



Before You Teach



Teacher Guide

Our resource has been created for ease of use by both TEACHERS and STUDENTS alike.



Introduction

Learning to express themselves in writing is both an art and a science for students. The primary objective of these "How to" composition guides is to teach the process or science of writing. The author has taken care throughout this study guide to emphasize the concept that writing anything from a short paragraph to a long research report should be done by using the steps of prewriting, drafting, revising, proofreading, and publishing which make up the writing process.



The "Writing Watch Dog" emphasizes important concepts throughout the book. Readily available definitions of terms as well as many opportunities to practice the skills being taught make this book user-friendly and easy to understand. In addition, the objectives used in this book are structured using Bloom's Taxonomy of Learning to ensure educational appropriateness.

How Is Our Resource Organized?

STUDENT HANDOUTS

Reading passages and **activities** (in the form of reproducible worksheets) make up the majority of our resource. The reading passages present important grade-appropriate information and concepts related to the topic. Embedded in each passage are one or more questions that ensure students understand what they have read.

For each reading passage there are **BEFORE YOU READ** activities and **AFTER YOU READ** activities.

- The **BEFORE YOU READ** activities prepare students for reading by setting a purpose for reading. They stimulate background knowledge and experience, and guide students to make connections between what they know and what they will learn. Important concepts and vocabulary from the chapters are also presented.
- The **AFTER YOU READ** activities check students' comprehension of the concepts presented in the reading

passage and extend their learning. Students are asked to give thoughtful consideration of the reading passage through creative and evaluative short-answer questions, research, and extension activities.

Writing Tasks are included to further develop students' thinking skills and understanding of the concepts. The **Assessment Rubric** (page 4) is a useful tool for evaluating students' responses to many of the activities in our resource. The **Comprehension Quiz** (page 48) can be used for either a follow-up review or assessment at the completion of the unit.

PICTURE CUES

This resource contains three main types of pages, each with a different purpose and use. A **Picture Cue** at the top of each page shows, at a glance, what the page is for.

Teacher Guide

- Information and tools for the teacher

Student Handout

- Reproducible worksheets and activities

Easy Marking™ Answer Key

- Answers for student activities

EASY MARKING™ ANSWER KEY

Marking students' worksheets is fast and easy with this **Answer Key**. Answers are listed in columns – just line up the column with its corresponding worksheet, as shown, and see how every question matches up with its answer!

After You Read		Name _____																								
Forms and Purposes of Paragraphs																										
1. Writing prompts are suggestions of topics to write about. Write the type of paragraph each prompt suggests in the blank.																										
<table border="1"> <tr> <td>Informative</td> <td>Persuasive</td> <td>Entertaining</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>a) Write about the insects of Africa.</td> <td>b) Persuade your best friend to go to the beach.</td> <td>c) Entertain us with a story about your last Christmas eve.</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>d) Write why you think that there should be a day school for disabled children.</td> <td>e) Persuade your parents to let you drive a car.</td> <td>f) Write about your favorite kind of ice cream.</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>g) Write about why you believe that students should be allowed to drive at 14.</td> <td>h) Persuade your parents to let you go to the beach.</td> <td>i) Write about the causes of the First World War.</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>			Informative	Persuasive	Entertaining	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Write about the insects of Africa.	b) Persuade your best friend to go to the beach.	c) Entertain us with a story about your last Christmas eve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) Write why you think that there should be a day school for disabled children.	e) Persuade your parents to let you drive a car.	f) Write about your favorite kind of ice cream.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	g) Write about why you believe that students should be allowed to drive at 14.	h) Persuade your parents to let you go to the beach.	i) Write about the causes of the First World War.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<p>a) The _____ is usually the sentence in a paragraph that tells what the paragraph will be about.</p> <p>b) A paragraph that tells a story or what the writer did is a _____ paragraph.</p> <p>c) If you were writing a report about a local contractor you'd be writing on _____ paragraph.</p> <p>d) Suggestions of what to write about are called _____ paragraphs.</p> <p>e) The sentence that retells or summarizes the main idea of a paragraph is the _____.</p>																										
<p>3. Circle the letter next to the correct answer.</p> <p>a) A country is a _____.</p> <p>b) The _____ is the capital of Canada.</p> <p>c) The _____ is the largest city in Canada.</p> <p>d) The _____ is the largest country in the world.</p> <p>e) The _____ is the largest continent.</p> <p>f) The _____ is the second largest continent.</p> <p>g) The _____ is the third largest continent.</p> <p>h) The _____ is the fourth largest continent.</p> <p>i) The _____ is the fifth largest continent.</p> <p>j) The _____ is the sixth largest continent.</p> <p>k) The _____ is the seventh largest continent.</p> <p>l) The _____ is the eighth largest continent.</p> <p>m) The _____ is the ninth largest continent.</p> <p>n) The _____ is the tenth largest continent.</p>																										

Every question matches up with its answer!

NAME: _____

Before You Read



Prewriting Practice

1. You and a friend have started a childcare business. You plan to take care of your neighbor's children, a boy who is three, and a girl who is five. Use the brainstorming graphic organizer to list some of the activities you will use in your daycare business. Remember that lists do not have to be written in complete sentences.

Brainstorming List: Daycare Activities

SAMPLE

2. Now compare your brainstorming list of daycare activities with this one written by another student:

Brainstorming List: Daycare Activities

1. dodge ball
2. wading pool
3. sand table
4. dress-up
5. tricycles
6. watercolor painting
7. Legos
8. story time



Comprehension Quiz

13

Put the letter of the correct term beside its definition:

A **5 W's Chart****B** **Venn Diagram****C** **Cause and Effect Chart****D** **drafting****E** **audience****F** **Paragraph Sandwich****G** **revision****H** **rubric****I** **proofreading****J** **demon words****K** **dictionary****L** **fact****M** **opinion**

- an essay scoring guide 1
- means "to see again"; the third step in the writing process 2
- anyone who reads, sees, or hears a message or composition 3
- a type of graphic organizer used in the prewriting stage that lets the writer think about and list the "Who, When, Where, What, and Why" of a story or event 4
- a graphic organizer to use during the drafting stage of writing 5
- a diagram made up of two or more intersecting circles representing relationships among concepts. It is a good way to compare and contrast two ideas or things and to organize your thoughts for prewriting 6
- a graphic organizer used in prewriting that shows the relationship between two events when one of the events is the reason the other occurred 7
- the second step in the writing process 8
- ideas of how things should be that may not always hold true 9
- something that can always be proven 10
- the best place to check the spelling of a word 11
- 100 words that may look misspelled even when they are not 12
- the fourth step in the writing process 13

SAMPLE**SUBTOTAL:** /13

Causes & Consequences for an Effect



Give 2 causes and 1 consequence for each event.

Event 1: You are late for school

happens

because:

because:

consequence:

consequence:

Event 2: Mom gives you an unexpected gift

happens

because:

because:

consequence:

consequence:

This Cause and Effect graphic organizer assists students in seeing the influence that certain events or actions have on other events or actions.

SAMPLE