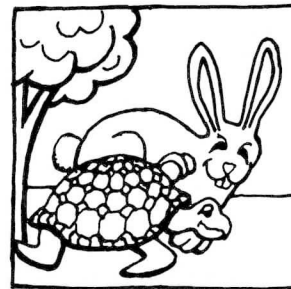
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Completing Comparison/Contrast Sentences

Comparison sentences show how two ideas are alike. Contrast sentences show how two ideas are different. Ideas that are alike or different can be combined into one sentence by connecting the ideas with signal words.

Comparison Signal Words:
also, as, compare,
contrast, same

Contrast Signal Words:
although, but, however,
on the other hand, yet

Directions: First circle the signal word in each sentence. Then complete the sentence. The first one has been done for you.

1. The movie was filled with adventure, but I thought it was boring. _____

2. Although the electricity went out, _____

3. The children were terrified of ghosts; yet, _____

4. My sister and I are very similar, but _____

5. I would love to visit Disneyland; on the other hand, _____

6. Fluoride in water helps prevent cavities, just as _____

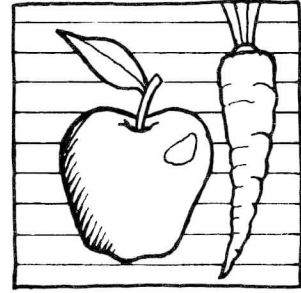
7. Jeff always comes late; however, _____

8. It was Saturday morning, but _____

9. I like my younger brother; also, _____

10. Baseball is my favorite sport; on the other hand, _____

Name _____



Combining Comparison/Contrast Sentences

You know that comparison sentences point out likenesses with words such as **also**, **as**, and **same**. You know, too, that contrast sentences use words like **although**, **but**, and **yet** to point out differences. Combine each of the following two sentences into one good comparison/contrast sentence. Remember to use the signal words listed on page 1.

1. The storm dumped fifteen inches of snow in the town north of us. We got five inches.

2. The Iroquois Indians built their houses from birch trees and young saplings. The Plains Indians preferred to use the hides of buffaloes for their shelters.

3. The twins look exactly alike. They have different personalities.

4. My mother has curly black hair. I have curly black hair.

5. Fruits are good for your health. Vegetables are good for you.

6. It was cold inside the house. It was cold outside.



Completing Cause/Result Sentences

A cause sentence gives the reason an event or action happened. A result sentence shows the consequence or effect of an action or event. Sentences that show cause and result can be combined by connecting the ideas with signal words.

Cause Signal Words:
because, for the reason,
similar, the cause

Result Signal Words:
as a result, consequently,
therefore, thus

Directions: First circle the signal word in each sentence. Then complete the sentence. The first sentence has been done for you.

1. My cat is finicky; therefore he will only eat the food we eat. _____

2. The reason the outfielder dropped the ball was _____

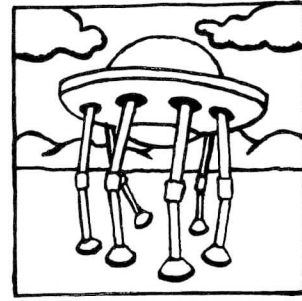
3. The storm knocked down our power line; thus, _____

4. Because the driver did not see the red traffic light, _____

5. My dog scares the mail carrier; as a result, _____

6. Our school bus broke down; therefore, _____

Name _____



Combining Cause/Result Sentences

Combine each set of sentences into one sentence that shows cause/result. Remember to use signal words.

Cause Signal Words:
because, for the reason,
similar, the cause

Result Signal Words:
as a result, consequently,
therefore, thus

1. My brother sleeps with an open book under his pillow. He says it helps him learn his lesson.

2. The groundhog saw its shadow. We will have six more weeks of winter.

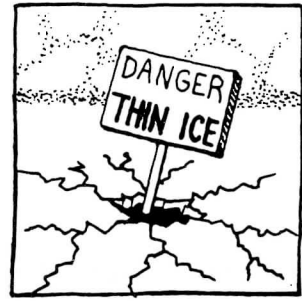
3. The radio play *War of the Worlds* frightened many listeners. They thought it was a real Martian invasion.

4. Our school's air conditioner wasn't working right. We didn't have classes for three days.

5. My sister wasn't watching where she was going. She stepped on the cat's tail.

6. My brother studies very hard. He always makes the honor roll.

Name _____



Using Examples

We can use examples to help make our ideas clear to the reader. Below are several statements. Write an example that explains each one. Be sure to write in complete sentences. The first one has been done for you.

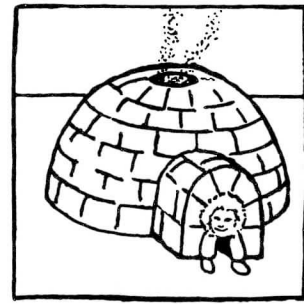
1. Skating on thin ice can be dangerous. For instance, **last year my friend fell through thin ice and nearly drowned. Luckily a man pulled her out.**

2. Baby sisters and brothers are cute, but they can also be pests. For example, _____

3. Writing a good paragraph takes a lot of time. _____

4. There is always confusion at our dinner table. _____

5. My brother cannot live without TV. _____



Writing Definitions I

When writing explanatory paragraphs sometimes you must explain or define a word. A clear definition should include three parts:

1. what the word means,
2. a description or list of special traits,
3. an example.

