

TIME
FOR KIDS

Exploring Writing

Level 3

Answer Key

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Reader's Response

1. The event happened in the middle of the yard.
2. The students poured ice cream, chocolate syrup, and cherry on Principal Brian Lowe.
3. The principal promised the kids that if they read for a total of 1million minutes, they could turn him into a human sundae.
4. Mr. Lowe wanted the kids to read. He probably thought being a gooey mess was worth if the kids would read a lot. (Answers will vary.)
5. It does make a good beginning. Kids love riddles. Readers will want to read to the end to solve the riddle. (Answers will vary)
6. Yes, the writer did choose a good title. It is funny. It could mean two things. Someone who is sweet is a nice person. But Mr. Lowe was also sweet because he had gooey ice cream and chocolate sauce put on him.

Writer's Response

Paragraph 1 A riddle that hooks the readers	Q: What has two legs, ice cream, chocolate syrup, and a cherry on top? A: Our principal
Paragraph 2 Introduce the event	Our principal, Brian Lowe, asked the kids at the Brougham Elementary School to read. He promised if we read for a total of 1 million minutes, we could turn him into a human sundae.
Paragraph 3 Describe the event	We kept track of how many minutes we spent reading every day. By April, we had done it!
Paragraph 4 Describe the event.	Mr. Lowe kept his promise. He sat down in the middle of the yard. When we were done, he was a big, gooey mess. Reading sure is fun!

Writing Focus

★ Choose a sentence that the story teller is not inside.

1. (2) My father works at a bank.
--> My father is the third person pronoun.
2. (1) Scott spends a lot of time hanging around.
--> Scott can be replaced by third person pronoun "He."

★ Read "Isn't He Sweet" and find all the words that tell the storyteller is inside the story.

--> we (6 times), and our (2 times).

★ Suppose you are writing a story about a fun activity you had done with your family. Use first person pronouns to tell about it.

Sample answers.

1. My family went hiking on the mountain.
2. Our parents led the way.
3. I was hiking behind them.
4. We had such a good time.

Grammar

- | | |
|---------|--|
| 1. He | He should listen to his teacher. |
| 2. We | We are planning to come and watch. |
| 3. It | It begins at 8:00 A.M. |
| 4. They | They know how to read sixth grade books. |
| 5. She | She reads the most books. |
| 6. He | He sat down in the middle of the yard. |

Be the Writer

Paragraph 1 : Fun riddle

Q : What has 3 wheels that can go forward, backward, and even zigzag?

A : Inline skate!

Name of the event
in-line skating

Paragraph 2
Introduce the event

Saturday morning
My whole family went out to in-line skate.
Dad and I taught mom how to do it.

Paragraph 3
Details of the event

Mom was too scared.
Dad promised that if she tries for 30 minutes, she would be able to walk on the skate all alone.
She did it.
She even skated with no help.

Paragraph 4
End of the event

Dad and I walked back home.
Mom in-line skated back home.



Lesson 2 Hello from China

Narrative Nonfiction

Reader's Response

- 1. Beijing.
- 2. Dong Yifu goes to school at about 8.
- 3. Dong Yifu eats supper with his father and mother around 7.
- 4. Dong Yifu says he likes to eat rice with meatballs. (Answers to the second part of this question will vary.)
- 5. Answers will vary. Accept any well-reasoned answer that employs comparison and contrast

Writer's Response

★ Rewrite the model writing below.

Introduce the writer	Hi, I'm Dong Yifu. I'm 7 and I live in Beijing (Bay-ZHEENG). Beijing is the capital of China. Here is how I spend most of my days.
6 A.M	I wake up every day at 6 A.M. I eat breakfast.
8 A.M	At about 8, my dad takes me to school. I learn Chinese, math, and music. Between classes we play outside.
11 A.M	At 11, we eat lunch. I like to eat rice with meatballs.
4 P.M	School is over at 4. P.M. My father picks me up, and we go home. I do my homework.
7 P.M	My father, mother, and I eat supper around 7. Then I play Chinese chess with my dad or I watch TV. I'm in bed by 9.
Closing	How is my day like yours? How is it different?

Writing Focus

- ★ Choose a sentence that doesn't tell in time order.
 - 1. (3)
--> it tells when the action happens without telling order.
 - 2. (4)
--> The sentence doesn't tell in time order."
- ★ Read "Hello from China" and write the time-order words that Dong Yifu used.
at, about, between, around, then, by

★ Suppose you are writing about a day you had this week. Use the following phrases to tell your day.

