



### Exercise 1:

Choose any five letters in the alphabet. For each letter you choose, write a sentence in which every word begins with that letter. For example, if you choose the letter "a" your sentence might read:



Alfred always ate alone.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Have more? Go for it!

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*A short narrative of an interesting incident.*

## ANECDOTE

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### READ

#### Tad's Turkey

Tad was eight years old. He lived in the White House. His father was Abraham Lincoln, President of the United States. Tad had two rabbits and two goats for pets. One day Tad saw Cook with a turkey. She put the turkey in a pen.

"A new pet," Tad said. "I will name him Jack." He opened the turkey pen. The turkey walked out. Tad and Jack played under the trees. Tad ran after Jack. Jack ran after Tad.

On Thanksgiving Day Cook went to the turkey pen. Jack was not there. Cook saw Tad walking with the turkey.

"Bring the turkey to me," Cook said. "That turkey is our Thanksgiving dinner."

"Wait!" Tad said. "Do not hurt Jack. I will see father."

Tad ran to see his father. "Jack is a good turkey," he said.

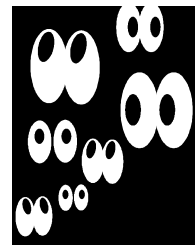
"I do not want him to be Thanksgiving dinner."

The president smiled. He took out a card. He wrote on the card. "Take this to Cook," he said.

Tad gave the card to Cook. Cook read the card. Cook smiled. "No turkey dinner today," it said. "Tad has a new pet."

### OBSERVE

1. Where does the incident take place?
2. When did it occur?
3. Who was involved?
4. What happened?
5. What is revealed about President Lincoln in this anecdote?



# ANECDOTE



## WRITE

Think of one exciting incident in your life you can share.

What happened? \_\_\_\_\_  
\_\_\_\_\_

Who was involved? \_\_\_\_\_  
\_\_\_\_\_

Where and when did this happen? \_\_\_\_\_  
\_\_\_\_\_

How did the incident end?? \_\_\_\_\_  
\_\_\_\_\_

Using the information above, write the anecdote. Give it a title.

\_\_\_\_\_ title

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# CREATIVE WRITING RUBRIC

Name:

Date:

		1	2	3	4	5
C R I T E R I A	<b>Ideas</b> ♦ Relate to topic ♦ Details	♦ Ideas do not relate to topic ♦ No details	♦ Incomplete ideas ♦ Few details to support ideas	♦ Ideas wander from topic ♦ Details support ideas	♦ Ideas relate to the topic ♦ Many details support ideas	♦ Original ideas and extensive details
	<b>Creativity</b> ♦ Creative words ♦ Creative thoughts	♦ Creative words and thoughts not used	♦ Word choice does not evoke images ♦ No creative description	♦ Words used in an appropriate manner ♦ Creative descriptions	♦ Words evoke images ♦ Creative descriptions are used	♦ Words enhance creative thoughts ♦ Elaborate creative descriptions
	<b>Structure</b> ♦ Beginning ♦ Middle ♦ End	♦ Beginning, middle, and end not evident	♦ Weak beginning, middle, AND end	♦ Weak beginning, middle, OR end	♦ Strong beginning, middle, and end	♦ Outstanding beginning, middle, and end
	<b>Mechanics</b> ♦ Sentence structure ♦ Spelling ♦ Punctuation	♦ Poor sentence structure ♦ Excessive spelling and punctuation errors	♦ Sentences unclear ♦ Run-on or fragmented sentences ♦ Serious errors in spelling and/or punctuation	♦ Complete sentences ♦ Errors affect clarity of writing	♦ Complete sentences ♦ Errors do not affect clarity of writing	♦ Complex sentences ♦ Clearly written; easy to understand ♦ No spelling or punctuation errors
<b>Points</b>						
<b>Total points</b>					<b>Grade</b>	

Comments:

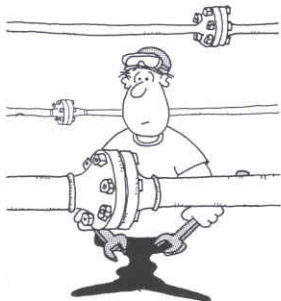
## THE DATA INTERPRETATION MINIREAP

YOUR TASK: Write one paragraph telling what the figures given below mean. Do not repeat what they say.

