

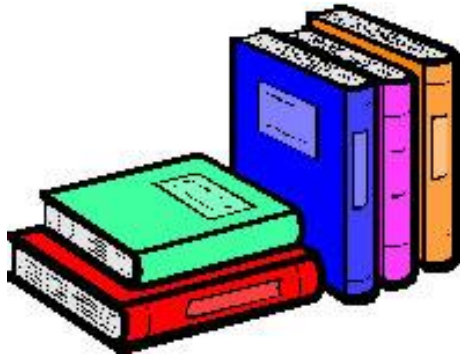
# SUMMER TUTORIALS

MS. MENA

Day 4



# WRITING HOMEWORK



## Student A: Samara's draft

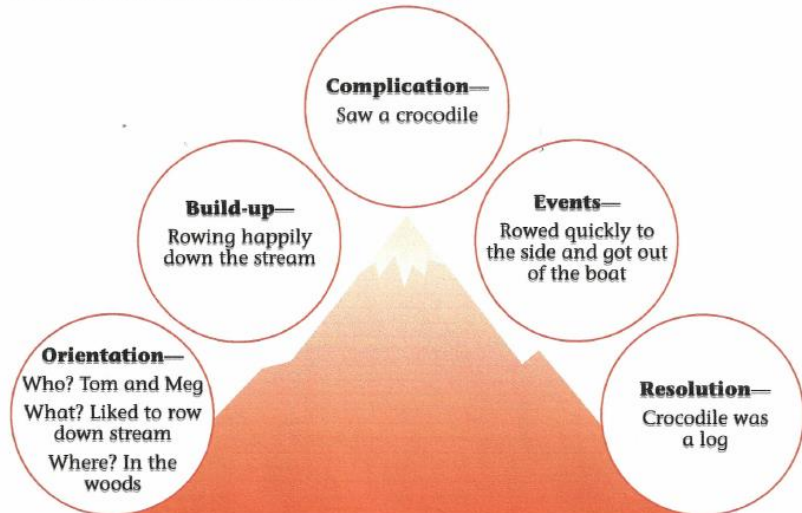


Students in Samara's Year 3 class each have to choose a rhyme and turn it into a **narrative**. Samara is going to base her narrative on this funny version of *Row, row, row your boat*.

Row, row, row your boat,  
Gently down the stream.  
If you see a crocodile,  
Don't forget to scream



The first thing Samara does is plan her narrative.



- 1 Which **sentence** might Samara use to show what Tom and Meg felt when they saw the crocodile?  
They felt sad.  They felt silly.  They were terrified.
- 2 Which **sentence** might she use to show what the children felt when they saw that the crocodile was a log?  
They felt sad.  They felt silly.  They were scared.

# WRITING HOMEWORK

## Writing the first draft

This is Samara's **first draft**. Read what she wrote and then answer the questions.

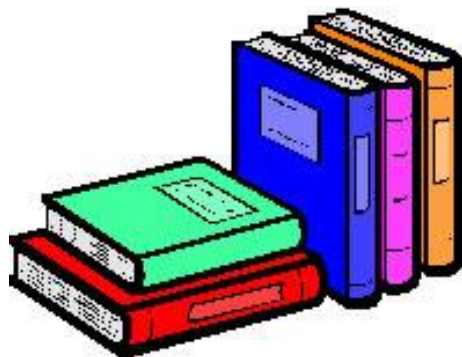
### The Crocodile

Two children named Meg and Tom lived in the woods. They lived near a stream. They liked to row their boat down the stream.

One day they were rowing down the stream. Tom was rowing and Meg had her hand in the water.

Suddenly Tom saw a crocodile in the water. He told Meg to take her hand out of the water. Meg was scared but Tom said not to worry.

He rowed the boat to the side and they got out. They watched the crocodile swim past. Imagine how silly they felt when they saw it was just a log!



