

ADVENTURES IN WRITING



Mr. Teacher

[Christian Political View](#)

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Introduction

Writing to explain about something is different from writing a story. When you are writing to explain or tell about something, it is usually factual. A story can be fictional or factual and it usually has a beginning, middle, and end. Sticking with a writing process/model will help students to develop a framework that can be expanded as they become more skilled.

Practice and having fun is the key. Write about something of interest. Science and/or Social Studies provide interesting topics.



Fill in the blanks

Candles Party Games Celebrate Cake Gift Count

1. When you have a birthday, you might have a _____.
2. You do this to tell how many candles are on the cake; you _____ them.
3. People give you a _____ for your birthday.
4. Your mom can bake this in an oven; it is a _____.
5. When you win a game, _____ with your friends.
6. You play _____ with your friends.
7. You light _____ on a cake.

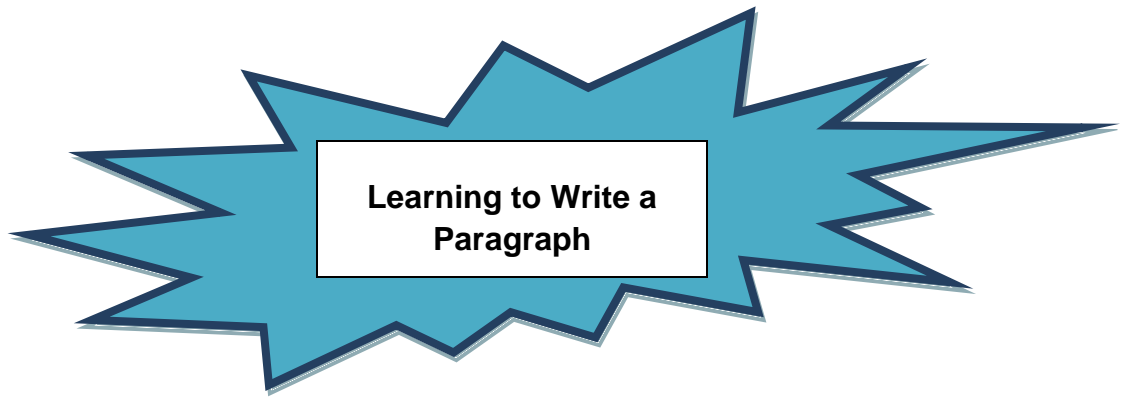
Print the word and draw a picture to illustrate what the word means.

Castle

Space

Room

Use the word in a sentence to tell about what the word means in your picture. Discuss other meanings for the word. Repeat for each word.



Learning to Write a Paragraph

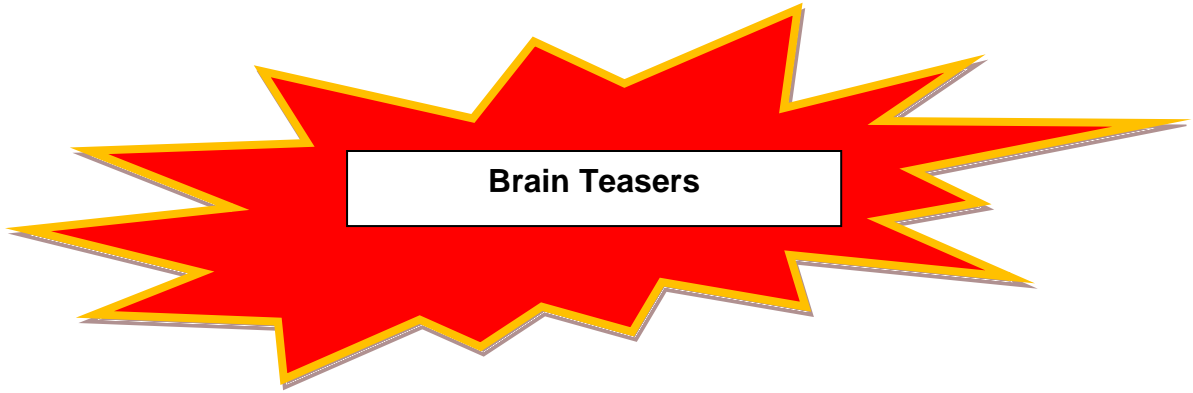
Think about a time when you had a birthday party. Tell about three things that happened at the party. Now, write your story about the birthday party without help.

Keep your paper and compare it to your final work.

Parents, for second grade students we will start with one paragraph. They can use Birthday Party as the title or make-up their own. At least one line should be skipped between the title and the paragraph. Start by indenting the paragraph. Write a sentence to tell what the story is about. Continue with a sentence about the first thing that happened, then the next, and the last. In conclusion, repeat what the story was about, and the three things that happened.

With practice, students can expand the paragraph by adding one or two sentences about each thing that happened. The next step is to take the sentence that talks about what you are writing about and use it as an introductory paragraph. Each thing that happened will be made into paragraphs with supporting details. This will make a total of four paragraphs. The fifth paragraph is a more detailed conclusion.

Most students will need to practice doing single paragraphs several times. As they add sentences about each thing that happened, they may begin to see where paragraphs could be developed. The one paragraph is a skeleton with starters for the other paragraphs.



Think you know your ABCs, try this. Write a complete sentence using only words that start with the letter A, then try B, and so on. Check your spelling and grammar. After you do three, you can use a dictionary.

