

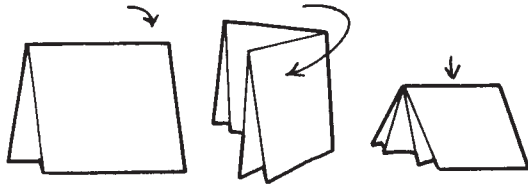
# Table of Contents

<b>Introduction</b> .....	3
<b>Standards for Writing—Grades 3–5</b> .....	4
<b>Narrative Writing</b> .....	8
Activities: From Head to Toe—The Longest Story—Oh, Clam Up!—Around the Solar System—The Day Santa’s Shape Changed—Oh, What a Scene!—In the Beginning—The Loud Noise—“Just So”—The Airplane Ride—The Great Easter Egg Hunt—Who Said That?—Story Props—The Mystery of the . . .—The Sweetest Story—The Annoying Fly	
<b>Expository Writing</b> .....	42
Activities: Yum, Yum!—All About Me—How To . . .—Futuristic Society—Just for You, Johnny Appleseed!—Three Cheers for the Red, White, and Blue!—Famous People—Meet My Friend—The Ultimate Ice-Cream Sundae—The Graph Club—Body Systems—Country Reports—The Pyramids—Scientifically Speaking	
<b>Persuasive Writing</b> .....	68
Activities: On the Playground—Futuristic Fun Time—Current Events—The Best Thanksgiving Dinner Ever—The Reluctant Leprechaun—Persuasive Advertising—But, Mom!!!—Dear Mr. President—Healthy Eating, Healthy Day—Keys to Good Test Taking—A Good Book, Anyone?—Nursery Rhyme Time—Learn to Conserve!—From the Ground Up—Stadium Proposal	
<b>Descriptive Writing</b> .....	95
Activities: Magazine Mania—Making News—A Piece of Realia—About Time—A Welcome Burial—Another World—Sight Unseen—Love Is In the Air—Alliteration ABC—Figuratively Speaking—Angles and Such—Mystery Object—Radical Rocks—Unequivocally News—Nature Takes a Hike	
<b>Poetry</b> .....	125
Activities: At the Ballgame—Out of the Box—Bang!—Birds of a Feather—Spring—Happiness Is Haiku—A Shapely Poem—A Card For All Occasions—Kites—All About Autumn—Native Expressions—At War	
<b>Bibliography</b> .....	144

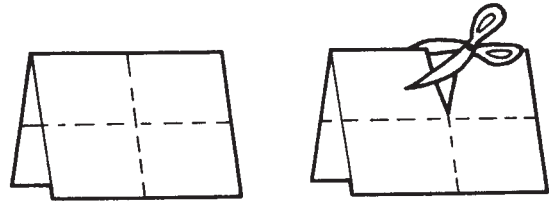
# The Annoying Fly

**Directions:** Flies can be annoying and pesky bugs. Think about a story that involves just such a creature. Use the directions below to fold a large sheet of construction paper. Follow the lines to form your story outline. Your story will be no more than eight pages long, including the cover page. When your story is finished, glue or tape the yarn in between the folds of the booklet, as shown. Tape, tie, or glue your fly to the end of the yarn. As you read your story, buzz the fly through the pages.

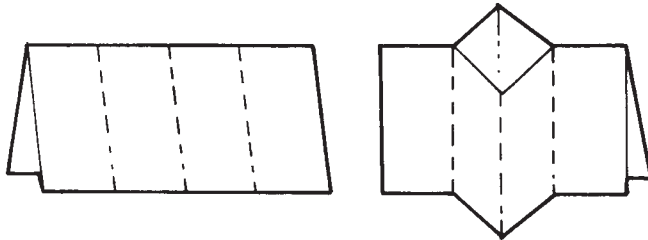
**Step 1:** Hold the paper tall. Fold down, then across, then down again.



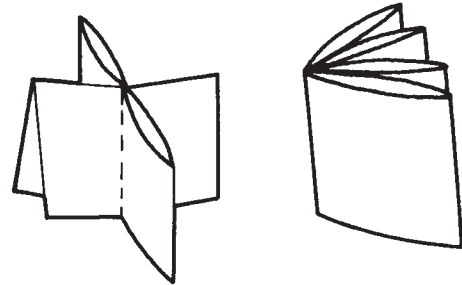
**Step 2:** Open the paper to the first fold. Cut halfway down the horizontal fold.



**Step 3:** Open the paper. Refold so the opening is at the top. Push the two edges together so the cut pages form a square.



**Step 4:** Continue pushing to close the gap. Fold all the pages to form an eight-page booklet (including front and back cover).



## Story Outline

Beginning, including problem or conflict: \_\_\_\_\_

\_\_\_\_\_

Events leading up to the conflict resolution: \_\_\_\_\_

\_\_\_\_\_

Conclusion: \_\_\_\_\_

\_\_\_\_\_



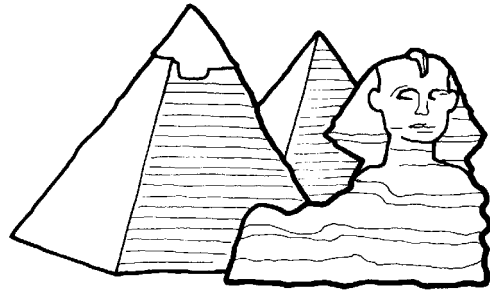
**Standards and Benchmarks:** 1A, 1B, 1C, 1E, 1F, 2A

# The Pyramids

Egyptians spent a great deal of time planning, building, and preparing their pyramids. What students learn about these wonders of the world may be explained on the sides of a model pyramid.

## Materials

- activity sheet (page 66)
- scissors
- tape



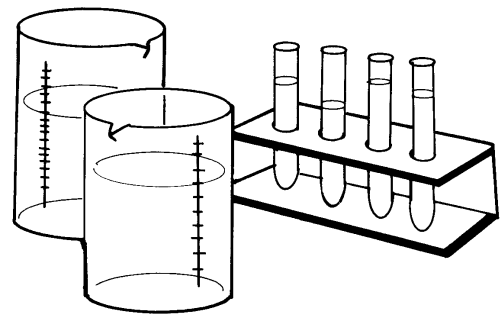
**Standards and Benchmarks:** 1A, 1B, 1C, 1E, 1F, 2A, 4F, 4G

# Scientifically Speaking

Verbalizing orally or in written form the process and outcome of a favorite experiment is an authentic way of helping students internalize and take ownership of their learning. Following a unit of study, as a class, brainstorm a list of experiments the students performed. While creating their lists, students verbalize the process of carrying out the experiment and the outcomes or conclusions they drew from their findings. Students then select their favorite experiment and explain the entire process from start to finish. The outline on page 67 may help students further organize their ideas. Included, also, is a visual to help the students' explanations. The visual might take the form of a graph of the data or a drawing of a part of the experiment.

## Materials

- activity sheet (page 67)



### **Innovation on a good idea**

Have the students write to explain their favorite experiment in a letter to the principal. Since they weren't part of the original experimentation, the students will really have to think to explain the process and outcomes as if the principal wished to re-create the experiment himself or herself.