- Sample answers.
- 1. At about 8, I went to the bus stop.
 - 2. Before I ate breakfast, I did some exercise like I always do.
 - 3. Around 3, I came home.
 - 4. After I had some snack, I went out to play with my friends.

Grammar

★ Change the words in parentheses to contractions. Write the contractions.

- Answers:
- | | | |
|-----------|-------------|-------------|
| 1. don't | 2. couldn't | 3. I'm |
| 4. You're | 5. We're | 6. wouldn't |

★ Write the words that the underlined contraction in each sentence stands for.

- | | | |
|-----------|-------------|-----------|
| 1. I have | 2. are not | 3. I will |
| 4. do not | 5. will not | 6. it is |

Be the Writer

(Suggested Answer)

Introduce yourself. (name, age, place you live)	Name: Charlie Koh Age: 8 years old Place: Singapore
Time	Activity
7: 00 A.M	Got up late Missed the school bus
7: 40	Late for the gym practice
2: 00	School is off
3: 45~	Came back home Had some snack Went out to play with my friends
6: 40	Dinner with father and mother Talked about a long day
Closing	At 9: 20, read for 20 minutes Went to bed



Lesson **3** My Collection

Narrative Nonfiction

Reader's Response

- 1. Some kids collect stamps, dolls, or comic books.
- 2. The writer has about 657 comic books.
- 3. Some kids save the comic books, and when the prices go up, they sell them.
- 4. He or she collects comics just because he/she likes them.
- 5. The storyteller's favorite comic book is probably "Batman." He/she says, "I'm a big fan of Batman." (Suggested answer)
- 6. The writer says, "My collection is pretty gigantic," H/she seems very proud to have 657 comic books. (Suggested answer)

Writer's Response

★ Rewrite the model writing below.

Paragraph 1 Introduce the collection.	Some kids collect stamps. Some kids collect dolls. I collect comic books. My collection is pretty gigantic. Right now, I have 657 comic books.
Paragraph 2: How the writer collects the comic books.	I don't like to spend a lot for my comics. I usually buy them new for the cover price.
Paragraph 3: Why the writer collects the comic books.	Some kids collect comics to make money. They save them, and when prices go up, they sell them. But I collect comics because I just like them. I'm a big fan of Batman. To me, the most fun is reading the comics in order, from the first to the most recent. After all, that's what they're for, isn't it?

Writing Focus

- ★ Choose a sentence that tells the action is happening now.
 - 1. (4)
 - 2. (1)
- ★ Read "My Collection" and write the words that tell the story tells about now.
collect, is, like, spend, buy, save, go, sell
- ★ Suppose you are writing about your collection. Use the following phrases to tell about it.
 - 1. Some kids collect comic books, but I collect baseball cards.
 - 2. I enjoy collecting baseball cards.

- 3. I have been collection stamps for the exhibition after the summer vacation.
- 4. I usually collect character stickers.
- 5. The most fun part is trading cards with the other kids.

Grammar

Answers:
Collects, is, names, has, signs, wants, loves

★ Circle the correct verbs in ()to finish each sentence.

- Answers:
- 1. sews 2. learn 3. stands
 - 4. sings 5. shine

★ Finish each sentence with your own words. Use present tense.

- Sample answers:
- 1. One boy throws a ball.
 - 2. Two boys throw a ball.
 - 3. Children go out to play.
 - 4. Deborah goes out to play.
 - 5. Strange birds sing beautifully.

Be the Writer

Paragraph 1: Introduce your collection. (how big is your collection? how long have you been collecting?)	Some kids in my class collect comic books. I collect base ball cards. I have been collecting for three years. I have about 320 cards.
Paragraph 2: How do you collect?	I help mom with the house chores to earn money. I wait until there is a big sale. I only buy the cards about my favorite players.
Paragraph 3 Why do you collect? What is special about your collection? What do people say about the collection	I collect baseball cards with my favorite players. I feel that I am watching the game in the real ball park. People come and ask about players and their records. I feel proud.



Lesson 4 Find the Stripes

Fiction

Reader's Response

- 1. Africa
- 2. zebra, giraffe
- 3. The zebra has lost his stripes.
- 4. The zebra looks like a small white horse because all its black stripes are missing.
- 5. The main character pulls on the giraffe's spots to stretch them out, like pizza dough or taffy. A zebra is supposed to have stripes. It wouldn't look like a zebra if it had spots.

