

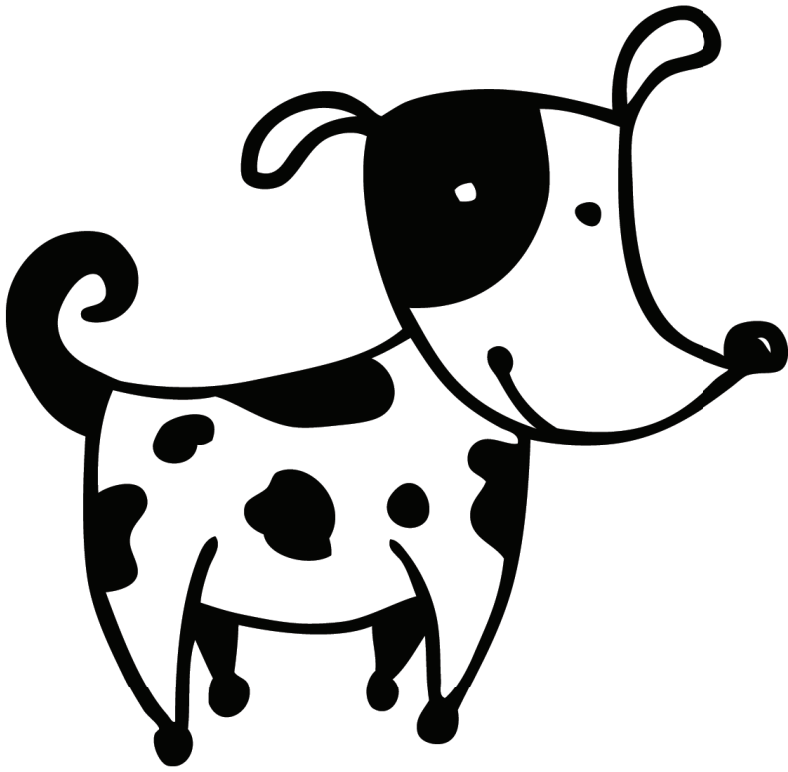
Paragraph Writing Scout's Guide to Good Paragraphs



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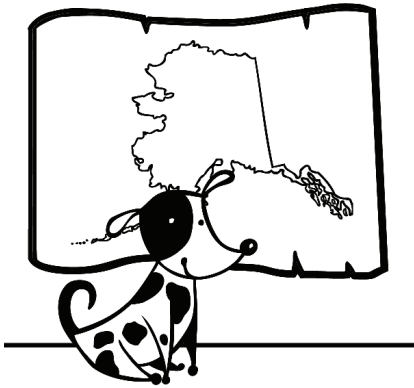
Time to Work on Paragraphs

This year you are going to master how to write a good paragraph. All great essays, papers, resumes, letters and even books are made up of good paragraphs.

Here's what we're going to cover this year:

- How to construct a paragraph
- How key words help identify a topic
- How a topic sentence defines a topic and keeps you on track
- How to add supporting details
- How to construct an outline for a paragraph
- How outlines are helped by parallel construction
- How to use signal words in your paragraphs
- How to write five different types of paragraphs
- How to take notes to build paragraphs
- How to come up with a great clincher to conclude your paragraph

Are you ready to begin? Let's go!



Paragraph Basics

Constructing a Paragraph



For the last few years, your writing may have focused on writing good sentences. Sentences are put together into paragraphs. A paragraph is a group of sentences that has one main idea or topic. Usually one of the sentences in the paragraph introduces the topic of the paragraph. This sentence is called the **TOPIC SENTENCE**. This sentence is the focus of the paragraph, and all other sentences in the paragraph support or expand the idea introduced in the topic sentence. These sentences that support, expand, or explain the topic are called **SUPPORTING SENTENCES**. At the end of most paragraphs is a closing sentence that sums up the paragraph, or a clincher sentence that is a sentence that brings an interesting end to the paragraph.

So, most paragraphs are constructed like this:

Topic Sentence.
Supporting Sentence.
Supporting Sentence.
Supporting Sentence.
Supporting Sentence.
Closing / Clincher Sentence.



EXAMPLE PARAGRAPH 1:

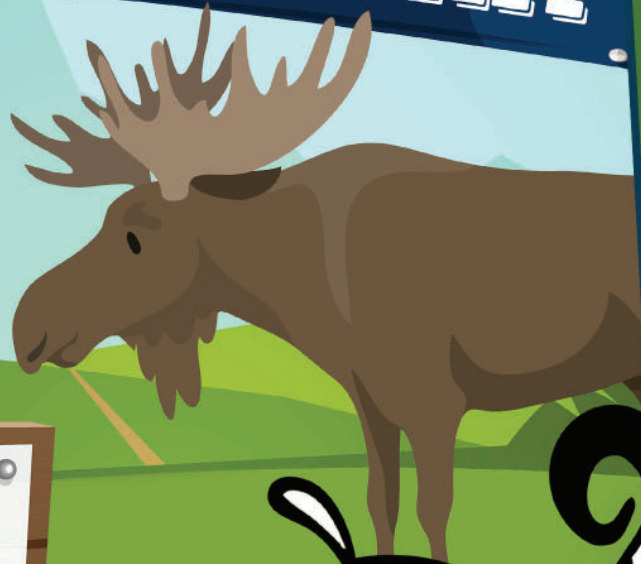
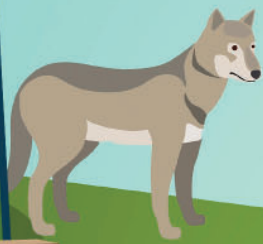
Winters are very long in Nome, Alaska. Seven months of the year are cold and snowy. Other seasons come and go within a few weeks. The coast of the Bering Sea near Nome was free of ice for a few months from July to October. During these months, boats sailed into Nome's port from Seattle, Washington. But by early November, Nome was cut off from the world by sea. No boat would be able to sail into Nome until after the cold winter was over.