### AMERICAN WORKERS

#### FARMING

1790	93%
1980	3%



#### MANUFACTURING

1945	45%
1980	12%

#### INFORMATION PROCESSING

1950	17%
1980	60%



# Polishing & Proofing

## A Checklist

Name \_\_\_\_\_

Title: \_\_\_\_\_

No	Some	Most	Yes
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. I have centered the title on the first line.

2. I have used both left-hand and right-hand margins.

3. I have indented the first line of each paragraph.

4. Each paragraph has *one* topic.

5. Each sentence expresses one complete thought.

6. I have capitalized the first word in every sentence.

7. I have capitalized the first, last, and all the important words in the title.

8. I have capitalized all proper nouns.

9. I have ended each sentence with the proper punctuation (period, exclamation point, question mark).

10. I have used commas where they are needed.

11. I have used quotation marks correctly in dialogues.

12. I have checked for spelling errors and corrected them.

13. Other people will be able to read my handwriting.

## A HOW-THEY-DO-IT PATTERN

### A Clothing Report

Share CHARLIE NEEDS A CLOAK by Tomie dePaola, (Prentice Hall, 1973). Use story strips to sequence the steps in which the sheep's wool becomes Charlie's cloak. Use the steps in a pattern poem similar to the one below which gives the steps in turning the cotton plant into a wearable garment.

#### COTTON

##### I WONDER WHY THEY....

Prepare the soil  
Plant the seeds  
Cultivate the earth  
Spray the crops  
Pick the cotton  
Remove the fibers  
Bale the lint  
Truck the bales  
Clean the cotton  
Spin the thread  
Weave the yarn  
Dye the cloth  
Cut and sew

When we could wear *wool*  
*instead!*



#### WOOL

##### I WONDER WHY THEY...

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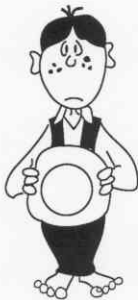
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When we could wear \_\_\_\_\_  
*instead!*



# THE "IF" REPORT

A  
N  
I  
M  
A  
L  
S

If I had the feet of a lion  
I would have strong, powerful forelegs and  
sharp, horny claws to kill small victims with a  
single blow  
And I'd reach full growth at the age of six and  
live about 25 years  
But I wouldn't have a horn on my nose  
Because a rhinoceros has that.



If I \_\_\_\_\_  
I would \_\_\_\_\_  
And \_\_\_\_\_  
But I wouldn't \_\_\_\_\_  
Because \_\_\_\_\_ does that.

*You can include a lot of information with this model*

If I had the feet of a rhinoceros,  
I'd have an odd number of toes on each foot,  
And I'd have weak eyesight, but acute hearing and a strong sense of smell,  
But I wouldn't be very active at night  
Because armadillos do that.

If I had the feet of an armadillo,  
I'd use them to burrow underground so that I could escape from my enemies,  
And I'd live in South America and the southwest United States,  
But I wouldn't ride on my mother's back as a pup  
Because a walrus does that.

If I had the feet of a walrus,  
I'd rotate my hind feet so that I could move on the ice,  
And I'd live on ice floats and ice packs and occasionally sink to the bottom of the ocean to  
dig for clams,  
But I wouldn't play the game called "This Little Piggie Went To Market",  
Because humans do that.



from  
THE BEST EVER WRITING MODELS

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*A short recounting of an event or incident, usually autobiographical.*

## MEMOIR

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Reprinted with permission: “The Farmers and the Snakes” from Long Ago In Oregon by Claudia Lewis. Harper Collins. 1987.

### **READ**



### **The Farmers and the Snakes**

When the Johnsons took me with them  
for a weekend at their farm  
near Old Baldy mountain,  
the buggy ride out of town  
was fun.

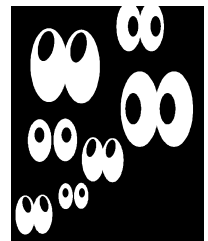
But there,  
around the summer house,  
snakes were sliding in the weedy grass,  
long, thick snakes.

Men from the farm  
came with scythes  
to slash the weeds  
and hook up snakes and toss  
them into a roaring fire,  
to make the grass safe for us.