Example: Actor

meaning

An actor is a person who plays a part. He makes you believe he is someone else.

description

example

Sylvester Stallone is an actor who really makes you think he is Rocky, the champion boxer.

Directions: Write clear definitions for each of the following words. The words on this page have been partially done for you. You may use a dictionary for help.

igloo

1. An igloo is a _____ that _____
_____. Eskimos used to live in igloos.

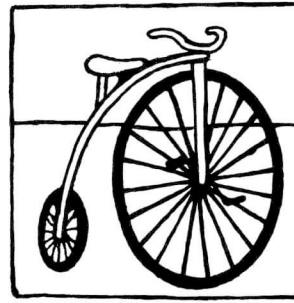
explorer

2. An explorer is a _____ who _____
_____. An example of a famous explorer
is _____, who discovered _____.

fearful

Fearful is a _____. When a person is fearful, he or she
_____. _____
_____ is an example of a
fearful situation.

Name _____



Writing Definitions II

Write sentences that explain the following words. Your definitions should include the meaning, a description, and an example. You may use a dictionary for help.

arithmetic

1. Arithmetic _____

superstition

2. A superstition _____

the United States

3. The United States _____

bicycle

4. A bicycle _____

transportation

5. Transportation _____

Name _____



Describing the Contents of a Time Capsule

Zed Starflight lives in the year 2262. While building an Interstellar Launch Pad in his backyard, he discovered a time capsule that had been buried there in the year 1986.

Pretend you are Zed and describe three things you found in the capsule. Before you begin, remember:

1. that you must describe a real invention or gadget;
2. that you live in the twenty-third century, and that you may not be sure what the gadget is, or how it is used.

Describe the objects you found in the chart below.

	Object 1	Object 2	Object 3
size			
shape			
unusual markings			
color			
material made of			
what it looks like			
possible uses			

Name _____



Designing a New Gadget

Sticks stand straight and stiff, but springs bounce and coil. What could you make if you used the two together?

Step 1: Imagine a gadget you could make from springs and sticks. What would it look like? What other materials would you need? (Perhaps you would need rubber bands, string, paper clips, or boards.)

Step 2: Draw your gadget below.

Step 3: Explain your gadget.

1. What is it called? _____

2. What does it do? _____

3. Describe its appearance. _____

Name _____



Writing an Autobiography

Directions: A person who writes about his or her own life writes an **autobiography**. You are to write a brief autobiography. Before you begin, jot down some important facts about yourself.

1. Where and when were you born? _____

2. Do you know anything interesting or funny about your birth or what you did as a baby?
Explain. _____

3. Describe the way you look. Use adjectives and picture descriptions.
Example: I have shiny, dark hair with curls so tight they bounce when I walk.

hair _____

eyes _____

nose _____

height and weight _____

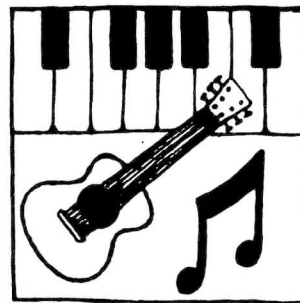
4. List three words that best describe your personality. Give an example to support each word.

a. _____

b. _____

c. _____

Name _____



Writing an Autobiography

5. List the three most important or exciting events in your life. Explain each briefly.

a. _____

b. _____

c. _____

6. What else would you like to include about yourself? Write your ideas below. You might consider favorite hobbies, things you like, things you dislike, and your family.

Now you are ready to write your autobiography. Write it on a separate sheet of paper. Be sure to include the information covered in the six sections of your outline.

Name _____



Comparing and Contrasting Two Articles

When you look at a sneaker and a boot, you can see that they differ in many ways. Write at least three ways in which they are different.

Sneaker

Boot

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

Of course, a sneaker and a boot are similar, too. Write at least three ways in which they are alike.

1. _____

2. _____

3. _____

A television and a stereo are also different. Write at least three ways in which they are different.

Television

Stereo

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

If you think carefully, you will think of many ways a television and a stereo are the same. Write three ways in which they are alike.

1. _____

2. _____

3. _____

Name _____



Comparing and Contrasting Two People

Step 1: In the space below, compare and contrast yourself with another person you know well. This person could be a friend, a relative, or a neighbor.

Step 2: Think of specific details, situations, or events that illustrate each similarity or difference.

I will compare and contrast myself with _____.

Ways we are alike:

1. _____

2. _____

3. _____

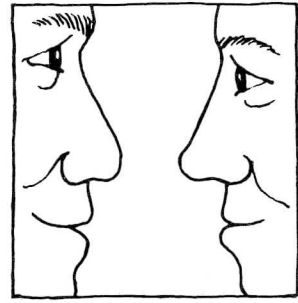
Ways we are different:

1. _____

2. _____

3. _____

Name _____



Writing to Compare and Contrast Two People

Using the notes you made on page 21, write two paragraphs showing how you are alike and how you are different from the person you are comparing yourself with. In your paragraphs try to use at least four signal words.