Parents, this is for grades 3 and higher, unless you have a lot of patience and can help without doing it for them.

Try this; read a short story backwards and tell what the story was about. Short stories with pictures are fine for beginners. Stories should not be longer in pages than the age of the student. This is for second grade and up.

What Is Your Favorite Bible Story and Why?

Write a sentence to tell what you are writing about. Write three sentences telling why you like the story. In conclusion, state what the story is about and the three reasons why it is your favorite.

Re-read what you have written and check for errors.

In this next step, add details about each reason and words that describe. You are still writing one paragraph. Check your work and share.

Last, use each part of the story as a starter for a paragraph. Use what you are writing about and listing the three reasons as your introduction. Next, write a paragraph about each of the reasons. Include details and words that describe. In the conclusion, be more specific. Now, you will have four paragraphs.

Come up with your own prompt. This style is used to explain or tell about something. It is not used to write a fiction story.

Suggested Writing Prompts

What does being a good citizen mean? What does the Bible say about your responsibility as a citizen?

- 1. For high school students include the following:**
 - a. How can citizens monitor and influence the process of public policy making?**
 - b. How may citizens become involved in elections and law making?**
 - c. How does one become an INFORMED voter?**

Are you your brother's keeper? Does this apply today?

Is there a place for the "Good Samaritan" today?

Second Grade Vocabulary Words

Your child should be able to say, spell and use correctly in sentences.

The groups are for set up for a nine-week grading period, however you can use them any way that you wish according to the needs of your child. Suggestions: Make flash cards of the words. Have your child write a story using the words from the groups of words.

Brown	Home	Mouse
Line	River	After
More	Think	Early
Stop	Children	Someone
Few	Black	Three
Same	Last	Eight
Alone	Man	May
Before	Idea	Bark
Ever	Number	Page
Cake	Country	Paper
Smell	Rain	Dark
Thank	Sleep	Front
Between	Light	Lake
Enough	Answer	Past
Mean	Feed	Dinner
Started	Letter	Important
Wife	Lost	Seem
Fire	Sea	Stay
Rock	Bone	Maybe
Train	Draw	Near
Wait	Whose	Park
Church	Cooks	Mountain
Sisters	Lion	State
Windows	Men	Tires
Birthday	Oil	Able
Dance	Beautiful	Bike
Hold	Morning	Board
Ride	America	Seat

Fill in the Blanks

Fill in the blanks using the above vocabulary words. Have fun! Not all the words will be used.

My _____ were planning a party for my _____. Lisa said that we should have the party at the _____. Jan said we should have the party at the _____. Sally asked what will we do if it should _____? We will have to _____ until Mom gets home and ask what should we do.

Mom came home and said that she would bake a _____ for the party and we could invite _____ friends. Mom said we could have fun to take a _____ to the _____ for the day. Jan started to _____ and said she would not be able to _____ tonight.

The next day was Sunday, so we all got into the car and went to _____. Dad teaches Sunday School for the _____. Mom and the Pastor's _____ teach _____ about Jesus.

When we got _____, we ate _____. Dad asked me what I wanted for my birthday. I said I wanted a new _____. Dad reminded me that I had gotten one _____ Christmas. _____ dinner Mom said we could wash the _____ tomorrow and earn some money for our trip.

Sally was looking for some rags and screamed, a _____! We all ran to Sally and saw a small _____ mouse with tiny _____ eyes. Mom was _____ to catch the mouse and let it outside.

I have an _____ said Dad. Let's go to the _____ and climb the big _____ and sit on the _____. We could _____ the birds. Just remember that we are not to feed the _____. Lisa said that is _____. Can't we at least give the lion a _____?

Finish the story

Creation vs. Evolution

In this writing assignment, decide which side you are going to take. Then write a paper to convince someone else that your paper is correct. Second graders should write at least three paragraphs; high school students should write at least three pages.

In your paper, you should include the following:

1. The difference between verified observation and personal interpretation.
2. Discuss the theories with observances that can and cannot be proven.
3. Use a variety of sources including the Bible.
4. Younger children may draw pictures to illustrate their thoughts.



What is this animal? Where does this animal live and what do they eat? Find out everything you can about this animal and write a report on what you have learned.



Above are a judge and a real estate agent. Find out what education each of these professions require. Write about what these people do and how they affect our lives.

write a fictional story

Pretend that you are living during the days of Jesus. Take one of the Bible stories about Jesus and place you and your family in the story. In your story, answer these questions: How did you get to where Jesus was teaching? Where did you go to see Jesus? What did you see? What did you do? Did Jesus speak to you and what did He say? What did you say to Jesus? You get the idea.

Take other stories from the Bible and do the same. How about these:

1. Help Noah gather animals and provisions for the ark.
 - a. What will they need on the ark?
 - b. What was it like to stay on the ark during the flood?
 - c. What did you do to pass the time on the ark?

2. Visit Abraham and Sarah and tell what you think their life was like.
 - a. How did they live?
 - b. Did other visitors come along while you were there?
 - c. What did Sarah fix for a meal?

3. Jonah and the Whale
 - a. How did Jonah end up in the belly of the whale?
 - b. What was it like inside of the whale?
 - c. What would you do if you were inside the whale?