- 1 A good **narrative** should contain the following features. Tick (✓) the ones that Samara has used.
  - a a clear **orientation** that tells **who, what, when** and **where**
  - b an interesting **complication**
  - c a **series of events** divided into paragraphs
  - d **descriptive verbs** (e.g. using words like *spy, spot* or *notice* instead of *see*)
  - e **past-tense verbs** (e.g. *lived* or *watched*)
  - f interesting **information** and **detail** about the events
  - g **correct spelling** and **punctuation**
  - h an interesting **resolution** that shows how the problem is solved
- 2 Find the **past tense** of these verbs in Samara's narrative and write them in the spaces.
  - a has HAD
  - b see SAW
  - c tell TOLD
  - d say SAID
  - e feel FELT
- 3 Which is the best **description** of a crocodile? Tick (✓) the correct sentence.
  - It's an animal that lives in the water and lays eggs.
  - It's an animal that lives mainly in the water and looks like an alligator.
  - It's an animal that can live on the land or in the water.



# WRITING HOMEWORK



## Step-by-step improvement plan

Help Samara complete these practice exercises to find ways to make her **narrative** more interesting.

### Step 1: Add interest with descriptive verbs

**Verbs** can tell us **what** people and things are **doing**.

For example: *The children were rowing down the stream.*

Some verbs are more descriptive than others.

For example, *stare* is more descriptive than *look* because it tells us *how* a person looks at something.

Using **descriptive verbs** in a narrative makes your story more **interesting** to read.

Use a **descriptive verb** from the box to replace the underlined words in these sentences.

trailing

twittering

swishing

peeping

- 1 The birds were making a noise in the trees. twittering
- 2 The water was flowing around them. swishing
- 3 Meg was holding her hand in the water. trailing
- 4 Two eyes and a snout were looking out of the water. peeping

### Step 2: Add colour and interest with similes

**Similes** compare one thing to something else using the words **like** or **as**.

For example: *The water was as cold as ice.*

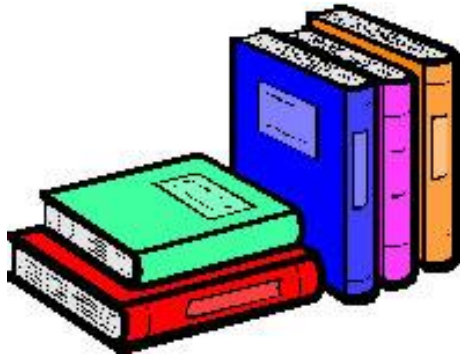
*The water felt like ice.*

Using **similes** helps the reader create mind pictures of the people, places and events you are writing about. Like descriptive verbs, they add interest to your text.

Complete these **similes** that can show how frightened someone is. Think about what makes the most sense and creates the best picture. Put a circle around the correct word.

- 1 Her eyes were as big as (pearls, saucers, ants).
- 2 She was shaking like a (leaf, monkey, vegetable).
- 3 Her legs felt like (gold, chairs, jelly).
- 4 She went as white as a (blanket, crow, sheet).
- 5 Her heart was fluttering like a (butterfly, spider, kitten).

# WRITING HOMEWORK



## Step 3: Bring the characters to life with dialogue

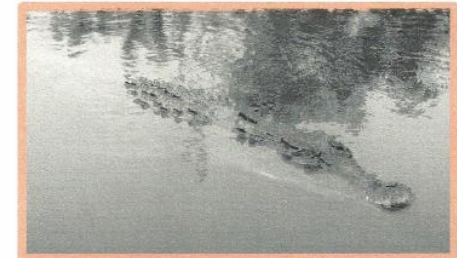
**Dialogue** is the actual words characters use in a text. It can help to bring your characters to life.