Comparison/Contrast Signal Words:
alike, also, but, different, however, in contrast,
on the other hand, resemble, same as, similar

Name _____



Comparing and Contrasting Two Creatures

There are many tales about mysterious half-human/half-animal creatures who wander the earth in wilderness areas. Below are some observations about the Abominable Snowman and Bigfoot.

Abominable Snowman

ape-like man
shaggy reddish-brown hair over body
about 6½' tall
footprints 13" long
usually seen alone or with one
other creature
eats goats and vegetables
located in Himalayan Mountain areas

Bigfoot

ape-like man
dark brown or black hair over body
over 6½' tall, some say 8' tall
footprints 16" long
usually seen alone, but stories say whole
families exist
eats roots, berries, and leaves in
summer and meat in winter
located primarily in Pacific Northwest
wilderness

Directions: Regroup these statements by likenesses and differences.

Likenesses

1. _____
2. _____
3. _____

Differences

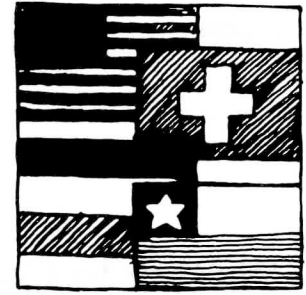
Abominable Snowman

1. _____
2. _____
3. _____
4. _____
5. _____

Bigfoot

1. _____
2. _____
3. _____
4. _____
5. _____

Name _____



Comparing and Contrasting in Social Studies

The ability to make comparisons and contrasts is important in social studies. Often you are asked to write about the similarities and differences among people and places you have read about. The writers of the books you read use words such as **alike**, **also**, **but**, **different**, **however**, and **similar** to signal comparisons and contrasts.

Choose two groups of people, two countries, or two states and then fill out the comparison/contrast chart below. You may use your social studies textbook or some other source for getting information, if you need to.

I will compare and contrast _____ with _____.

Four ways they are alike:

1. _____

3. _____

2. _____

4. _____

Four ways they are different:

1. _____

1. _____

2. _____

2. _____

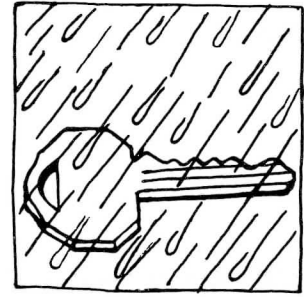
3. _____

3. _____

4. _____

4. _____

Name _____



Inventing Solutions I

Every day each of us has to solve problems. From the time we get up in the morning until the time we go to bed at night, we decide things such as what to wear, what to eat, what to buy, and what to do in unexpected situations. Are you good at solving problems? Write two solutions to each of the following problems. Remember to write in complete sentences.

- 1. Problem:** A heavy rainstorm begins on your way home from school. You rush home and discover that no one is home and you have lost your key.

Solution a: _____

Solution b: _____

- 2. Problem:** When you were younger, you were chased by a big dog. Since then you have been terrified of all dogs. As you walk home from school, you see your neighbor's Doberman coming toward you. You look around for help, but no one is there.

Solution a: _____

Solution b: _____

Name _____



Inventing Solutions II

Here are two more problems for you to solve. Present your solutions clearly and logically and in complete sentences.

- 1. Problem:** Your mother, on her way to an important business meeting, drops you off at a party. Just as you get out of the car, you notice that everyone is wearing a costume except you.

Solution a: _____

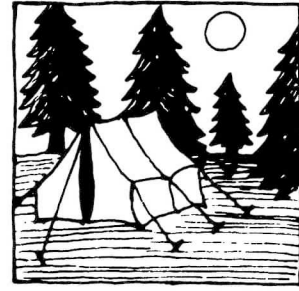
Solution b: _____

- 2. Problem:** You are sightseeing alone in a foreign city. The bicycle you rented breaks down. You have no money with you and you cannot speak the native language.

Solution a: _____

Solution b: _____

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Defining a Problem

A paragraph that describes a problem should have three parts. It should tell:

1. what the problem is,
2. the cause(s) of the problem,
3. the effect(s) of the problem.

Step 1: Read the following paragraph.

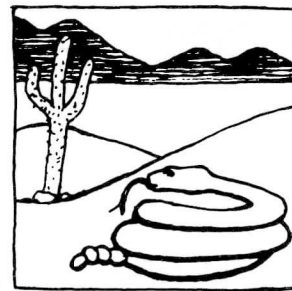
Each year Mr. and Mrs. Cross and their children go on a family camping trip. Everyone in the family except Chris, the oldest child, loves the annual trip and looks forward to it. Chris hates camping and refuses to go anymore. Last year ants got into his sleeping bag and bit his legs. When he took his bag to a stream to wash out the ants, a strong current caught it and carried it away. On the third night in camp a stray dog came into their site and ran off with Chris's only pair of sneakers. Two days later Chris found another stray animal at the family campsite. It was black with a white stripe down its back. Before Chris could move away, the frightened skunk fired its spray. Chris's clothes, including his favorite T-shirt, had to be thrown away. No one wanted to get near him, either! Chris resolved never to go camping again. But the next family trip is coming up in two weeks, and his family is as determined to go as he is not to.