Writer's Response

★ Rewrite the model writing below.

Beginning	I was in Africa one day when a small white horse ran up to me. "Help me!" he said. "How can I help you, little horse?" I asked. "I'm not a horse," he said. "I'm a zebra. I've lost my stripes!"
Middle	"Well, let's look for them!" I said. I climbed on his back, and away we rode. We looked everywhere. We couldn't find his stripes. Then we saw the giraffe. I had an idea. "Mr. Giraffe." I asked very politely. "Could you spare some spots?" "Sure." He answered. "I have more than enough." I took some of the giraffe's spots. I pulled and pulled until they were nice long stripe.
End	"These are even better than my old ones!" the zebra cried. "Thank you!" "You're welcome," I said. "Don't just lose them!" "And away he ran, stripes and all."

Writing Focus

- ★ Choose a sentence that can't come in the beginning of the story.
--> (2) : end of the story.
- ★ Choose sentences that can't come in the middle of the story.
--> (1) : beginning of the story.
--> (4) : end of the story.
- ★ Choose sentences that can't come at the end of the story.
--> (2) : beginning of the story.
--> (4) : beginning of the story

★ Read "Find the Stripes" and answer the following questions.

- 1. The zebra who has lost his stripes asked the narrator to look for the stripes.
- 2. The narrator pulled the sports on the giraffe and put them on the zebra.
- 3. The zebra is very happy with his new stripes.

Grammar

★ Identify each type of sentence below. Write an S for statement, Q for question, C for command, and E for exclamation.

- | | | | | |
|------|------|------|------|-------|
| 1. Q | 2. E | 3. S | 4. Q | 5. C |
| 6. S | 7. E | 8. C | 9. Q | 10. S |

★ Imagine a scene where Zebra and Giraffe are talking. Create each type of sentence.

Sample answers:

- 1. I have lost my stripes.
- 2. What happen to your stripes?
- 3. Spare your spots with me.
- 4. These are even better than my old stripes!

Be the Writer

Title: Find my buddy

Characters:

Nina, 8 years old
Miya, her cat

Setting:

Setting: Small town

Setting: Nina comes back home to find her cat is missing.

ab

Events: Knocks on every door in her neighborhood to ask about the lost cat.
Keeps looking for her cat for 3 days.

ab

Solution: on the fourth day, Nina finds her cat sitting on her bed.
The cat looks a little bigger on the belly.

Reader's Response

1. The first son got his mill, the second son got a donkey, and the youngest son got the cat.
2. He didn't like it.
3. The cat went into the castle to see a magic ogre.
4. The ogre was able to turn into any animals.
5. Suggested answer - The miller's son isn't surprised because this is a fairy tale. In a fairy tale world, it can sometimes be normal for animals to talk.
6. Answers will vary.

Writer's Response

Beginning	There once was a miller who had three sons. He gave one son his mill. He gave a donkey to his second son. To the youngest he gave a cat. "cat?" said the youngest son. "What good is that?" The cat looked at him. "You will see," the cat said. "If you give me a good pair of boots."
Middle	The miller's son gave the cat a pair of boots. The cat went walking out on the road. He came to a great castle. A magic ogre lived there. Boldly, the cat walked into the castle. "Ogre," the cat purred. "I have heard you are magic. I have heard you can turn into any animal." "That's true," the ogre said. "I don't believe it." The cat replied. "Let's see you turn into a mouse." In a flash, the ogre turned himself into a mouse. The cat leapt upon the mouse and ate it. Then the cat ran home to his master.
End	"Master, come and see your new castle!" he cried.

Writing Focus

- ★ Read the sentences and choose one that doesn't include magic.
--> (4) : The sentence shows something that is very normal.
- ★ Choose a sentence that has magic.
--> (2) : It is magic that the dog can think like humans.
- ★ Read "Puss in Boots" and find sentences that show magic.
 1. "You will see," the cat said.
 2. Boldly, the cat walked into the castle.
 3. "That's true," the ogre said.
 4. In a flash, the ogre turned himself into a mouse.

- ★ Suppose you are writing a different story of "Puss in Boots." Write a short dialogue between the cat and the ogre. Be sure to include magic.

cat : Ogre, I have heard you are magic. I have heard you can do anything.
ogre : That's true.
cat : I don't believe it!
ogre : I can prove it.
Cat : Let's see you turn the little cottage on that hill into a castle.