The central idea, or topic, of this paragraph is winters in Nome, Alaska. The topic sentence is the first sentence: Winters are very long in Nome, Alaska. It shares with the reader what the paragraph is about. The other sentences in the paragraph are supporting sentences. They support, give further meaning to, and provide details about the topic sentence by telling more about winter in Nome:

- Nome winters last seven months.
- Other seasons last just a few weeks.
- The coast is free of ice for just a few months.
- Boats sail into Nome from Seattle, Washington.
- No boats sail into Nome from November until winter is over.

Adventures with Sentences ↻ Milestones in Grammar

LA 5 Workbook A



Covers:

Sentence Basics
Three Types of Verbs
Five Types of Pronouns
PLUS: Word Sense Usage
& Cursive Writing Practice

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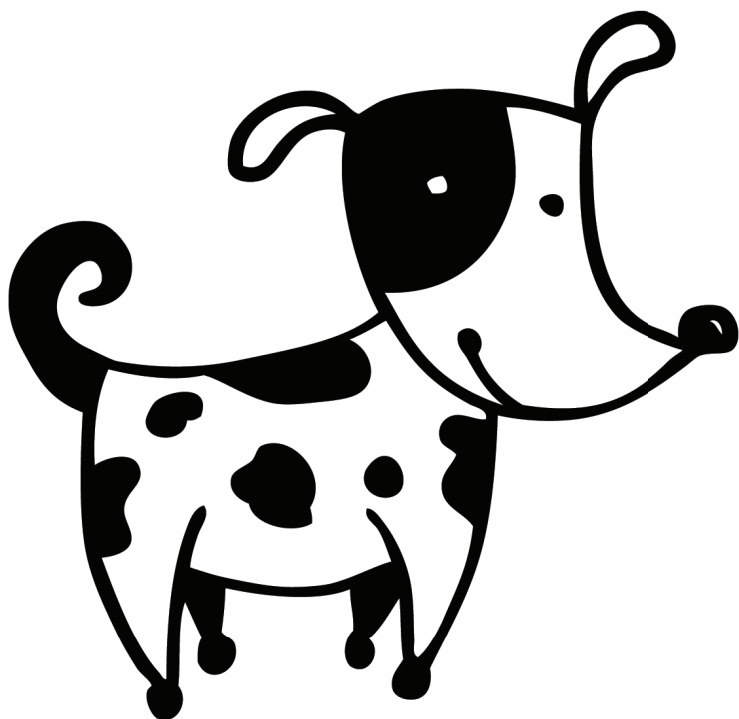
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Welcome to Book A!



Yip -- Yip!
I'm Scout!

If we've never met before, it'll help you to know that I'm pretty good with words. We're going to work together this year to track down good grammar and search out super spelling skills.

But maybe we spent a year together in LA 3! In that case, I'm so glad to see you, I'd like to lick your face! With your experience and my charm, we're going to have a great year digging into paragraphs!

When you see this symbol --  -- a parent needs to work through the information with you.

Are you ready?

Let's go!



Grammar Exercise

Sentence Basics



Digging Up the Facts!

So, first you may want to know a little about me! My name is Scout, and I live with my family in a nice house in Holland, Michigan. My boy Tommie and I get into all sorts of adventures together, but Tommie’s mom and dad, Mr. and Mrs. Hawkins, always remind us to do what is right.

We go to the park a lot with a couple of Tommie’s friends, Buddy and Michael. Next door to us lives Mrs. Finkleheimer, a teacher who has retired now, and who has some very interesting rose bushes in her backyard. She also has a not-so-interesting cat named Snowball. Across the street is Mr. and Mrs. Burton’s house; before they moved away last year, they would give me a dog treat when they saw me! Yip!

But now down to business!

You probably already know that all sentences have two very necessary parts. I found this out from my next door neighbor, Mrs. Finkleheimer. If you completed LA 3, then you know that Mrs. Finkleheimer always talks about me in complete sentences -- like these:



- Scout barks.
- Scout lives next door.
- Scout should play somewhere else.
- That rascally Scout has been digging in my yard again.

THE SUBJECT OF A SENTENCE

The first necessary part of a sentence is a subject; the complete subject portion of the sentence is usually what or whom the sentence is about, along with any words that modify it. The simple subject is just the word (or words) that the sentence is about, by itself. In these sentences, my name is the simple subject, since Mrs. Finkleheimer always seems to be talking about me! Yip!

THE PREDICATE OF A SENTENCE

The second part of a sentence is its predicate; the predicate is the part of the sentence that contains a verb or a verb phrase made up of a verb and its helping words and modifiers. It is the “doing” or “action” or “describing” part of the sentence.

Here’s how you can show the two parts of the sentences. Divide the subject from the predicate with a line, and write “SUBJECT” and “PREDICATE” above each part of the sentence.

Subject	Predicate
Scout	barks.

Subject	Predicate
Scout	should play somewhere else.

Subject	Predicate
Scout	lives next door.

Subject	Predicate
That rascally Scout	has been digging in my yard again.