Step 2: Identify the three problem parts of the above paragraph. In your own words, tell what the problem is: _____

write what the cause is: _____

tell what the effect is: _____

Name _____



Writing a Guided Problem/Solution Paragraph

Some paragraphs are written to inform people of a problem and to suggest possible solutions to the problem. For example, an editorial in a newspaper often defines a problem and proposes one or two solutions to that problem.

When writing Problem/Solution paragraphs, be sure to include each of the following steps:

1. State the problem.
2. Explain the cause of the problem.
3. Tell the result of the problem.
4. Give two or three solutions to the problem.

Directions: Complete this problem/solution paragraph by following each of the above steps.

Emerson's Problem

Emerson Robertson has a problem. He is afraid of snakes. He has been afraid of snakes since he was five years old. When he was five, _____

(cause)
Since that incident, Emerson _____

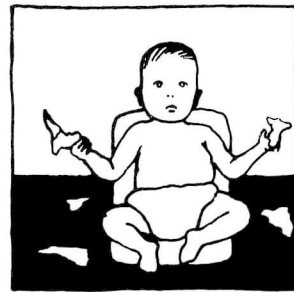
(result)

There are two ways in which Emerson can overcome his fear. _____

(first solution)

(second solution)

Name _____



Recognizing Parts in a Friendly Letter

Laura's baby sister tore up Laura's letter to her grandmother. Help Laura paste her letter back together by cutting out each section at the bottom of this page and pasting it in its proper place on the following letter form.

Address:

Date:

Greeting:

Body:

Closing:

Signature:

Dear Grandma,

The whole family is eagerly awaiting your visit. We are all going to the airport to meet you. Then we will go out to dinner before the long drive home.

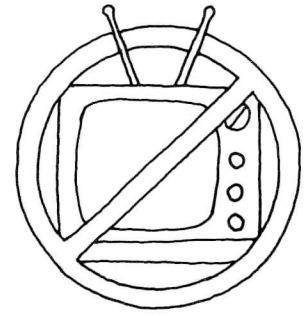
March 22, 1986

502 Spring Lane
Lake View, New York 10582

Your loving granddaughter,

Laura

Name _____



Writing a Letter of Advice

You are "Captain Adviser," the writer of the advice column for your class newspaper. Yesterday you received the following letter:

Dear Captain Adviser:

I am really miserable. My parents have a new rule. I cannot watch television on school nights. Therefore, when my friends discuss programs they saw the night before, I never have anything to say. Lately, they don't even ask me to join in their conversations.

How can I get my parents to let me watch TV? If they would just let me watch, I would be popular again.

**Signed,
No TV**

Step 1: Before answering "No TV" 's letter, you must think about the problem.

1. What two problems does "No TV" have? _____

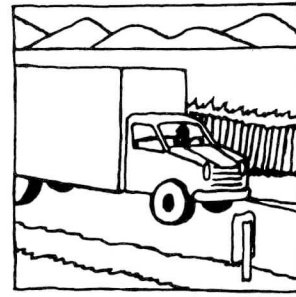
2. Why do you think the parents made the rule? _____

3. Should "No TV" persuade the parents to change the rule? _____
4. How? _____
5. Could "No TV" solve the problem without changing the parents' minds? _____

6. How? _____
7. What will you advise "No TV" to do? _____

Step 2: Write your answer to "No TV" on another sheet of paper. Be sure to use the proper friendly letter form.

Name _____



Writing a Letter of Explanation

Friends of your family are moving from another state to your town. Their daughter, Debbie, feels uncomfortable about living in a new town and attending a new school. Since she is your age and will be in your class at school, her mother has asked you to write her a letter explaining what your town and school are like.

Before writing your letter, think of things about your town and school that a newcomer would like to know. Then write your letter on another sheet of paper. Be sure to use the proper friendly letter form.

1. What sports and recreational activities does your town offer? _____

2. What special places are there to see? _____

3. Describe one interesting adult she will meet in your town. _____

4. Describe one or two friends who are her age and whom you think she will like.

5. Describe your school. _____

6. List three interesting projects or events you have at your school each year.
 - a. _____
 - b. _____
 - c. _____
7. What else would you like to tell her? _____

Name _____



Writing a Letter to an Author

Think of a book you really enjoyed reading. Write a letter to its author telling him or her how much you liked the book.

Before writing your letter, plan what you will say.