Grammar

- ★ Read the story below. Add quotation marks and commas where they belong.

"I want to go to the park," Felix said. "I would like to go with you," Jose answered. The two boys rode bikes to the park. "Let's go on the slide first," Jose said. "Ok, but then I want to go on the swing," said Felix. The boys had a great time. They stayed at the park until it was almost dark. "Thanks for a great day," Jose said. "Let's do it again tomorrow," Felix replied.

- ★ Correct mistakes in the following sentences and rewrite them.

1. "You will see," the cat said.
2. "Ogre," the cat purred.
3. "That's true," the ogre said.
4. "I don't believe it," the cat replied.
5. "Master, come and see your new castle!" he cried.

Be the Writer

Beginning	A miller gave a cat to his youngest son. The son didn't like the cat. The cat asked for a pair of boots.
Middle	The cat got the pair of boots. The cat wanted to surprise the son. The cat went to the ogre's castle.
End	The ogre turned into a mouse. The cat tried to eat the mouse. The mouse turned into a lion and ate the cat.



Reader's Response

- 1. The clown fish lives in the reef.
- 2. A giant shark swims up and catches the clown fish in his jaws.
- 3. The shark thought this was a joke. He doesn't see how the little clown fish could possibly help him.
- 4. The clown warns about the hook.
- 5. The clown fish promised that if the shark would let him go and not eat him he'd help the shark in some way. The clown fish is keeping his promise to the shark.

Writer's Response

Beginning	Once there was a little clown fish who lived in the reef. One day he swam too far from the reef. A giant shark swam up and caught the clown fish in his jaws.
Middle	"Don't eat me!" the little fish begged. "Spare my life, and one day I will be able to help you!" The shark thought this was a great joke. How could the little fish help him? Still. He let the little fish go. A few days later the shark was out hunting. He saw a tasty piece of fish floating in the water. He was about to snap it up when he heard a voice. "Don't bite that, shark! It's on a hook!"
End	It was the little clown fish. He had warned the shark of a trap. And so the little fish helped the great shark after all.

Writing Focus

- ★ Choose a sentence that doesn't describe the action.
(1) eat tells what the speaker does, but doesn't describe the action vividly.
- ★ Choose a sentence that best describes the action.
(2) gulped describes how Tom ate the sandwich. It describes the action expressively.
- ★ Rewrite each sentence to better describe the action.
(1) I raced outside to catch the school bus.
(2) I roared, "Give my block back!"
(3) I wept when my toy was broken.

★ Read "The Shark and the Clown Fish" and list the words or phrases that describe the actions.

swam up
snap up

Grammar

★ Draw a line under the verb in each sentence.

- | | | |
|----------|---------|--------|
| 1. sleep | 2. flay | 3. eat |
| 4. live | 5. hang | |

★ Write the verb you see in each group.

- | | | |
|----------|---------|----------|
| 1. hunts | 2. sees | 3. throw |
| 4. jumps | 5. chew | |

★ Write a verb from the box to finish each sentence.

- | | | |
|-----------|-----------|--------|
| 1. pulls | 2. say | 3. hop |
| 4. chases | 5. claps | 6. cut |
| 7. makes | 8. stands | |

Be the Writer

Title: _____

Characters:

a king
a boy

Setting:

castle

Problem: The king held a contest to find the smartest person.
He has not found the smartest one yet.
When the contest was almost over, a cat rushed into the hall.

Events: The crowd wants to kick him out.
The king wants to give him a chance.

Solution: Answers will vary.

Reader's Response

1. Most kids might find too many toys in their rooms.
2. The toys usually go under the bed and are forgotten.
3. They spend more than \$ 20 billion a year on toys.
4. The writer suggests that American kids cut back by half.
5. Suggested answer- Part one: If American kids cut back on their purchase of toys, the factory might have to reduce production and lay off some workers.
6. The town might have hard times, because there would be fewer citizens with paychecks.

Writer's Response

Paragraph 1

The writer's opinion

Take a look in your room. I'll bet you see toys. How many do you have? Are there too many to count?

Paragraph 2

Experience that the readers can relate to

Let's face it-most kids have more toys than they need. Kids get toys and play with them once or twice. Then the toys go under the bed and are forgotten.

Paragraph 3

Facts to support opinion

American kids and their parents spend more than \$20 billion a year on toys. That's a lot of money for toys that just lie around not being used. What if we spent just half that much? Think of all the good we could do with the \$ 10 billion.