Grammar Exercise

Scout's Life

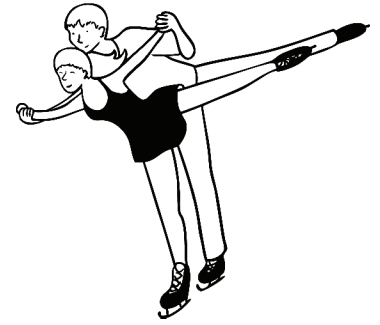


As Mrs. Finkleheimer told us, each sentence has a subject and a predicate. Now it is your turn! Draw a line between the subject and predicate and label them.

1. Scout lives in a nice house with his family.
2. Ten-year-old Tommie loves Scout's antics.
3. Mrs. Finkleheimer worries about her rose bushes.
4. Sometimes Scout tries to dig around in her bushes.
5. Mr. and Mrs. Hawkins are happy with Scout.
6. Tommie keeps Scout out of trouble.
7. Scout chases squirrels in his backyard.
8. Scout walks with Tommie to school.
9. Tommie and his friends wave goodbye to Scout.
10. Each day, Scout waits for Tommie to come home from school.
11. Fun-loving Scout likes summer best of all.
12. On warm days, Tommie and he spend all day together.
13. At night, Scout lies on Tommie's bed in peace.



Cursive Handwriting Introduction



Digging Up the Facts!



Do you ever wonder why you are learning cursive handwriting? Though my paws can't hold a pencil, I've heard that cursive writing is a faster way of writing, which will help you when you are taking notes in high school and college. Plus, cursive writing is an easier way to write, once you learn how, and can be very beautiful. Then, too, you need to know how to read the cursive writing of others.



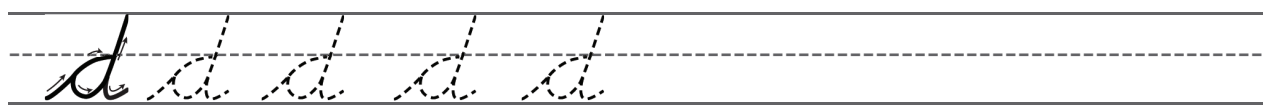
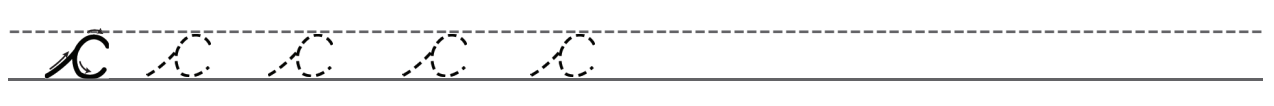
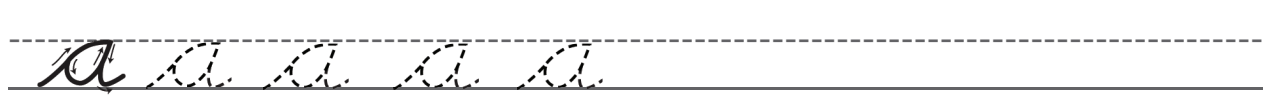
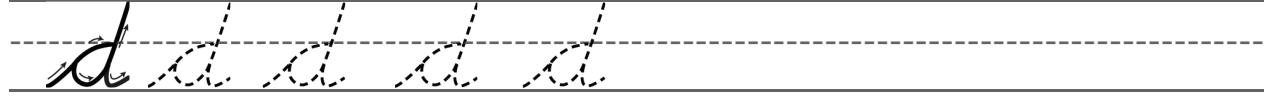
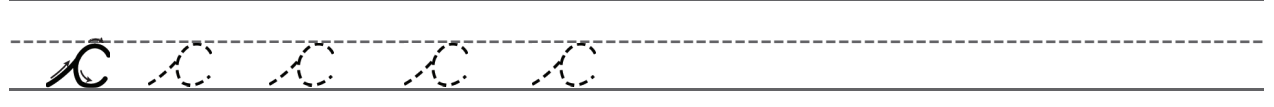
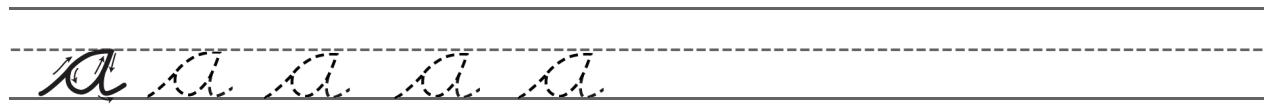
You've probably already begun cursive instruction, so the focus for you this year is to improve your writing speed and form. An important part of writing in cursive is to use the same slant with all your letters. That is something you should try to improve.



Let's begin with the "ICE SKATER" letters. These cursive letters retrace themselves, just like an ice skater who retraces a figure eight or other figures.



The "Lowercase Ice Skater" letters are: a, c, d, g, o, and q
Let's practice the letters a, c and d today.





Paragraph Writing Skills

Find the Topic Sentences



Digging Up the Facts!

Paragraphs are constructed as a group of sentences that has one central idea or topic. One of the sentences in the paragraph presents the topic that is being discussed. This sentence is called the **TOPIC SENTENCE**. This sentence is the focus of the paragraph and all of the other sentences in the paragraph support or explain the topic sentence's idea. These other sentences are called **SUPPORTING SENTENCES**.

Read the paragraphs below. Underline the topic sentence in each paragraph, then write down what you think the main idea of the paragraph is.