1. What is the title of your favorite book? _____

2. Why did you like the book so much? _____

3. Support your answer in item 2 with an example from the book. _____

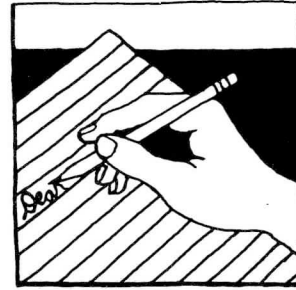
4. Who was your favorite character? _____
5. Why was this character your favorite? _____

6. What incident did you enjoy the most? _____

7. Why did you enjoy it? _____

8. What would you like to ask the author about the book or about writing as a career? _____

Name _____



Writing a Business Letter

A business letter is different from a friendly letter. It is more formal, it has a specific purpose, and it is brief and to the point. Pretend you are moving to Pleasant Valley, California next month and that you will be entering a new school. Write a business letter to the principal of your new school. You would like information about the school you will be attending. Here are some of the things you might want to request in your letter: (1) a class schedule showing where and when your classes will meet, (2) a school calendar showing opening and closing dates of school, holidays, and special events, and (3) a copy of the dress code, if one exists. Fill in the form below as you write your letter.

Heading: _____
(Your street address)

(Your city, state, and ZIP code)

(Today's date)

Inside Address:

_____, Principal
(Principal's name)

(Name of school)

(City, state, and ZIP code)

Greeting: _____ :

Body: _____

Closing: _____

Signature: _____

Name _____



Writing a Business Letter to Request an Interview

Your class is involved in a project to find out what it was like to go to school sixty years ago. Your assignment is to interview Mr. Ezra Lincoln at 567 Flanders Lane. He attended your school in 1926.

Write a letter to Mr. Lincoln asking to interview him after school one day next week.

Step 1: Plan what you will say in the letter.

1. When would you like to meet with him (date, time)? _____

2. Where would you like to meet him? _____
3. Explain the purpose of your interview. _____

4. What three questions are you most interested in asking him? (If he knows them ahead of time, he can better answer them in the interview.)
 - a. _____

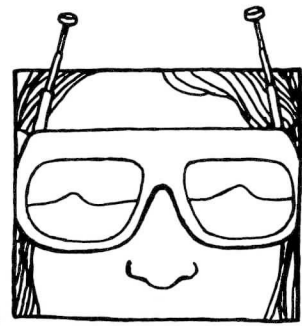
 - b. _____

 - c. _____

5. Write a good closing sentence for your letter. _____

Step 2: Write your letter on a separate piece of paper. Be sure to use the correct business letter form.

Name _____



Writing a Business Letter to Request Information

You have just invented a gadget that you think could make a lot of money. Your grandfather told you that the first thing an inventor should do is apply for a patent so no one else can use the idea. Write a letter to the U.S. Patent Office requesting information on filing for a patent.

Step 1: Before writing your letter, carefully plan what you will say.

1. What is the name of your invention? _____
2. What does it do? _____
3. What two questions would you like to ask about filing a patent?
 - a. _____

 - b. _____

4. Be sure to request all the forms you must fill out and file.
5. Ask for the free government pamphlet, "Filing for a Patent."

Step 2: Write a draft of the body of your letter below.

Step 3: Correct your draft for spelling and sentence errors. Then rewrite it on a separate piece of paper. Be sure to use the business letter form.

Name _____



Planning a Book Report on a Biography

A biography is a story about a person's life. Famous people have many character traits we admire. Choose one famous person whose biography you have read recently and talk about a character trait you admired.

Here are some character traits you might choose:			
loyalty	cheerfulness	trustworthiness	acceptance of others
honesty	shyness	sense of humor	caring for others
bravery	helpfulness	need for adventure	ability to work hard

Step 1: My famous person is _____

The character trait I admired most is _____

Step 2: Think of three specific examples from the book that show this trait.

When looking for examples you may want to describe:

1. an event from the story
2. something the person said
3. something someone else said about him or her

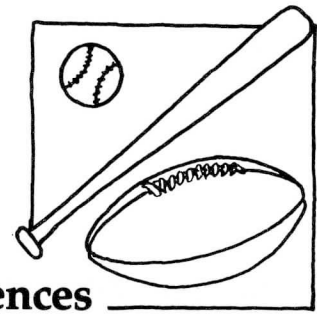
Write your examples below.

1. _____

2. _____

3. _____

Name _____



Planning a Book Report on Character Differences

Your teacher may ask you to write a book report that points out the differences between two characters in a book. Before you can begin writing this kind of book report, you must first think of all the ways the two book characters you chose are different. The contrast chart at the bottom of the page will help you plan your report. Follow the directions carefully.

- Directions: **Step 1:** Think of the names of two different characters from a book you have read, and write each name in a blank at the top of the chart.
- Step 2:** Fill in the chart with specific differences between the two characters.

Character Contrast Chart

	Character #1	Character #2
Physical Appearance	_____	_____
Family (size, parents, jobs, etc.)		
Activities each enjoys		
Character traits		

Name _____



Analyzing Character Traits

We often learn what characters in short stories believe through their actions.

Name a short story you have read: _____

Who is one of the major characters? _____

What did this character value most? _____

Why was it so important to him or her? _____

Which event in the story showed how important this was to the character? _____

Using your ideas above, write a well-developed paragraph explaining why and how this character valued what he or she did.