Paragraph 4

What the writer wants the readers to do

So next time you beg your parents for a toy, ask yourself. "Do I really need this?"

Writing Focus

- ★ Read the following sentences. Write O for opinion and F for facts.

1.
 - (1) F
 - (2) O
 - (3) O
 - (4) O
2.
 - (1) F
 - (2) F
 - (3) O
 - (4) F

- ★ Read "Kids Have Too Many Toys" again and do the following exercise.

Write the sentence that gives the writer's opinion.

--> Let's face it- most kids have more toys than they need.

Write the sentence that gives the facts.

--> American kids and their parents spend more than \$ 20 billion a year on toys.

- ★ Suppose your parents think that you spend too much time watching TV these days. Can you use the following phrases to express your opinion?

1. I think I don't spend too much time on TV.
2. I'll bet my parents would watch more TV than I do.
3. What if I spend more time on studying?
4. The main reason that my parents think is that TV doesn't do any good for my studying.
5. TV is important for me to know about the world.
6. I want to say that 3 hours a day is never too much.

Grammar

- ★ Circle the words that show belonging in the sentences below.

1. its
2. their
3. our
4. mine
5. Your

- ★ Replace the underlined words with the correct possessive pronouns.

1. Their
2. His
3. its
4. Her

- ★ Use the following possessive pronouns to argue about watching too much TV.

1. When I'm free, I spend my time on watching Discovery channel.
2. Its purpose is to teach the viewers science, world issues, and etc.
3. Your worries on the time spent on TV are too much.
4. My favorite TV program is Around the World.
5. My family gets together when the TV is on.

Be the Writer

Paragraph 1

Your opinion

Kids should be allowed to watch as much television as they want.

Paragraph 2

Your experience that the readers can relate to

When parents were our age, they must have watched TV as much as we do. We can laugh and release all the stress from the school work.

Paragraph 3

Facts that support your opinion

There are good programs that kids can have benefits from.

Conclusion

We are old enough to decide our own.

Parents should allow kids to watch as much television as they want.

Reader's Response

- Most of garbage comes from lunch.
- The writer thinks that the garbage from lunch should be recycled. If not, it's wasteful and wrong.
- Suggested answer: You put food scraps in a compost heap. It slowly rots and turns into humus, which is used as fertilizer.

Kinds of trash

Paper, bottles, and cans

Food scraps

What to do

Recycle

Put it in compost heap

Writer's Response

Paragraph 1

The writer's opinion

Some people do not like the food at school. We should be worried about something else. None of the garbage from lunch gets recycled. This is wasteful and wrong.

Paragraph 2

Facts to support opinion

Every week, the school throws out more than 200 pounds of garbage. A lot of that comes from lunch. Paper, food, bottles, and cans make up much of the trash. If we recycled, we could cut the amount of trash in half.

Paragraph 3

Suggestion

We ought to at least have a compost heap. That's a place to put food scraps. A compost heap can be used to make fertilizer. We could use that for the school garden.

Paragraph 4

What the writer wants the readers to do

Let's all pitch in to recycle!

Writing Focus

- ★ Read the following sentences. Write O for opinion and F for facts.

- (1) F (2) O (3) O (4) F
(5) F (6) O (7) F

- ★ Read "The Cafeteria Should Recycle" and do the following exercise.

Write the sentence that gives the writer's opinion.

--> This is wasteful and wrong.

Write the sentence that gives the facts.

--> Every week, the school throws out more than 200 pounds of garbage.

--> A lot of that comes from lunch.

--> Paper, food, bottles, and cans make up much of the trash.

Grammar

- ★ Draw a line under the subject of each sentence.

1. The children 2. Liz 3. A little boat
4. Ben 5. He

- ★ Circle the verb of each sentence.

1. walk 2. shows 3. smiles
4. finds 5. choose

- ★ Complete the missing part of each sentence. Use your own words.

1. The city needs more libraries.
2. Many trees in the park have been cut off.
3. They can build more apartments somewhere else.
4. The city park needs to be saved.

Be the Writer

Paragraph 1

Your opinion

It is wrong to close down the city park to build more apartments.

Paragraph 2

Your experience that the readers can relate to

Every weekend, thousands of families come to the park.
A lot of those families can't afford to travel far for a park.
If the park is closed down, they have no place to go for relaxation.