Consider for a moment the making of bronze or iron. Iron is formed by the “cooking” of iron ore deposits with limestone and “coke.” (Not the popular soft drink of course). The coke material comes from the heating of coal without air. All in all, ironmaking is a very complicated and dangerous process. Yet the Bible tells us that Tubal-Cain not only knew the craft of bronze- and ironmaking, but that he also taught the skill to others.

(from “Mystery of History I,” Lesson 3, by Linda Hobar)



With a little imagination and tape and glue, you can turn all sorts of ordinary boxes into display cases and storage bins [for nature specimens]. Look around for containers that can be sectioned off to hold small items (such as rocks and insects); larger boxes can serve as filing cabinets or even temporary cages for small animals. Use interlocking strips of cardboard to divide the boxes into specimen sections, or just mark the boxes with ruled lines if your collections will be glued in place. Save yogurt or sour cream containers for protecting individual specimens, and for planting seedlings and windowsill gardens. *(from “The Kids’ Nature Book,” by Susan Milord)*



At the edge of the pool stood the muskrats’ house. It was taller than Laura, and far larger than her arms could reach around. Its rounded sides and top were rough, hard gray. The muskrats had gnawed dry grass to bits and mixed the bits well with mud to make a good plaster for their house, and they had built it up solidly and smoothly and rounded the top carefully to shed rain.

(from “The Long Winter,” by Laura Ingalls Wilder)



Creative Writing Assignment: Write 3 Topic Sentences

Student should write 3 sentences that they feel they could write a paragraph about. They will not be writing a paragraph, but these topic sentences should suggest well what the paragraph will be about.



Word Sense Periods

Digging Up the Facts!

Many sentences end with a period. The period shows the sentence has ended. Many sentences that end with a period are declarative sentences. Look at the example sentences below.

Scout enjoys eating ice cream.
His favorite flavor is vanilla.
Scout and Tommie often walk to a local ice cream shop.
Tommie's mom gives them money to choose a cone.



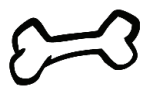
Read the paragraph below. None of the sentences are marked with a period. Place periods at the end of each sentence. Also, each new sentence needs to begin with a capital letter. Cross out the small letter and write its capital letter above it.



one morning, Scout woke up early he could hear a squirrel outside the window he barked at the squirrel, and it ran away scout felt brave he jumped up on Tommie's bed and licked his boy's face sleepy Tommie turned over, but Scout kept it up finally, Tommie got up he poured Scout some food into his bowl and gave him some water after he ate, Scout barked to go outside he wanted to run around in the backyard he needed to see what was going on in the neighborhood outdoors the squirrel was chattering at him from a tree he saw Mrs. Finkleheimer working in her backyard naughty scout decided to give her a scare he sneaked up behind her and barked quite loud as Mrs. Finkleheimer jumped, he ran back into his yard he pretended he did not know anything about barking he knew today would be a good day

Grammar Exercise

Write a Predicate



Digging Up the Facts!

Remember what you've learned about a sentence needing both a subject and a predicate. We've provided subject below. You fill in the predicate. Remember, it should show action or existence. Remember to end your sentences with a period. Try to make it a little funny!

1. Naughty Scout _____
2. Sleepy Tommie _____
3. Cranky Mrs. Finkleheimer _____
4. Mrs. Finkleheimer's cat, Snowball, _____
5. Tommie's schoolteacher _____
6. A local dogcatcher _____
7. The crossing guard at Tommie's school _____
8. Scout's first birthday party _____
9. Scout's bouncy ball _____
10. Mrs. Finkleheimer's rose bush _____
11. Scout's favorite chew toy _____
12. Tommie's backyard _____

Grammar Exercise

A New Place

Digging Up the Facts!



Tommie's dad came home today with some interesting news. First, he and Tommie's mom talked about it, and then they shared the news with Tommie and me. Tommie's dad got a new job -- in Anchorage, Alaska!

Immediately, everyone started laughing and talking excitedly about Alaska. Even I wagged my tail, since Alaska must be a great place if Tommie is excited, too. Tommie must have known how I felt, since he started telling me all about Alaska.

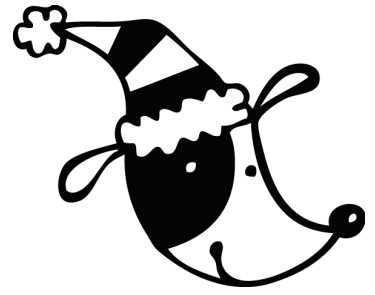


Label the two necessary parts of a sentence in the exercise below. Above the subject, write an "S." Underline each verb or verb phrase and above it put a "V."

1. Alaska is the biggest state in the United States.
2. Alaska's land area is bigger than the smallest 22 other states combined!
3. In fact, the state is bigger than all but 18 countries in the world!
4. About 700,000 people live in this big state.
5. The city of Anchorage sits right on the Pacific Ocean.
6. Half of the state's people reside in Anchorage.
7. Alaska mountain ranges spread across the state.
8. The peaks soar into the blue sky.
9. Wildlife in Alaska scares dogs like you, Scout.
10. Bears roam the countryside!
11. Our family likes sports such as mountain climbing or camping.
12. A lot of snow falls each year.
13. You wear snowshoes to have some fun!



Cursive Handwriting Ice Skating Letters



Digging Up the Facts!



Remember, your focus for this year's handwriting is to improve your writing speed and form. An important part of writing in cursive is to use the same slant with all your letters. That is something you should try to improve.