I could not have told  
which froze me most,  
the crawling snakes  
or sight of them flung  
to bonfire death.

### **OBSERVE**

1. Who is relating the incident?
2. When and where did the incident take place?
3. What words are used to create pictures in the reader's mind?
4. How does the writer feel about the incident?
5. How is the sentence structure different from report writing?



# MEMOIR



## WRITE

A. List three incidents in your life you might like to retell.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

B. Star the incident listed above that you most want to retell.

1. Where did it take place?

\_\_\_\_\_

2. When did it take place?

\_\_\_\_\_

3. What was the most important thing that happened?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. List words to tell how you felt before, during and after the incident.

Before

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

During

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

After

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Be sure to use words to help your reader see, feel, smell, and hear what happened.

C. On another paper write the memoir.

# PICK A PROJECT!

## Step one:

Choose and circle one action word

### ACTION

(Choose one)

#### Knowledge

Define  
Record  
Label  
List

#### Comprehension

Summarize  
Describe  
Locate  
Report

#### Application

Solve  
Demonstrate  
Dramatize  
Show

#### Analysis

Compare  
Categorize  
Classify  
Discover

#### Synthesis

Compose  
Hypothesize  
Predict  
Create

#### Evaluation

Judge  
Rank order  
Criticize  
Recommend

## Step two:

Choose and circle one topic.

### TOPIC

Brainstorm with the class as many topics as possible to write in this center section.

Topics should be related to the non-fiction study in a current subject area or can be topics related to a literature selection.

## Step three:

Choose and circle one product.

### PRODUCT

(Choose one)

Acrostic poem  
Advice letter  
Autobiography  
Bio-poem  
Chart  
Choral reading  
Collage  
Comic strip  
Concert reading  
Diorama  
Editorial  
Essay  
Eyewitness report  
Fable  
Filmstrip  
Interview  
Journal  
Lesson  
Map  
Model  
Moment in history script  
Mystery person report  
Newspaper  
Oral report  
Poem  
Question/answer session  
Readers theatre script  
Report  
Song  
Story  
Tape recording  
Time line  
TV script  
True/false book

### ACTION

Describe

### TOPIC

### PRODUCT

as an acrostic poem

## The Process Report

Use the Process Report to tell how something is done. Note the “twist” at the end.

Here is a Process Report describing one day in the life of Princess Furball after she is taken to the castle by the hunters.

I WONDER WHY.....I

Open my eyes  
In the dark woodshed,  
Wash my face  
Put on my clothes  
Cover myself with the fur coat  
Fetch the wood  
Draw the water  
Stir the fire  
Pluck the chickens  
Clean the vegetables  
Wash the dishes  
Sweep the ashes  
And do dirty work no one else wants to do

*When I could*

*Marry the rich ogre instead.*



Write a Process Report about one day in the life of a King. A good book to read is *The King's Day* by Alikì, *A Day in the Life of King Louis the Fourteenth*.

I WONDER WHY.....I

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WHEN I COULD

\_\_\_\_\_ INSTEAD!

## REPORTING PATTERNS

### 1. Another transformation pattern

An Egg is an Egg by Nicki Weiss, Putnam's, 1990.

An egg is an egg until it hatches and then it becomes a chick.

A \_\_\_\_\_ is a \_\_\_\_\_ until it \_\_\_\_\_  
and then it becomes a \_\_\_\_\_.

### 2. Reporting on ocean creatures

I saw a \_\_\_\_\_ and the \_\_\_\_\_ saw me.

It was \_\_\_\_\_ along in the deep blue sea

\_\_\_\_\_ goes \_\_\_\_\_.

I saw a whale and the whale saw me

It was swimming along in the deep blue sea.

Whale goes whoosh, whoosh, wheel!

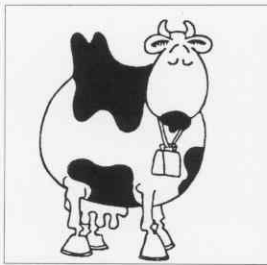
### 3. The simile report

The Sleepy Book by Charlotte Zolotow, HarperCollins, 1989.