**Hint!** Be careful! Using too much dialogue can spoil your narrative.

**Reminder!** It is important that you punctuate dialogue correctly.

- Use **speech marks** (“”) around the actual words that a character says, **including** any punctuation.
- Use a **capital letter** when someone speaks for the first time, even if the first spoken word comes after a comma.
- Start a **new paragraph** when a new character starts speaking.  
For example: “We have to get to the side as quickly as possible,” said Tom.  
Meg asked, “Why? What’s wrong?”

- 1 Which sentence below shows better that Tom is worried?
  - a “You’d better get your hand out of the water, Meg.”
  - b “Meg! Get your hand out of the water!”
- 2 Which sentence shows that Tom is calm?
  - a “Don’t worry, Meg, I won’t let it get us.”
  - b “What are we going to do, Meg?”
- 3 Underline the exact words Tom and Meg say.
  - a Tom shouted, “Meg! Get your hand out of the water!”
  - b “Why?” she asked.
  - c “A c-c-crocodile,” stuttered Tom. “Over there!”
  - d “Don’t worry, Meg,” said Tom, “I won’t let it get us.”
- 4 Fill in the missing **speech marks** in the following sentences.
  - a Tom said, “I really thought that was a crocodile.”
  - b “Oh, Tom,” said Meg, “you gave me such a fright.”
  - c “Let’s not tell anyone how silly we were,” said Tom.



# WRITING HOMEWORK

## Writing the final draft

This is Samara's **final draft**. Read the comments about her **narrative** on the left, and do the tasks on the right.



### Comments

A clear **orientation** tells the reader who, what, when and where.

Using **descriptive verbs** makes the story more interesting to read.

An interesting **complication** draws the reader in.

Using **dialogue** brings the characters to life.

The **resolution** solves the problem and wraps up the story.



### The Crocodile

Two children named Tom and Meg lived in the woods. Nearby was a peaceful stream. The children liked to row gently down the stream in their little boat.

One sunny morning they were out in their boat. Tom was rowing and Meg was trailing her hand in the water. They were so happy. They could hear the birds twitterin in the trees and the water swishing around them.

Suddenly Tom shouted, "Meg! Get your hand out of the water!"

Meg looked at him in surprise. "Why?" she asked.

"A c-c-crocodile," stuttered Tom. "Over there!"

Meg looked to where Tom was pointing. She could just make out two beady eyes and a long snout peeping out of the water. She looked at Tom. Her eyes were as big as saucers.

"Don't worry, Meg," said Tom, "I won't let it get us."

Tom steered the boat towards the bank. Quickly, the children jumped out and pulled the boat away from the edge. They watched from a safe distance as the crocodile swam past. Imagine how silly they felt when they saw it was just a log!



### Tasks

1. **Highlight** the words that tell us where the story happened.

2. **Circle** three descriptive verbs.

3. **Underline** the exact words Tom says.

4. **Highlight** the simile.

5. **Highlight** the word that tells how the children jumped out of the boat.

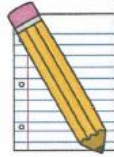




# WRITING IDEAS

## Trip – Activity 3

Name #: \_\_\_\_\_ Date: \_\_\_\_\_



# Paragraph of the Week®

Level 1

Topic sentences tell the reader exactly what you will discuss in your paragraph without giving away any of the details. Closing sentences sum up what you have already written. They are the "frame" for your paragraph.

**Wednesday**

Now that you have your details and explanations written, you must write a topic sentence and closing sentence. Remember, your topic sentence must let the reader know what you are going to talk about in your paragraph, without discussing any of the details. Your closing sentence must restate your topic sentence, using synonyms and different words.



Topic Sentence: My family's vacation to Disneyland last summer was the most  
comforting, informative, and entertaining trip ever!

\_\_\_\_\_

\_\_\_\_\_

Closing Sentence: Although there were some stressful moments, my family's vacation  
to Disneyland last summer created bonds and memories that will last forever.

\_\_\_\_\_

\_\_\_\_\_

# PLOT

Choose a favorite short story, fable, novel, or movie and complete this chart.