Let's continue with the "ICE SKATER" letters. These cursive letters retrace themselves, just like an ice skater who retraces a figure eight or other figures.



g g g g g



o o o o o



g g g g g



g g g g g



o o o o o



g g g g g



dog good



gag odd

ad rod



Paragraph Writing Skills

Find the Key Words



Digging Up the Facts!

Discuss the paragraphs below and find the key words in each that are repeatedly used or important to the theme. Key words are repeated in a paragraph and provide clues about the topic of the paragraph.



You may wonder how animals stay warm without the benefits of clothing and heated homes. Animals have some creative solutions for keeping warm, many of which people have borrowed! Many animals migrate to warmer areas (just as your grandparents may choose to spend the winter in Florida!). Others hibernate or are simply dormant, having created insulated havens much like your own house. Some animals remain active even in very cold regions...

-- "The Kids' Nature Book" by Susan Milord

Key Word: _____

Number of times it appears: _____



Have you ever wondered where Groundhog Day came from? Many years ago Germans tried to predict when winter would end by watching for badgers. In America, people started watching for groundhogs, instead. Before long they were hoping that when the groundhog first left its burrow it wouldn't see its shadow. Supposedly, the sight of its own shadow would send the groundhog back into its burrow to wait out the remaining weeks of winter, so people hoped it wouldn't see its own shadow and that perhaps spring would come. Do you think this works?

Key Word: _____

Number of times it appears: _____



Inside the cart was everything ever made of tin. On shelves along the walls were nests of bright tin pails, and pans, and basins, cake-pans, pie-pans, bread-pans, and dishpans. Overhead dangled cups and dippers, skimmers and strainers, steamers, colanders, and graters. There were tin horns, tin whistles, toy tin dishes and patty-pans, there were all kinds of little animals made of tin and brightly painted. Mr. Brown had made all these himself, in the winter-time, and every piece was made of good thick tin, well made and solidly soldered.

--"Farmer Boy" by Laura Ingalls Wilder

Key Word: _____

Number of times it appears: _____



Creative Writing Assignment: Write a List of Key Words

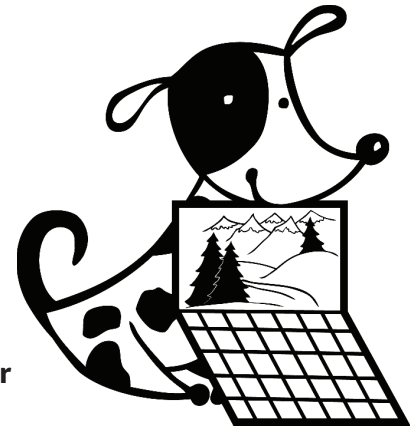
Student should write a list of 5-7 words they would expect to find in a paragraph about the topics below. Use the topic that coordinates with your themed study.

EARLY AMERICAN: Viking Longships
ANCIENT WORLD: Noah and the Ark.
SEA & SKY: Building the world's first boat.

LATER AMERICAN: First Battle of the Civil War
MIDDLE AGES: Persecution of Early Christians
CHILDREN ATW: Flying by Airplane to Europe



Word Sense Abbreviations



 Digging Up the Facts!

Periods are used most frequently at the end of sentences, but they have other uses as well.

- We use periods to show a word has been abbreviated, or shortened. Words that are often abbreviated are names of businesses, addresses, units of measurement, and geographical terms. Units of measurement and geographical terms are NOT abbreviated when they are in regular text or writing.

Co. has been shortened from *Company*

Rd., Ave. and Blvd. have been shortened from *Road, Avenue, and Boulevard*, respectively.

T. is an abbreviation of the word *tablespoon*. It is capitalized and used in recipes.

c. is an abbreviation of the word *cup* in recipes

Mich. is used as an abbreviation for *Michigan*.

- We use periods at the end of abbreviations of titles.

Mr. is the shortened form of *mister*.

Dr. is the shortened form of *doctor*.

Lt. is the shortened form of *lieutenant*.

Capt. is the shortened form of *captain*.

- We use periods for date abbreviations. Months and days of the week are NOT abbreviated when they are in regular text or writing.

A.D. is short for *Anno Domini*, Latin for "in the year of our Lord."

B.C. is short for "before Christ."

A.M. is short for *ante meridiem*, used for the time before noon.

P.M. is short for *post meridiem*, used for the time after noon.

Months of the year can be abbreviated, such as August can be abbreviated to *Aug*.

Days of the week can be abbreviated, such as Monday can be abbreviated to *Mon*.

Match each word to its abbreviation by drawing a line from one to another.

- | | | | | |
|-------|-----|--------|----|---------------|
| _____ | 1. | Capt. | a. | Company |
| _____ | 2. | Thurs. | b. | December |
| _____ | 3. | Blvd. | c. | tablespoon |
| _____ | 4. | Mich. | d. | Captain |
| _____ | 5. | Dec. | e. | Boulevard |
| _____ | 6. | T. | f. | Lieutenant |
| _____ | 7. | Co. | g. | Doctor |
| _____ | 8. | Dr. | h. | Thursday |
| _____ | 9. | B.C. | i. | Michigan |
| _____ | 10. | Lt. | j. | before Christ |

Adventures with Sentences ↻ Milestones in Grammar

Language Arts 5

Digging Into Paragraphs

Language Arts Guide



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Fifth Grade LA Program

“Digging into Paragraphs”

Welcome to your Fifth Grade Program!