In the short story _____

by _____ , _____

Name _____



Finding Alternative Solutions

Select a book you have read whose main character faced a problem.

Step 1: In one paragraph describe the problem and how it affected the character. Then tell how the problem was solved.

Step 2: In your second paragraph describe a different way that you think the main character could have solved that problem.

In the book _____ by _____
_____, the main character, _____,
faced a difficult problem. _____

_____ could have solved the problem in another way.

Name _____



Comparing Eyewitness Accounts

There was a bank robbery at the Green Dollar Savings Bank yesterday at noon. The thieves took \$50,000. When the police interviewed two eyewitnesses, some facts in their stories were different.

Read each eyewitness account. Underline in red pencil the facts about the robbery that are the same. Underline in black pencil, the facts that are not the same.

Eyewitness Accounts

Witness #1

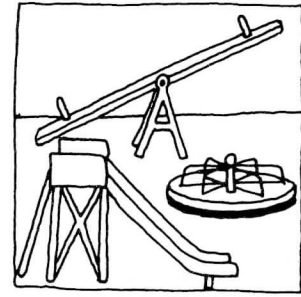
I was depositing money at the teller's window when three bandits came in. They had masks on their faces and all were carrying guns. One had very black hair and the other two had blond hair. They told me to lie down on the floor and not to move. I did what they said, but I had time to notice that one man limped. He also wore cowboy boots.

I heard one man with a deep voice order the teller to put all the money in a paper bag. Then they all left, firing two shots in the air as they made their getaway. They drove away in a dark green station wagon.

Witness #2

A woman was depositing money at my window when four bank robbers entered the bank. Three came up to my window. One stood guard at the door. They had masks on their faces, but I noticed that one had black hair, and another's was light red. All of them had guns, but no shots were fired. They told the customers to lie on the floor and ordered me to fill a paper bag with money. The guy who did the talking had a low voice and walked with a limp. His boots made a strange tapping sound as he walked. As soon as I gave them the money, they left in a dark green station wagon.

Name _____



Organizing Facts for a News Feature

The playground equipment at your school needs to be replaced. Your school is having some fund-raising activities to help buy new equipment.

You have been asked to write a feature story for your local newspaper explaining the fund-raising project. Before you begin writing, think about what you want to say. Answer the questions below.

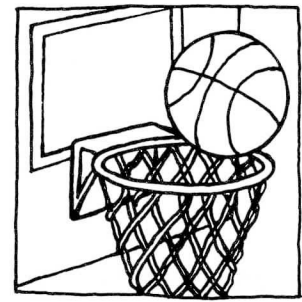
1. What is the name of your school? _____
2. What is the purpose of the fund-raising? _____
3. When will it begin and end? _____
4. Who is the person in charge? _____
5. What activities are being held to raise money? (Be sure to include when and where.)
 - a. _____

 - b. _____

 - c. _____

6. How much money does the school want to raise? _____
7. What playground equipment will be purchased? _____

Name _____



Organizing Facts for a Sports Article

Juanita Carlos, a sportswriter for the *City Gazette*, has been asked to write a review of the best sports event of the year. Since she cannot decide which event to write about, she is asking her readers to send her a sports article about what they think was the best sports event of the year. Send Juanita your article, but first jot down the ideas you want to write about.

1. What sports event will you write about? _____

2. When and where did it take place? _____

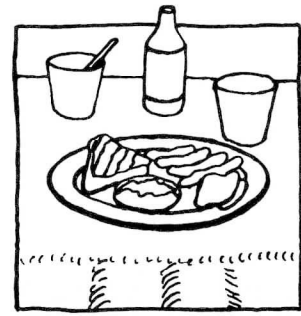
3. What were some of the most exciting things that happened? Jot down a brief description of three of them and tell what effect they had on the event.

(a) _____

(b) _____

(c) _____

Name _____



Planning a Restaurant Review

Congratulations on winning Metro News' Food Critic Contest. As a winner, you had dinner at the fanciest restaurant in town. Now you have been asked to write a review of your experience for the newspaper.

Before writing the review, make some notes about your dining experience.

Name of restaurant: _____

Location: _____

Date and time you were there: _____

Complete the outline below:

Foods Eaten	How Cooked (Think adjectives!) (Include sauces, seasoning, tenderness.)	How the Food Tasted
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

How was the service? (Were the waitresses efficient and polite? Did you wait long?)

Conclusion: Did you enjoy the dinner? Would you recommend the restaurant to other people? _____

Name _____



Proofreading for Spelling Errors

Proofreading your writing is a good way to be sure you have written exactly what you wanted to say.

Directions: Proofread the following paragraphs for misspelled words.

1. Circle each misspelled word.
2. Write the correct spelling in the blanks below each exercise.

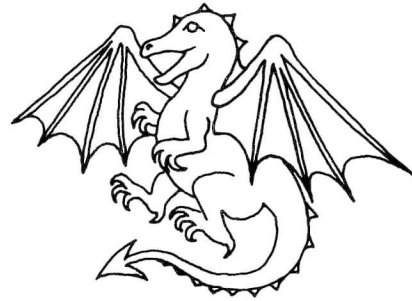
1. Becuse people love to talk about monsters, some monsters are ceated just for films. For instanse, a giant ape was invented in 1933 for the movie *King Kong*. His body was made of rubber and covered with rabbit fir. Although the modles for some movie creatures are huge and weigh thousands of ponds, you culd hold this model in your hands.