Name: \_\_\_\_\_



## Story Elements Form

Fill in the blank spaces with the elements of a story.

Title \_\_\_\_\_

Author \_\_\_\_\_



Characters:



Setting



Problem:



Solution:



Plot/Actions:




Theme:



# PLOT

## WHAT IF?

1. What if Cinderella did not lose her glass slipper at the ball?
2. What if the wolf went to the little pig's brick house first?

Fill out this chart  using one of the scenarios above.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Use the story to complete the story map. To get credit, all of the lines have to be filled out on the page. Write neatly.



**Setting:** Where and when does the story take place?

\_\_\_\_\_

**Characters:** Who are the main people in the story? Describe them.

\_\_\_\_\_

\_\_\_\_\_

**Conflict/Problem:** What is the problem that the story begins with?

\_\_\_\_\_

\_\_\_\_\_

**Complications:** What happened to make the problem worse?

\_\_\_\_\_

**Middle: Climax:** What happens when the story gets to the most exciting part?

\_\_\_\_\_

\_\_\_\_\_

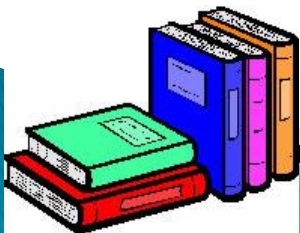
\_\_\_\_\_

**End: Resolution:** How did the story end? How did all the problems get resolved?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# STORY TELLING



<https://www.khanacademy.org/humanities/hass-storytelling/storytelling-pixar-in-a-box/ah-piab-we-are-all-storytellers/v/storytelling-introb>



# HOMOPHONES & HOMOGRAPHS



## Homophones and homographs

Some words sound the same as other words. Choose words that sound the same to fill in the gaps in each sentence below.

**Remember:** A **homophone** is a word that sounds the same as another word but has a different meaning and is sometimes spelled differently.

**For example:** I don't know **where** you are going to **wear** that hat!



Ben asked if he could come t\_\_ the match t\_\_ ,  
but we only have t\_\_ tickets.

They're getting t\_\_\_\_\_ jackets from the cloakroom over t\_\_\_\_\_.

W\_\_\_'\_\_\_ the owner of this coat – I can't tell w\_\_\_\_\_ is w\_\_\_\_\_?

We can't tell w\_\_\_\_\_ the \_\_\_\_\_ will be dry or wet.

Underline the **homographs** in the sentence below.

**Remember:** A **homograph** is a word that has the same spelling as another word but has a different meaning.



I went to a hockey match one cold Saturday. I wore a striped scarf and hat to match. Afterwards, I watched while Mom put a match to the fire.

In the following sentences, the **homographs** are underlined. Read each sentence, and then write another sentence that changes the meaning of the **homograph**.

The old castle had a huge, square park.

.....

I am planning an expedition to the South Pole.

.....

Our dog likes me to throw a stick.

.....

She won a new computer in the prize drawing.

.....

He ground the maize to make flour.

.....





# HOMOPHONES & HOMOGRAPHS



## Homophones and homographs

Some words sound the same as other words. Choose words that sound the same to fill in the gaps in each sentence below.

**Remember:** A **homophone** is a word that sounds the same as another word but has a different meaning and is sometimes spelled differently.

**For example:** I don't know **where** you are going to **wear** that hat!

Ben asked if he could come to the match too,  
but we only have two tickets.



They're getting their jackets from the cloakroom over there.

Who's the owner of this coat – I can't tell whose is whose?

We can't tell whether the weather will be dry or wet.

Underline the **homographs** in the sentence below.

**Remember:** A **homograph** is a word that has the same spelling as another word but has a different meaning.

I went to a hockey match one cold Saturday. I wore a striped scarf and hat to match. Afterwards, I watched while Mom put a match to the fire.