Language Arts is so much more than just reading. That’s why we’ve included so many great resources for your student to work through this year. Your student will learn basic principles in a variety of language skills, like spelling, vocabulary development and creative writing. So what is included in the Fifth Grade program?

Your Instructor’s Guide is pivotal to balancing the different resources you have this year. Not only will you use this as a daily guide for what to accomplish with your student, but your student will also benefit from the teaching advice and creative writing suggestions that are included each week. *If you’d like, you can hole-punch the guide pages to lay across from your main themed study guide pages. Simply hole-punch the guide pages on the opposite side.* If you’d rather not use the pages in this way, simply use the hole-punches provided, and they will lay on the right side, rather than the left.

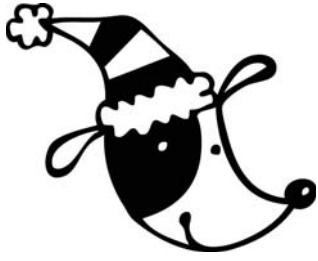
Exciting Readers are scheduled whose subject matter is directly related to the history studies you have chosen. Read along with the readers that coordinate with your main study. This cross-curricular approach will reinforce history studies and build excitement for your student! One of your digital files is an eReading Schedule with questions and narration questions from each scheduled book. Be sure to make use of it!

SpellWell Book D & DD together provide a year’s worth of spelling lessons. The activities presented in these books are some of the most interesting I’ve ever seen, and really do help your student master their weekly spelling list. Additional spelling practice is included in the front of this guide.

Fifth Grade Language Arts Student Books A-D introduce nouns of all types, action, helping, being and linking verbs, verb tenses, subject-verb agreement, forming singular and plural, pronouns, adjectives, adverbs, conjunctions, prepositions, interjections, possessives, contractions, and other grammar concepts. In addition, your student will learn the mechanics of grammar with punctuation marks of all types, capitalization, prefixes, suffixes, misused words and more. There are ample practice exercises and review sections to reinforce what the student has learned. An answer key makes grading and feedback easy for you. A fun aspect to this program is that most exercises are designed to help solve a several-week mystery along with Cliff Hanger, the kid detective who leads them along the way.

Creative Writing offers weekly ideas that give your child a creative outlet for their imagination and encourage them to express their thoughts in a written form. Your child will work specifically this year on writing a good paragraph, learning key concepts like how to construct a paragraph, outlining a paragraph, and using signal words. Your child will also discover different types of paragraphs, such as the sequence paragraph, the descriptive paragraph, the cause-effect paragraph and a few more. Then, they will write paragraphs themselves, using topics that link in with their chosen main themed study guide, and helpful pages right in their LA student books.

Cursive Writing Practice is included in your LA student books. To help your student learn or reinforce the forms for themselves, the letters are divided into groups of common forms, and each group has a name that serves as a memory device, helping students remember how to form each letter.



“Digging into Paragraphs” Guide & Student Books

Your Language Arts Guide

This year’s language arts guide is divided into four different parts. Each one will help you guide your student as they develop their skills in grammar, creative writing and handwriting.

Fifth Grade Schedule

Each week you have a one-page schedule that lays out all of the resources your student will use and complete during that week. Included are Grammar Study, Spelling, Written Skills and Reading Program. Grammar Study has grammar exercises that will come from your LA student books. You can find out more about that below. Creative Writing, which is your creative writing program for the year, is part of the Written Skills section and contains suggestions that coordinate with the history program you are currently using. You’ll want to take note that suggestions that coordinate with different programs are meant to be ignored. You’ll find the same is true for the Reading Program. Readers for several programs are listed. It may help to go through the guide and highlight the creative writing suggestions and readers that you’ll be using for your main program.

Most parents use the schedule exactly as it is written. However, some parents find that their student has better success when they work through 1-2 resources per day; perhaps doing all of their Grammar Study on Monday, Spelling & Vocabulary on Tuesday, Reading Program on Wednesday and Thursday, and Written Skills sprinkled throughout the week. In essence, then, they would not complete the schedule in columns, but in rows. You are certainly free to use the schedule in any way that works for your student; however, we feel the repetition of working each day on all resources, as the schedule is written, will be most beneficial to your student.

Your Language Arts Student Books

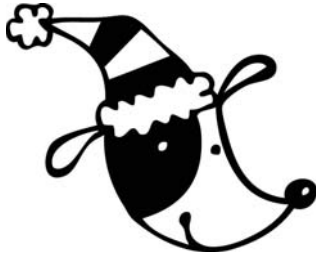
Fifth Grade Grammar Exercises

The exercises in the LA student books will help strengthen your student’s understanding of basic grammar concepts. These exercises build upon an introductory understanding of the parts of speech as covered in WinterPromise’s Third or Fourth Grade Language Arts program. The exercises will contain review concepts, but will also increase in difficulty or add new concepts to their knowledge of basic grammar.

These exercises work best when the parent works through the instructive material on each page with the student. Reading the material aloud together allows you to judge whether or not the student understands the concept or needs additional explanation. Plan to spend time with your student as he uses these exercises. The answer key for the exercises is found at the end of this guide.

Fifth Grade Writing Worksheets

In the LA student books, you’ll find writing worksheets that will help you guide your student’s advancement in their creative writing skills. These worksheets contain instructions on how to complete assignments listed in the schedule. Since creative writing topic suggestions are given for a few different basic programs, there will be several sets of topics for each assignment. Use the topics that coordinate with your themed study, and ignore the others. You may find you use them in years to come with another student.



“Digging into Paragraphs” Extra Helps

Managing it All!