Paragraph 3

Facts that support your opinion

The city has too many developments already.
The air pollution is worse than last year.
People nowadays prefer housings in the suburbs.

Conclusion

What you want the readers do

Closing down the park is very wrong and everybody should act together to save the park.

Reader's Response

Paragraph 1

Peter's reason for writing the letter

Dear Ms. Carpenter,
Some of the kids in our class asked me to write the letter. We have something important we want to ask you. We think we should have more time for recess.

Paragraph 2

Two reasons for more recess

We know that you have a lot of work to cover. Recess can help. It gives us a fresh start on the day. That makes it easier to pay attention.

Paragraph 3

Supporting details of the reasons

Maybe there are ways we can save time during the day. We could all try to be faster when we put our things away. We could be quicker when we get ready to go out.

Paragraph 4

The last concluding sentence

Thanks for taking the time to think about this.

Writing Focus

- ★ Choose a language that doesn't sound polite.
 1. (4) : It is an imperative sentence and it doesn't sound polite.
 2. (1) : It is a sentence that demands.
- ★ Go back to the Peter's letter. Can you find the polite language that Peter used?
 - > We have something important we want to ask you.
 - > We know that you have a lot of work to cover.
 - > Thank you.
 - > Sincerely,
- ★ Suppose you are going to an amusement park. Can you use the following phrases to write about it?
 1. I would like to go to Disney World.
 2. Could you take me to Disney World?
 3. It would be wonderful if we all go together.
 4. When I ride a bike I have to wear a helmet for my safety.
 5. Riding a roller coaster is a big stress to me.

Grammar

- ★ Use the following nouns to write about an amusement park.

1. I would like to go to an amusement park for my birthday.
2. There will be lots of rides to enjoy.
3. Each ride might take certain amount of fee.
4. For a safety reason, we'll have to fasten seatbelts in the rollercoaster.
5. My friends would love to join me to the amusement park.
6. It will make a wonderful vacation.
7. We'll relieve all the stress that we got from the final exam.

- ★ Look at the sentences and change the underlined nouns to make them more exact.

1. amusement park-> Disney World
ride --> biking
2. people --> many kids
meal --> hamburger
3. my parent --> my dad
soft drink --> coke

Be the Writer

Paragraph 1

Reasons for writing the letter

Please take me to Adventure World near your house.

↔

Paragraph 2

Explain the two reasons

I did excellent on the mid term.
This newly built amusement park is known to be the best.

↔

Paragraph 3

Supporting details to the reasons

My parents don't have time.
Adventure World is a great prize for a good grade on the test.
I'll do better on the next exam.
Every kid at school talks about this new park.
Don't want to be left out of their conversations.

↔

Conclusion

Thank the person for considering your request

Thank you for considering my request.
You are the best aunt in the whole world.

Reader's Response

1. Ann Belles saw Oliver! as a young girl. The movie was about a big group of homeless boys. She wanted to give homeless boys a home.
2. Now Ann Belles and her husband have 25.
3. Some of their boys have trouble walking.
4. Suggested answer: He or she would feel safe when adopted.
5. Suggested answer: It might feel a little crowded, but can be lots of fun.
6. Some boys have trouble walking.
Each boy goes to a regular school.
The boys have hobbies, like judo or acting.

Writer's Response

Paragraph 1	How many kids does it take to make a large family? Six? Ten? How about 25?
Paragraph 2	When Ann Belles was 9, she saw a movie called Oliver! In that musical, there is a big group of homeless boys. Belles decided that someday she would adopt a bunch of boys. Now she and her husband have 25.
Paragraph 3	Some of their boys have trouble walking. But each boy goes to a regular school. They all have hobbies, like judo or acting.
Paragraph 4	The couple is not done adopting. The next boy they adopt will get more than a home. He'll get 25 brothers!