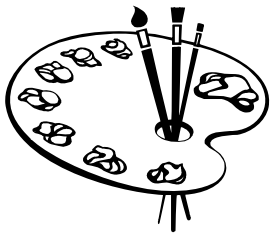
The snowy crane sleeps standing on one long leg like a flower on its stem.  
(factual statement plus simile)

### 4. Five Senses Report

Color: The Emerald City is green  
Sound: It sounds like a beautiful orchestra  
Taste: It tastes like mint candy  
Smell: It smells like poppy flowers  
Sight: It looks like a sparkling jewel box  
Feeling: It makes me feel like singing.



# Artist



**Born:** \_\_\_\_\_

**Died:** \_\_\_\_\_

**Nationality:** \_\_\_\_\_

**Married:** ☐ *No*    ☐ *Yes: To Whom* \_\_\_\_\_

**Background Information:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Artist's Life:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<i>Name of Artwork</i>	<i>Style</i>	<i>Date</i>

# THE "ONLY ONE" REPORT

## THE ALAMO

San Antonio, Texas has many buildings  
But **ONLY ONE** ALAMO  
In 1836 the Alamo was attacked by 6000 men  
In **ONLY ONE** ARMY.  
The attacking army had many officers  
But **ONLY ONE** GENERAL.  
The Alamo was defended by 182 men  
With **ONLY ONE** PURPOSE  
Travis, the Texan's leader sent many pleas for help  
But **ONLY ONE** RELIEF PARTY responded  
Both sides wanted to win the battle  
But there was **ONLY ONE** OUTCOME  
There are many events to remember in Texas history,  
But **ONLY ONE** ALAMO.



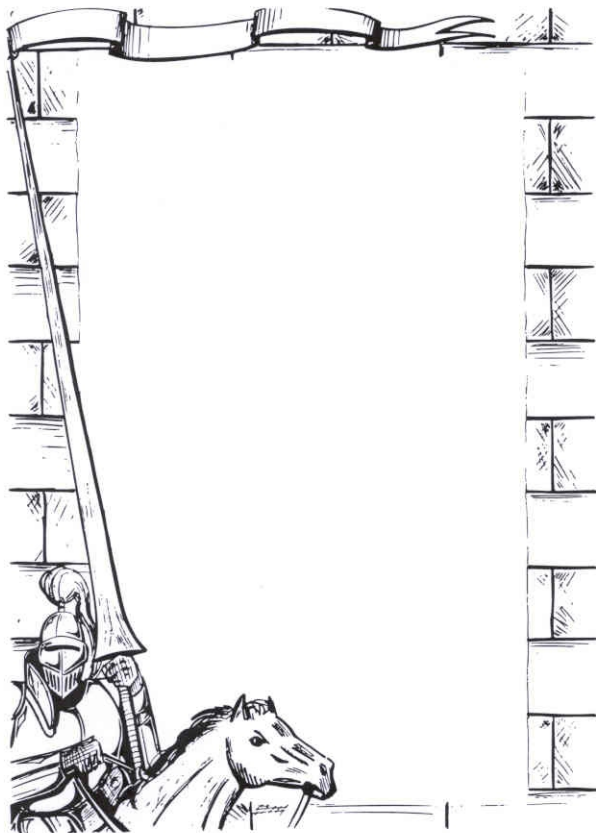
*Try these models  
for reporting  
research on  
historical events*

## THE "IF I HAD" PATTERN

If I had the power of a Chinese Emperor  
I would build a great wall to protect my people  
And I would make it 1500 miles long  
But I wouldn't build a mission in Texas  
Because Father Olivares did that.

### IF I HAD

If I had the courage of \_\_\_\_\_  
\_\_\_\_\_  
I would \_\_\_\_\_  
\_\_\_\_\_  
And I would \_\_\_\_\_  
\_\_\_\_\_  
But I wouldn't \_\_\_\_\_  
\_\_\_\_\_  
Because \_\_\_\_\_  
\_\_\_\_\_ did that.



Use your imagination and complete this story border.



# The “Who’s Been Here?” Report - Fiction

## WHAT TO DO

A good detective looks for clues to solve a mystery. What clues can you illustrate about a particular character in literature? Draw your clues on one page of your “Who’s Been Here?” book. On the next page draw the character and tell how the clues relate to the character.