The activities and exercises in this program are designed to be easy to use for both you and your student. Plan to make the LA part of your day one in which you oversee his work, and are available, but you do not need to work through every part over his shoulder. Many parents find that they can fold laundry or fix supper while their student is doing their LA work. They are available and handy to the student, but yet are busy with other things, too.

What Should I do if I Need Extra Handwriting Practice? Here’s 36 Ideas for Starters!

This year your student should complete all handwriting assignments in cursive, if possible.

Work on spelling/vocabulary words & definitions.
Have student make a list of family members’ names.
Write someone a short letter.
Dictate a grocery list to your student.
Write sentences with fun words you suggest.
Copy part of one of your workbook lessons.

Write out home address and phone number.
Describe how to something (ride bikes, etc.).
Write several words that start with same letter.
Write something they are trying to memorize.
Write a Valentine in February.
Write directions on how to make a snowman.
Write a note to a mentor on Mother/Father’s Day.
Make a paper airplane & write spelling words all over it.
Describe the best thing you’ve learned so far this year.
Describe how you like to eat pizza (or sandwiches.)
Describe how your family celebrates the New Year.

Copy sentences out of a book they like.
Write out Christmas wish list.
Write out what their name means.
Copy short poems.
Write definitions for a new word learned.
Write a thank-you note.

Copy Bible verses.
Write down the words of a song.
Copy a favorite recipe.
Copy sentences from their current reader.
Write a Thankfulness list in November.
Describe your house (or your room).
Write the President’s full name.
Write the pledge of allegiance.
Write the names of your favorite animals.
Finish the sentence, “If I Were a King, I’d...”
Write your family’s birthdates.

What about Additional Spelling Practice?

Be sure to see the next page in this guide entitled, “Spelling Activities.” This page offers over 40 different activities that will help your student to gain proficiency in mastering their weekly spelling list, while still being fun and interesting. You can use these throughout the year if you find your child needs additional practice opportunities.

Appendix 1: Spelling Activities



Choose 1-2 of these each week for practice and review of each week's words. Some of them would also count as handwriting activities if the student were careful completing the writing. There are 44 activities listed below -- more than enough to try one a week, or make it through the list twice if you use the list two times each week.

Skittle Spelling	Write spelling words using M & M's, Skittles, peanuts, etc. Then eat your words.
Hangman	Play hangman with your words with a friend or sibling.
Goofy Story	Create a goofy story using as many spelling words as possible.
Cheesy List	Rip American cheese into small strips and use to make letters and words.
Word Search	Use grid paper to make a word search using your spelling words.
Memory Match	Write spelling words on cards (2 of each) and play "Memory Match" with them.
Spelling Search	Search for your spelling words in newspapers or magazines.
Rainbows	"Rainbow" your words by tracing over your words with different colors.
Send a Letter	Write a letter to a friend or grandparent using your spelling words.
Sidewalk Spelling	Write your words in chalk on the sidewalk, or in marker on a write/wipe board.
Tongue Twisters	Write tongue twisters with some of your words.
Bean Dip	Write several of each letter of the alphabet on large dried beans & arrange into words.
Alphabeticals	Write your words in alphabetical order.
Surround Words	Write your words on graph paper, then outline in color around the word blocks
Braille	Find a copy of the Braille alphabet and convert your words into Braille writing.
Ransom Words	Spell out your words by cutting out letters from a newspaper and gluing down.
Sticks not Stones	Use matchsticks or popsicle sticks to spell out your spelling words.
Delicious Words	Spell your word list by writing them in whipped cream, peanut butter or honey.
Clay Configurations	Use modeling clay to form letters and assemble into spelling words.
Skyscrapers	Draw spelling words in vertical form, and draw building shapes around them.
A-Mazing	Draw a big maze, then put letters from spelling words along the paths leading to the correct ending, with decoy letters going to nowhere.
Beach Time	Write your words in sand in a shallow box lid.
Pasta Words	Arrange the letters of your spelling words using dried pasta on a countertop.
Mirror, Mirror	Draw spelling words backwards & reversed. Spell them aloud looking in a mirror.
On Deck	Arrange spelling words by making large letters out of any deck of playing cards.
Scrabble Scramble	Use Scrabble game pieces to form your words.
Record Me	Use a tape recorder to record yourself spelling the words without looking, then play the tape back to see if you've spelled them right.
Word Crossing	Join two words that have a common letter so they criss-cross.
Dictionary	Look up each word in the dictionary and write its definition.
Not That Hand!	If you are right-handed, write words with your left! Or the other way around.
Can You Guess?	Write a word on someone's back, and see if they can guess what it was.
Rhyme Sublime	Write each spelling word + 3-5 words that rhyme with it.
Engine & Caboose	Draw a train car for each letter in a difficult word. Make the engine & caboose big!
Spooky Letters	Use a flashlight to "draw" letters in the air in a dark room or outside at night.
Pebbles	Outside, find pebbles and arrange them into words.
Draw!	Use an Etch-a-Sketch or a magic erasing board to draw your spelling words.
Morse Code	Find a copy of Morse code in an encyclopedia and translate your words.
Spy Stuff	Make a code out of easy drawings, like triangles or flowers, and translate words.
Typing	Type out your words three times each on your computer.
Syllables	Divide your words into syllables.
Synonyms/Antonyms	Think of synonyms or antonyms for as many words as you can.
Detective	Find little words inside of your spelling words.
Artist's Challenge	Illustrate each word & write it below.
All the Answers	Write a question for which your spelling word is the answer. Example: Which hand did you hurt falling down? RIGHT