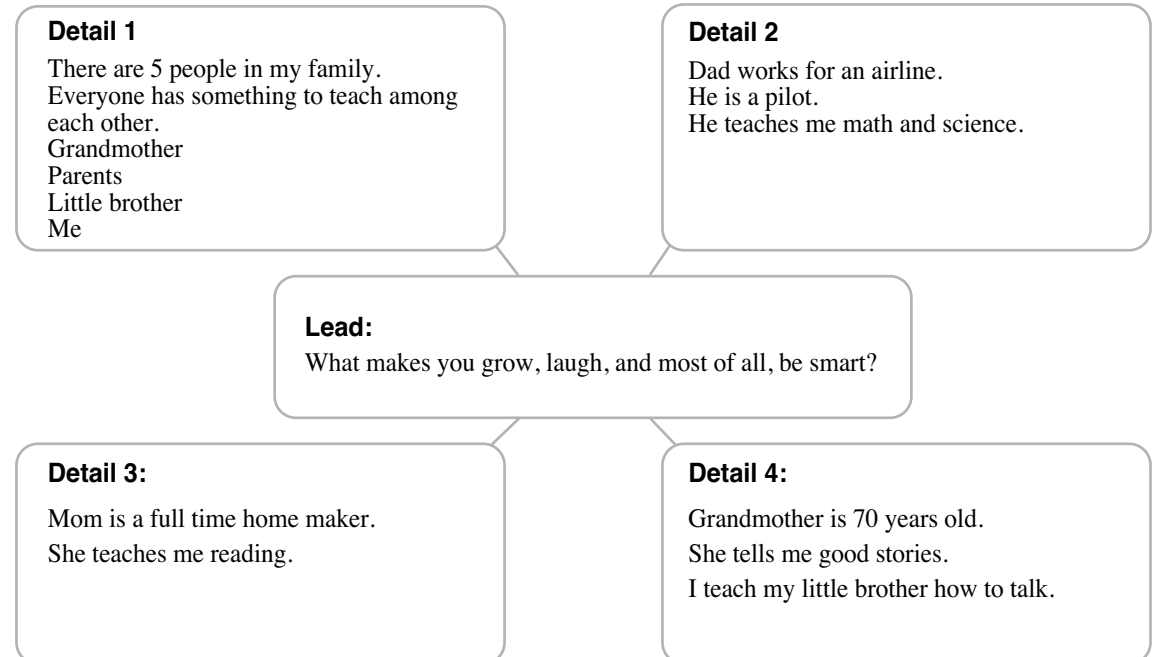
Writing Focus

- ★ **Choose a sentence that gives a good lead.**
(1) makes a good lead. Usually a question makes a good lead. It makes the reader want to read the rest of the writing.
- ★ **Choose a sentence that can't be a lead.**
(2) can't be a lead. It is a supporting detail of the lead.
- ★ **Read the following sentences and write a lead for them.**
--> What would be a life living in a park like?
- ★ **Read "Boy, Oh, Boys!" and find the lead.**
--> How many kids does it take to make a large family?
- ★ **Do you think it is a good lead? Why or why not?**
--> It is a good lead. This question makes the reader want to find out the answer.

Grammar

- ★ **Change each sentence into a question. Write the question on the line. Don't forget to use correct punctuation.**
 1. Was it a nice summer day?
 2. Did I see your sister on the playground?
 3. Am I going to plant a garden tomorrow?
 4. Do I like playing kickball?
 5. Is this my favorite movie?
 6. Do you do your best on the spelling test?
 7. Is that woman my mother?
 8. Did I have fun at the soccer game?
- ★ **Suppose you are writing about your family. Write 5Ws + 1H questions for brainstorming.**
 1. Who is the oldest?
 2. What is my brother's favorite food?
 3. Where do we live?
 4. When does dad go to work?
 5. How often do we dine out?

Be the Writer





Lesson 11 Who Let the Dogs Out?

Reader's Response

- 1. Every morning, hospital workers would find all the dogs were loose.
- 2. It was one of the dogs.
- 3. To find out who is letting the dogs out
- 4. He pushed his nose through the bars and lifted the latch.
- 5. All went to the kitchen for a snack.
- 6. Suggested answer: I think Red opened the cages to free all the animals.

Writer's Response

Paragrap 1	Something strange was going on at a London animal hospital. Every morning, hospital workers would find all the dogs were loose. Who was letting them out of their cages? To find out, the workers set up a video camera. The next morning they saw who let the dogs out. It was one of the dogs!
Paragraph 2	A dog named Red had figured out how to open his cage. He pushed his nose through the bars. Then he lifted the latch. Next, he went around freeing all the other dogs.
Paragraph 3	The tape was shown on TV. More than 300 people called to offer him a home. Now Red is out of the hospital. He is happy in his new home.