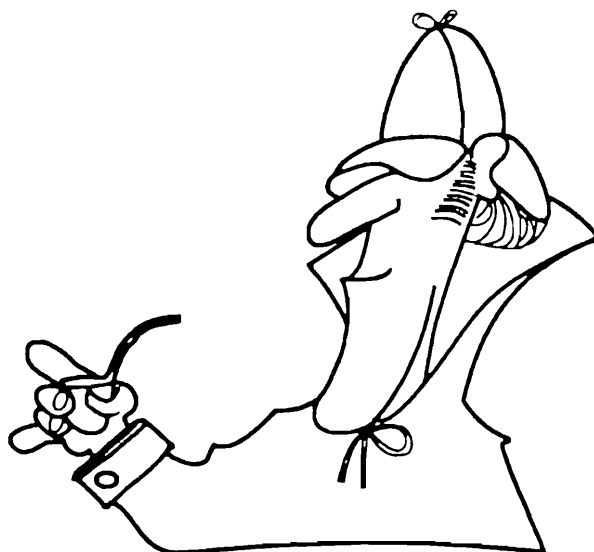
## EXAMPLES

Clues to *Cinderella*

- A scrub brush
- A fireplace
- A glass slipper

Clues to *Ebenezer Scrooge*

- Money
- A top hat and scarf
- A ghost

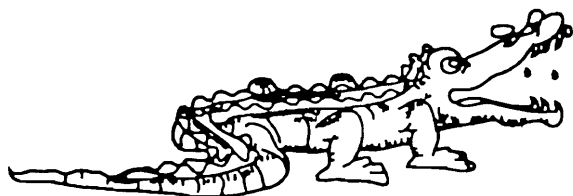
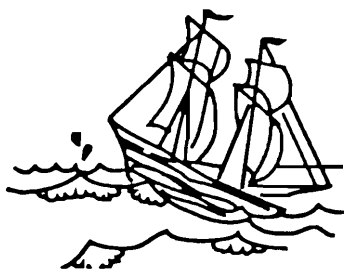


Clues to *Homer Price*

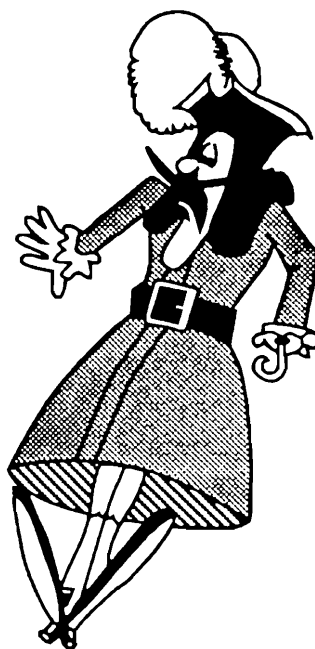
- A lunchroom sign
- A doughnut
- A diamond bracelet

## HERE IS HOW YOUR BOOK WILL LOOK

WHO’S BEEN HERE?



ANSWER: CAPTAIN HOOK



A crocodile had taken one of Captain Hook’s hands and was forever chasing him to get the other. Since the crocodile has swallowed a ticking clock, Captain Hook could always hear the crocodile coming and knew when to run away.

# Introduction

Every book (including resource books) should begin with an introduction that "introduces" the reader to the topic of this book. An introduction should consist of *at least* three (3) paragraphs:

## Paragraph #1 —



Introduce your topic: \_\_\_\_\_  
with some general information about it:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Paragraph #2 —



Share 2-3 really cool facts that you learned about your topic:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

## Paragraph #3 —



Why you think this is a good thing to study:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

More paragraphs are certainly welcome!



**Gamestorm: *A Little Light Work***

*"For a switch, I switch on the light and found it was light work."* As that statement shows, words that represent things having to do with lights, lamps, electricity, and bulbs also can have many other meanings. In this Gamestorm make a list of those kinds of words. Then use both in a sentence. Example: *"The farmer's tractor bulb burned out while he was planting bulbs."*

**Jestercise: *Light Bulb Jokes***

*How many country singers does it take to change a light bulb?*

*Four. One to put in a new bulb and three to sing a song about the old one.*

*How many baby-sitters does it take to change a light bulb?*

*None. They don't make diapers that small.*

*How many shoppers does it take to change a light bulb?*

*Two. One to put in the new bulb and one to charge it.*

*How many software engineers does it take to change a light bulb?*

*None. It's a hardware problem.*

*How many teachers does it take to change a light bulb?*

*Two. One to put it in and one to make it bright.*

*How many weightlifters does it take to change a light bulb?*

*The same number as it takes to change a heavy one.*

Light bulb jokes are my favorite kind of jokes. They're easy to remember, and there's one for every kind of person so no one gets left out of the fun. That's the main purpose of this Jestercise.