In the following sentences, the **homographs** are underlined. Read each sentence, and then write another sentence that changes the meaning of the **homograph**.

The old castle had a huge, square park.

My mom will park nearby.

I am planning an expedition to the South Pole.

I will be sure to pack my ski pole.

Our dog likes me to throw a stick.

I hope the trick will stick with him.

She won a new computer in the prize drawing.

I will capture the event by creating a drawing.

He ground the maize to make flour.

I hope he doesn't drop it on the ground.







# SIMILES



## Similes



Some **similes**, such as “like a house on fire,” are called **cliches** because they are so overused that they have very little impact. It is a good idea to use new **similes** in your writing, as they attract interest and help your reader to imagine what you are describing. **Remember:** A **simile** is something compared with something else to create an image in the reader’s mind. It usually includes the words **like** or **as**.



Practice writing new **similes** by thinking of original comparisons for these **adjectives**.

- as light as *a petal* .....
- as good as .....
- as dull as .....
- as clean as .....
- as quick as .....
- as dry as .....
- as heavy as .....
- as pretty as .....
- as big as .....
- as rich as .....

Complete these sentences by thinking of **similes** for the **verbs**.

- He crawled like *a snail* .....
- The athlete ran like .....
- The small boat sank like .....
- It rained like .....



Complete these sentences by thinking of **similes** for the **nouns**.

- The heat was like *a blazing bonfire* .....
- The thick mud felt as if .....
- The black smoke smelled like .....
- The music she played sounded like .....
- The fresh water tasted like .....
- The overgrown garden looked as if .....



# SIMILES



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Practice writing new **similes** by thinking of original comparisons for these **adjectives**.

- |  |   |
|--|---|
| as light as <u>a petal</u> .....                     | as dry as <u>the Sahara</u> .....             |
| as good as <u>gold</u> .....                         | as heavy as <u>an elephant</u> .....          |
| as dull as <u>a soccer match with no goals</u> ..... | as pretty as <u>a picture</u> .....           |
| as clean as <u>a whistle</u> .....                   | as big as <u>Texas</u> .....                  |
| as quick as <u>a jack rabbit</u> .....               | as rich as <u>a dark chocolate cake</u> ..... |

Complete these sentences by thinking of **similes** for the **verbs**.

- He crawled like a snail.....
- The athlete ran like a deer.....
- The small boat sank like a rock.....
- It rained like a large waterfall.....



Complete these sentences by thinking of **similes** for the **nouns**.

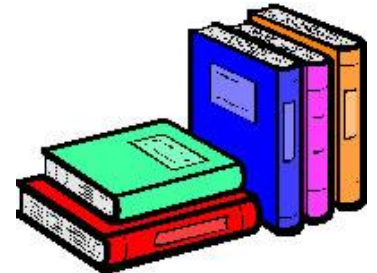
- The heat was like a blazing bonfire.....
- The thick mud felt as if it was a large bowl of warm pudding.....
- The black smoke smelled like burned tar.....
- The music she played sounded like an angel.....
- The fresh water tasted like pure heaven.....
- The overgrown garden looked as if it was a jungle.....



# JOURNAL WRITING

## TOPICS: Tasty Treats and Someday

- ▶ What is your favorite food? Describe it as if you were introducing it to someone who has never seen or tasted it.
- ▶ Have you thought about what you want to be when you grow up? Explain why you think you'd like that career.





# MOVING FORWARD . . .

## COMPLETE:

- HOMEWORK – for review, reinforcement, and personal growth
- PERSONAL NARRATIVE – submit via email ([menajo442@gmail.com](mailto:menajo442@gmail.com)); I will evaluate your story using the grading rubric that you were emailed in an email. This rubric can also be found on the Summer 2020 page of [www.rev-elations.weebly.com](http://www.rev-elations.weebly.com). I will return your graded story via email as soon as possible.
- Thank you for a fantastic two weeks of learning. Take care!