- | | |
|----------|----------|
| a. _____ | e. _____ |
| b. _____ | f. _____ |
| c. _____ | g. _____ |
| d. _____ | h. _____ |

2. Sumtimes it is difficult to deside if monsters are real or imaginary. For example, many peple claim to have seen Bigfoot, but no real prove has ben found. Won person said he had taken a photograph of Bigfoot and his wife. The pitchur he sent too the press, however, showed only to fuzzy shapes. No one could tell if the shapes were persons, animals, or trees.

- | | |
|----------|----------|
| a. _____ | f. _____ |
| b. _____ | g. _____ |
| c. _____ | h. _____ |
| d. _____ | i. _____ |
| e. _____ | j. _____ |

Name _____



Proofreading for Sentence Fragments

A sentence fragment is an incomplete sentence. It is a phrase, or a group of words, that does not tell a complete thought.

Directions: Proofread each of the following exercises. If the words express a complete thought, write “**good sentence**” on the line. If the words are a phrase, and not a complete sentence, write a new sentence by adding or taking away words. The first two exercises have been done for you.

1. In China the dragon is thought to bring good luck. **good sentence**

2. If a dragon becomes angry. **If a dragon becomes angry, he could cause a flood or drought.**

3. Because dragons can bring good luck, Chinese children often fly dragon kites.

4. Dragon kites that are shaped like a dragon. _____

5. Since the dragon is a symbol of war in England. _____

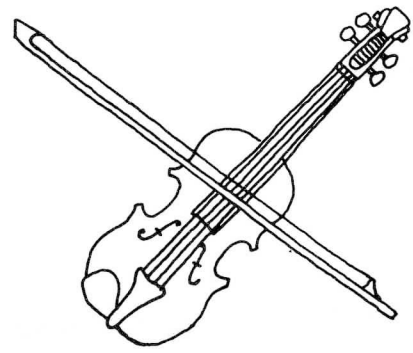
6. Their wings are small and shaped like a bat's. _____

7. Dragons can fly only in short leaps. _____

8. Since the lake at Loch Ness, Scotland, is almost one thousand feet deep. _____

9. The Loch Ness monster, who brings thousands of people to Scotland each year.

10. Although some people believe the Loch Ness monster exists. _____



Proofreading Newspaper Copy

Before the news is printed in the newspaper, special editors and proofreaders check it for accuracy and errors. To make their work easier, they use a set of symbols to show typesetters the changes they want to make. David's mother is an editor of a large city newspaper. She has been teaching David how to proofread newspaper copy. Study the following proofreading symbols, and then help David by proofing the news article and public service ad that will appear in his mother's paper.

- Proofreading Symbols:**
- ?/ means to add question mark here.
 - ≡ means to capitalize the above letter.
 - ⊙ means to add a period here.
 - ⋈ means to remove a period here.
 - ↗ means to add a comma here.
 - ↘ means to remove a comma here.

News Article:

The John Smith Elementary school, will be holding its spring concert in the school auditorium on January 30 at seven o'clock in the evening. The concert will be the last concert directed by Mrs. Elena Green, the school's music teacher for the past thirty years. Mrs. Green plans to retire at the end of this school year to her home in Florida. Tea and refreshments will be served after the concert during a special reception to honor Mrs. Green's service to the school.

The concert program will include favorite songs from *Mary Poppins* and *The Sound of Music*. A poem composed and set to music by the fifth-grade class in honor of Mrs. Green will conclude the program.

Tickets are two dollars for adults and fifty cents for children under twelve. They can be purchased at the door.

Public Service Ad:

Do you have a few extra hours each week? The Medico Memorial Hospital needs volunteers to visit with patients. Volunteers are especially needed on the children's floor. Set your own hours and days. Call the Volunteer Service Department at the hospital.

Name _____



Proofreading a Paragraph

Your friend Kelly Crabb just finished writing “My Big Fear” as an English assignment. You agree to proofread the paragraph for Kelly before it is turned in to the teacher. When proofreading, be especially watchful for:

1. run-on sentences,
2. sentence fragments, and
3. missing commas after introductory phrases and clauses.

Use the proofreading symbols you learned on the previous page.

- ⊙ = add a period here
- ≡ = capitalize the above letter
- ↗ = add comma
- ↘ = remove comma
- ⊙ = remove period

My Big Fear

Ever since I was little, I have not liked sleeping in dark rooms when I was young, I would think monsters hid under my bed. and behind my closet door. I am too big to believe in monsters now, but I still wonder about ghosts. my mom says that there are no ghosts, but she can't prove it. Ghosts are pretty slippery characters. Because they have no body. they can move in and out through keyholes. and walk through walls. I have read stories where they get your attention by slamming doors or tickling your feet. if that is all they would do. it would be fine; but in the movie *Ghostbusters*. they left green slime behind. Imagine hopping out of bed one morning and stepping into green slime! it would be truly disgusting. that is why I refuse to sleep in a dark room. Since ghosts in movies appear only in dark, spooky places I feel a light will keep ghosts and green slime out of my room.