The secret to light bulb jokes is that they're not about changing light bulbs! They're about the silly things people do on their jobs, on the playground, or around the house. They're about the crazy things people do because they're from Texas, California or Mars. The fun comes in trying to relate those things to the simple task of changing a light bulb.

**12. Gum Gyations****Gamestorm: In Other Words**

The phrase "tongue twister" has been used so much, it's time to come up with a new way to describe sentences that are mouth manglers and tooth tormentors. In other words, use these dental-related words to come up with substitute phrases for "tongue twister" using each word followed by a word for "twister" that begins with the same letter.

adenoid	kiss	voice	bite
lip	windpipe	cavity	molar
yawn	dental	nose	eyeteeth
oral	floss	palate	gum
retainer	hum	saliva	incisor
throat	jaw	uvula	

**Jestercise: Gum Gyations**

Say each one of these phrases as fast as you can three times:

*Sixty-six sick chicks*  
*Double bubble gum bubbles double*  
*Strange strategic statistic*  
*Tie twine to three tree twigs*  
*Shy Sarah saw six Swiss sailors*  
*The sixth sheik's sixth sheep's sick*  
*Some shops stock short socks with spots*  
*Gray geese in the green grass grazing*  
*Sinful Caesar sipped his snifter, seized his knees, and sneezed*  
*Frank fried five floundering fish for Fred's father*  
*A big black bug bit a big brown bear and it began bleeding*

Gum gyations (my new name for Tongue Twisters) are fun to say and even more fun to write and test on your friends. Gum gyations are sentences where almost all of the words begin with the same letter. This technique is

**3. Bumper Snickers****Gamestorm: *Spare Tires***

"I'm entirely too tired from changing a tire to put on my bedroom attire before retiring." Automobiles are made up of thousands of parts and many of them have more than one meaning, like "tire." How many can you think of? For a challenge, use all of the different meanings in one sentence.

**Jestercise: *Bumper Snickers***

Have you seen any of these stickers on the bumpers of cars?

I brake for animals	Honk if you're Irish
Ask me about my grandkids	Save the whales
My other car is a Cadillac	Have a nice day
My daughter and my money go to ___ College	Vote for ___
Visualize World Peace	Honk if you love ___
If you can read this, you're too close	How's My Driving?
Have you hugged your child today?	Student driver
My daughter is an honor student at ___	I love my poodle

You probably didn't laugh at any of these (neither did I!) but some bumper stickers are pretty funny. Like these:

Honk if you love honking	Student driver cutting class
I brake for no apparent reason	Shave the whales
I love cats ... for lunch	Visualize Whirled Peas

Bumper stickers contain some of the best comedy writing around. They force you to say something clever and funny using only a couple of words (otherwise it would have to be called a "side of the car" sticker). Most funny bumper stickers are funny variations of real bumper stickers or real sayings and clichés, which means a lot of them are puns.

Name \_\_\_\_\_

Grade 4

Teacher/School \_\_\_\_\_

Date \_\_\_\_\_

SCORE \_\_\_\_ / 6

\_\_\_\_ / 4

## How to Pack the Best Lunch

*Read the information in the box. Then complete the writing activity.*

You never like the school lunch, so your mom has agreed to let you make your own twice a week. Your lunches are so noticeable, that the school newspaper has asked you to write an article in a series about "The Best Lunches." What do you usually put in your lunch? How do you pack it? Why is your lunch so great?

Write an article for the school newspaper that tells about your lunch and what is so noticeable. Be sure to include as many details as you can to make your article interesting.

### *Pre-Writing Activity*

Plan your writing on other paper before you begin.

Be sure your story has a beginning, a middle, and an end.

Here are some questions to help you organize your story.

What do you usually put in your lunch?

How do you pack it?

Why is your lunch so great?

Add details to make your writing interesting.