Writing Focus

- ★ Read each group of sentences. Write main idea or detail to tell what each group would be in a paragraph.
 - 1. (1) main idea (2) main idea
 - (3) main idea (4) main idea
 - 2. (1) main idea (2) main idea
 - (3) detail (4) detail
 - 3. (1) detail (2) detail
 - (3) main idea (4) detail
- ★ Read "Who let the dog out?" and do the following exercise.
 - 1. Three
 - 2. Paragraph 1: At a London animal hospital, all the dogs were found loose every morning.
 - Paragraph 2: A dog named Red opened the cages.
 - Paragraph 3: Red got adopted.
 - 3. Write the lead sentence.
 - > Something strange was going on at a London animal hospital.

- 4. Yes, the writer wrote a good lead for the story. It makes the reader find out more about the story.

Grammar

- ★ Rewrite each sentence by changing the underlined word to a past-tense verb. The first one has been done for you.
 - 1. Mike mailed the letter.
 - 2. It rained in the spring.
 - 3. Beth walked to the store.
 - 4. The car moved quickly.
 - 5. She scratched her dog.
 - 6. Ara made a snowman.
 - 7. He did a great job!
 - 8. Our cousins had a snowball fight.
 - 9. They got soaking wet.
 - 10. We all had fun outside.

Be the Writer

Lead: What could be the most important things you need to know in White Lodge Elementary School? Your success at our school depends on how well you know of the followings.
Supporting details: <ul style="list-style-type: none">- characteristics of major teachers as well as our home-room teacher, Mrs. Kim- facilities
Topic sentence: Knowing each teacher well will guarantee your success in White Lodge.
Supporting details: <ul style="list-style-type: none">Our home-room teacher, Mrs. Kim- funny, friendly, but strict with homeworkGym teacher - strict with the uniformsgives serious drillsmusic teacher- expects strong participationtakes volunteers to try out the learned song
Topic sentence: Once you get used to the rules using the school facilities, everything goes wonderfully.
Supporting details: <ul style="list-style-type: none">cafeteria- recyclecomputer lab- can use during recesshave to reserve firstlibrary- can use during recess and after schoolcan't eat foodchecking out is allowed only after school

Reader's Response

1. Jimmy is the youngest black pilot to fly between California and Canada. Kenny is the world's youngest black pilot allowed to fly alone.
2. The flight took 20 hours.
3. They were the first black fighter pilots to serve in the U.S. Army.
4. The Tuskegee Airmen were the first black fighter pilots in the U. S Army. They were the pilots who did something new and special in their time. They wanted to honor black young men of today who are setting new records as pilots.
5. Suggested answer: They may become airplane pilots. Perhaps they will work for an air-line that carries people or packages from place to place.

Writer's Response

Paragraph 1	In September 2004, Kenny Roy and Jimmy Haywood set a new record. They flew round-trip between Compton, California, and Vancouver, Canada. The flight took 20 hours.
Paragraph 2	Jimmy, 11, is the youngest black pilot to fly between two nations. Kenny, 14, is the world's youngest black pilot allowed to fly a plane all by himself.
Paragraph 3	The two boys were welcomed home by members of the Tuskegee Airmen. They were the first black fighter pilots to serve in the U.S. Army. "It's exciting," Kenny says. "I set an example for other kids."

Writing Focus

- ★ Read each sentence. Write fact or opinion to tell what each would be in a paragraph.

- | | |
|----------------|-------------|
| 1. (1) opinion | (2) fact |
| (3) fact | (4) fact |
| 2. (1) fact | (2) fact |
| (3) fact | (4) opinion |

- ★ Read "Fly Right!" and change the facts into opinions.

Facts		Opinions
The flight took 20 hours.	➔	I think they flew for so long.
Jimmy, 11, is the youngest black pilot to fly alone.	➔	Jimmy must be the youngest black pilot to fly alone.
In 2004, Jimmy set a new record.	➔	I heard that Jimmy set a new record couple of years ago.

Grammar

- ★ Draw a line under the proper nouns in each sentence.

1. Rich
2. Crown Street
3. Princeton
4. Duke
5. Puppy Castle School

- ★ Rewrite each sentence below. Begin the name of each person or place with a capital letter.

1. I go to Killip Elementary School.
2. My dog, Chloe, is black and white.
3. Jeff and Josh like to play golf.
4. John plays guitar in a band.
5. I think Jordon and Cameron are at Northland Park.
6. We ate pizza at Warner's Pizza Palace.
7. My teacher, Mrs. Kay, is funny.
8. I like to play soccer with Kelly and Stephanie.

Be the Writer