LA5

Digging Into Paragraphs

Week 1



RESOURCES	DAY 1	DAY 2	DAY 3	DAY 4
STUDENT BOOK A				
<i>Grammar Exercises</i>	Sentence Basics & Scout's Life Page 1-3			Write a Predicate Page 7
<i>Word Sense Exercises</i>			Periods Page 6	
<i>Paragraph Writing Skills</i>		Find the Topic Sentences Page 5	Write 3 Topic Sentences See notes below.	
<i>Handwriting</i>		Introducing Cursive Writing Page 4		Choose a Handwriting Practice Idea from Guide
SPELLING				
<i>SpellWell Book D</i>	Lesson 1 - Monday's	Lesson 1 - Tuesday's	Lesson 1 - Wednesday's & Thursday's	Lesson 1 - Spelling Test
PARAGRAPH BUILDING				
<i>Scout's Paragraph Writing</i>		Pages 1-2		
READING PROGRAM	READ THE TITLES THAT COORDINATE WITH YOUR STUDY			
EARLY AMERICAN: <i>Children of the Longhouse</i>	Chapter 1	Chapter 2	Chapter 3	Chapter 4
LATER AMERICAN: <i>Iron Thunder</i>	Chapter 1-2	Chapter 3-4	Chapter 5-6	Chapter 7-8
CHILDREN AROUND...WORLD: <i>Rainbow Garden</i>	Chapter 1	Chapter 2	Chapter 3-4	Chapter 5-6
SEA & SKY: <i>The True Confessions of C. Doyle</i>	Chapter 1	Chapter 2	Chapter 3	Chapter 4
ANCIENT WORLD: <i>Where I Belong</i>	Egypt	Camp	Hagar	Visitors
MIDDLE AGES: <i>The Silver Branch</i>	An Imp. Warning & Chapter 1	Chapter 2	Chapter 3	Chapter 4
Notes				

It's Your First Week!

Introduction to SpellWell

You have 30 lessons in the two SpellWell books. Each lesson has four activities to complete throughout the week. Each word list has 15 SpellWell words and 1-2 outlaw words, with room for a few individualized words that your student needs to know or has trouble with. (You do not NEED to add words to the list, some are provided for you at the bottom of each page if needed.) The test for each lesson is scheduled on the fifth day, but this could be changed for a four-day schedule.

Handwriting Pages

Handwriting is not scheduled for every day, but space is provided for you to check it off when you complete it. We recommend you purchase plain handwriting paper.

Many weeks your student will be instructed to choose an idea from the front of the guide. This comprehensive list of ideas is in

the introductory notes of this program guide. Your student need not feel they must practice handwriting every day, as quite a bit is required in the other workbooks, but you should encourage your student to use cursive in everyday writing.

Introduction to Cursive Handwriting

This year, you'll want to pay attention to how the Student Book pages group letters by giving each set a name as a mnemonic device. You will want to understand these names so that you can stress the names of the groups to your student throughout the year. This will help prevent your student from mixing up letter forms.

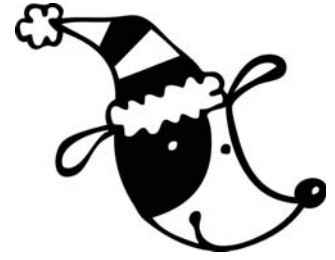
Creative Writing

Write 3 Topic Sentences - Student should write 3 sentences that they feel they could write a paragraph about. They will not be writing a paragraph, but these topic sentences should suggest well what the paragraph will be about.

LA5

Digging Into Paragraphs

Week 2



RESOURCES	DAY 1	DAY 2	DAY 3	DAY 4
STUDENT BOOK A				
<i>Grammar Exercises</i>	A New Place Page 8	Scout is Worried Page 9		Packing Up the House Page 13
<i>Word Sense Exercises</i>			Abbreviations Page 12	
<i>Paragraph Writing Skills</i>		Find the Key Words Page 11	Write a List of Key Words Page 11	
<i>Handwriting</i>	Ice Skating Letters Page 10			Choose a Handwriting Practice Idea from Guide
SPELLING				
<i>SpellWell Book D</i>	Lesson 2 - Monday's	Lesson 2 - Tuesday's	Lesson 2 - Wednesday's & Thursday's	Lesson 2 - Spelling Test
PARAGRAPH BUILDING				
<i>Scout's Paragraph Writing</i>		Page 3		
READING PROGRAM	READ THE TITLES THAT COORDINATE WITH YOUR STUDY			
EARLY AMERICAN: <i>Children of the Longhouse</i>	Chapter 5	Chapter 6	Chapter 7	Chapter 8
LATER AMERICAN: <i>Iron Thunder</i>	Chapter 9-10	Chapter 11-12	Chapter 13-14	Chapter 15-16
CHILDREN AROUND...WORLD: <i>Rainbow Garden</i>	Chapter 7	Chapter 8-9	Chapter 10	Chapter 11-12
SEA & SKY: <i>The True Confessions of C. Doyle</i>	Chapter 5	Chapter 6-7	Chapter 8	Chapter 9
ANCIENT WORLD: <i>Where I Belong</i>	Sodom	Gerar	Waiting	Change
MIDDLE AGES: <i>The Silver Branch</i>	Chapter 5	Chapter 6-7	Chapter 8	Chapter 9
Notes				

GRAMMAR CONCEPT:
Sentence Basics

MECHANICS CONCEPT:
Periods