Write on as many lines as possible. The length of your story should be more than one page.

*Your writing will be scored on how clearly you write and how well you get your ideas across. Be sure to check over everything before you turn it in.*

## ..... Prompts with Questions for Grades 3 and 4

The following writing tasks are examples of the type of prompts you might find on a standardized writing assessment. These are designed to be transferred to a transparency and used throughout the year with your class.

### **My New Friend**

You have just found a new friend, and you have so much in common! Your friend lives just a few houses away, and you will be able to do things together every day.

Who is your new friend?

How did you meet?

Why is this person so special?

Write a real or imaginary story that tells about your new friend. Be sure your story has a beginning, a middle, and an end. Write as many descriptive details as you can to make your story interesting.

### **The \$50 Gift**

It's an ordinary Friday, and the school day has almost ended. Suddenly your teacher says she has a surprise for everyone. On the way out the door, she hands each student a \$50 bill.

Why would she do this?

What will you do with the money?

On Monday, how will you feel about your choice?

Write a real or imaginary story that tells about your \$50 gift. Be sure your story has a beginning, a middle, and an end. Write as many descriptive details as you can to make your story interesting.

### **The Most Fun I Ever Had**

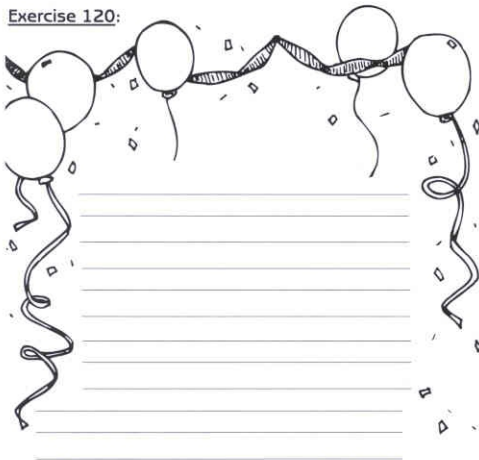
The students in your class are sharing stories about the fun times during their lives.

What did you do?

Where did you go?

Who was with you?

Write a story that tells about a time when you had fun. Be sure your story has a beginning, a middle, and an end. Write as many descriptive details as you can to make your story interesting.

Exercise 120:

You are a boy of thirteen at your first dance. Write the thoughts that run through your mind as you look across the room and see your best friend's sister sitting alone in a corner with a sad look on her face.

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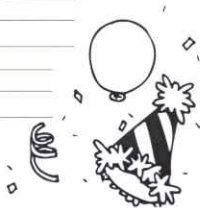
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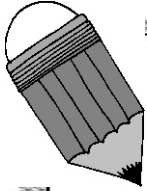
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Exercise 121:

Finish this story: *Once upon a time in a land far away there lived a troll whose ambition it was to move from his campsite under the bridge to a house near the river where he was sure he could live a better life.*





### Interesting Words (Challenging Vocabulary)

- Include 3 challenging vocabulary attempts.
- Eliminate generic words like went and said.
- Replace words used many times.
- Use words specific to this topic.

### Writing Prompt

#### Topic: What Did You See Today?

On my way to school this morning  
I noticed . . .

Be sure to include:

- Where you were
- What you saw
- Interesting words

Name \_\_\_\_\_

Grade 5

Teacher/School \_\_\_\_\_

Date \_\_\_\_\_

SCORE \_\_\_\_ / 6  
\_\_\_\_ / 4

## The Longest Day of My Life!

*Read the information in the box. Then complete the writing activity.*

You have just returned home after a long day—the longest day of your life! You plop down in the chair, and your mom comes around the corner and says, “So, how was your day?”

What will you tell her? Be as descriptive as possible as you tell her what you did all day, whether or not anyone was with you, and why the day seemed so long.

Write a story that describes your day.

### *Pre-Writing Activity*

Plan your writing on other paper before you begin.

Be sure your story has a beginning, a middle, and an end.

Here are some questions to help you organize your story.

what you did all day

whether or not anyone was with you

why the day seemed so long

descriptive details about how you feel

Add details to make your writing interesting.

Write on as many lines as possible. The length of your story should be more than one page.

*Your writing will be scored on how clearly you write and how well you get your ideas across. Be sure to check everything over before you turn it in.*