Note: Check your work. You should have made sixteen corrections. Did you?

ANSWER KEY

Unit 1: Writing Sentences

P. 1, Completing Comparison/Contrast Sentences

- | | |
|----------------------|-----------------------|
| 1. but | 6. as |
| 2. Although | 7. however |
| 3. yet | 8. but |
| 4. but | 9. also |
| 5. on the other hand | 10. on the other hand |

P. 2, Answers will vary.

P. 3, Completing Cause/Result Sentences

- | | |
|---------------|----------------|
| 1. therefore | 4. Because |
| 2. The reason | 5. as a result |
| 3. thus | 6. therefore |

P. 4, Answers will vary.

Unit 2: Writing Explanatory Paragraphs

P. 5, Answers will vary.

P. 6, Writing with Examples

examples	details
dog	police work find people guide blind
pigs	TV star
chimpanzees	sign language spell simple words

P. 7-18, Answers will vary.

Unit 3: Writing to Compare and Contrast

P. 19-22, Answers will vary.

P. 23, Comparing and Contrasting Two Creatures

Likenesses:

1. ape-like man
2. hair on body
3. usually seen alone

Differences:

Snowman	Bigfoot
reddish-brown hair	brown or black hair
6½' tall	over 6½' tall
footprint 13"	footprint 16"
lives in Himalayas	lives in Pacific NW
eats goats and vegetables	eats roots, berries, leaves, meat

(Student categorization may differ slightly.)

P. 24-26, Answers will vary.

Unit 4: Writing Problem/Solution Paragraphs

P. 27-28, Answers will vary.

P. 29, Defining a Problem

problem — refuses to go on camping trip
cause — camping mishaps
effect — family unhappy

P. 30-32, Answers will vary.

Unit 5: Writing Letters

P. 33, Recognizing Parts in a Friendly Letter

Address: 502 Spring Lane, Lake View,
New York 10582

Date: March 22, 1986

Greeting: Dear Grandma,

Body: The whole family . . . long drive home.

Closing: Your loving granddaughter

Signature: Laura

P. 34-40, Answers will vary

Unit 6: Writing Book Reports

P. 41-46, Answers will vary.

Unit 7: Writing Newspaper Articles

P. 47, Comparing Eyewitness Accounts

Likenesses:

- wore masks
- all carrying guns
- black hair
- customers lay down
- man limped
- deep voice
- paper bag
- dark green station wagon

Differences:

Witness # 1	Witness # 2
3 bandits	4 bandits
blond hair	light red hair
2 shots fired	no shots fired

P. 48-54, Answers will vary

Unit 8: Proofreading

P. 55, Proofreading for Spelling Errors

- | | |
|-----------------|-------------|
| 1. a. Because | e. Although |
| b. created | f. models |
| c. instance | g. pounds |
| d. fur | h. could |
| 2. a. Sometimes | f. been |
| b. decide | g. One |
| c. imaginary | h. picture |
| d. people | i. to |
| e. proof | j. two |

P. 56, Proofreading for Sentence Fragments

3. Good sentence
4. Sentence fragment
5. Sentence fragment
6. Good sentence
7. Good sentence
8. Sentence fragment
9. Sentence fragment
10. Sentence fragment

ANSWER KEY (Continued)

P. 57, Proofreading Newspaper Copy

News Article:

The John Smith Elementary school will be holding its spring concert in the school auditorium on January 30 at seven o'clock in the evening. The concert will be the last concert directed by Mrs. Elena Green, the school's music teacher for the past thirty years. Mrs. Green plans to retire at the end of this school year to her home in Florida. Tea and refreshments will be served after the concert during a special reception to honor Mrs. Green's service to the school.

The concert program will include favorite songs from *Mary Poppins* and *The Sound of Music*. A poem composed and set to music by the fifth-grade class in honor of Mrs. Green will conclude the program.

Tickets are two dollars for adults and fifty cents for children under twelve. They can be purchased at the door.

Public Service Ad:

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P. 58, Proofreading a Paragraph

My Big Fear

Ever since I was little, I have not liked sleeping in dark rooms. When I was young, I would think monsters hid under my bed and behind my closet door. I am too big to believe in monsters now, but I still wonder about ghosts. My mom says that there are no ghosts, but she can't prove it. Ghosts are pretty slippery characters. Because they have no body, they can move in and out through keyholes and walk through walls. I have read stories where they get your attention by slamming doors or tickling your feet. If that is all they would do, it would be fine; but in the movie *Ghostbusters*, they left green slime behind. Imagine hopping out of bed one morning and stepping into green slime! It would be truly disgusting. That is why I refuse to sleep in a dark room. Since ghosts in movies appear only in dark, spooky places, I feel a light will keep ghosts and green slime out of my room.

Good writing is a most basic skill . . .

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