

Bingo (3 x 3 Card)

Use this Bingo game to match oral words to printed words and to identify and distinguish letters, sounds, and words.

1. In each space, write a letter, sound, or vocabulary word.
2. Your teacher calls out the letters, sounds, or vocabulary words one at a time.
3. Cross off the letter, sound, or word if you have it on your card.
4. The winner is the first student to cross off the squares in a row horizontally, vertically, or diagonally.

| | | |
|--|-------------------|--|
| | | |
| | FREE SPACE | |
| | | |

Bingo (5 x 5 Card)

Use this Bingo game to match oral words to printed words and to identify and distinguish letters, sounds, and words.

1. In each space, write a letter, sound, or vocabulary word.
2. Your teacher calls out the letters, sounds, or vocabulary words one at a time.
3. Cross off the letter, sound, or word if you have it on your card.
4. The winner is the first student to cross off the squares in a row horizontally, vertically, or diagonally.

| | | | | |
|--|--|-----------------------|--|--|
| | | | | |
| | | | | |
| | | FREE SPACE | | |
| | | | | |
| | | | | |

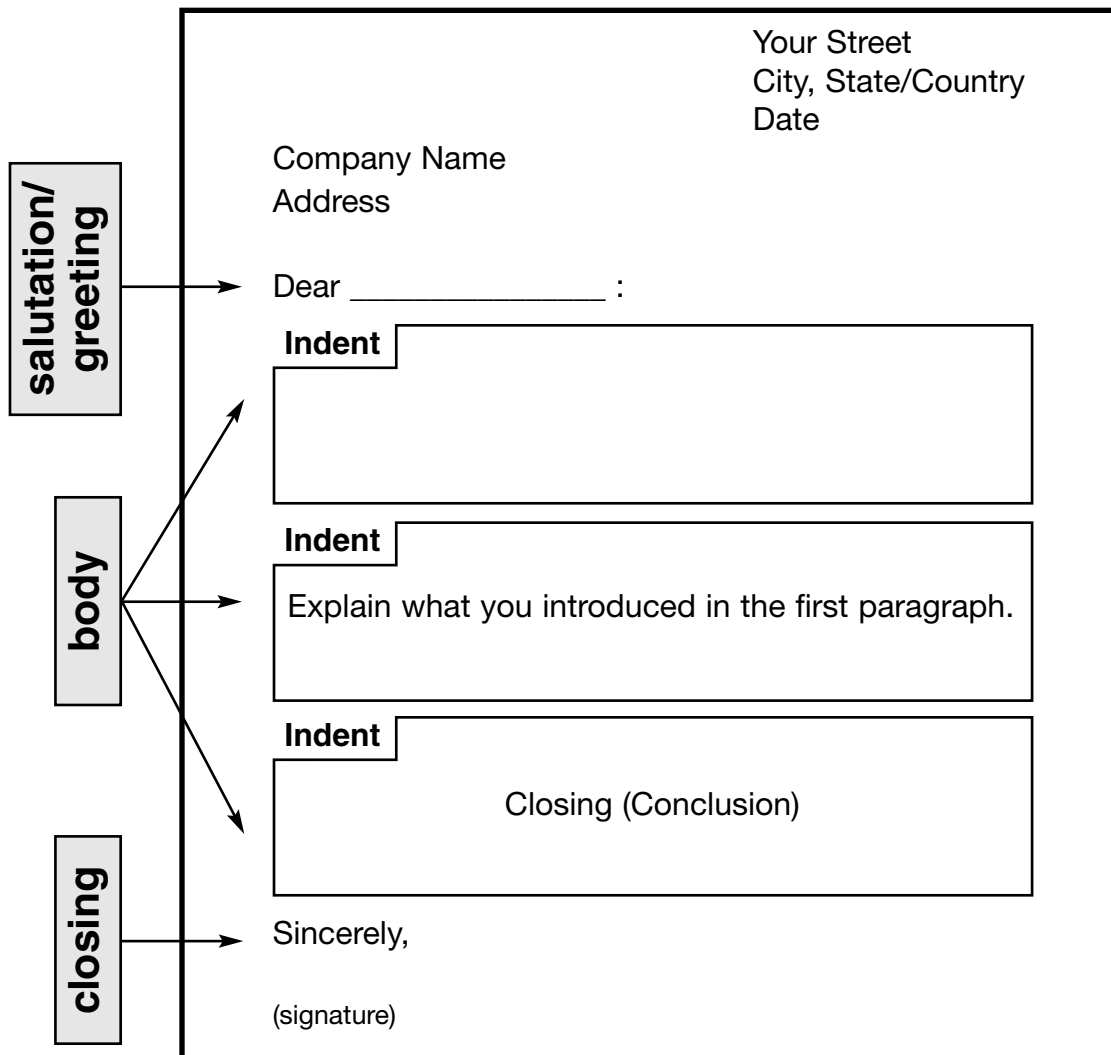
Business Letter

A business letter is short and has one or two points.

1. Use a colon after the greeting.
2. In the first paragraph, say why you are writing.
3. If necessary, add supporting information in a second paragraph.
4. In the last paragraph, write a polite conclusion.
5. Use a comma after the closing.
6. Proofread for spelling, grammar, capital letters, and proper business form.

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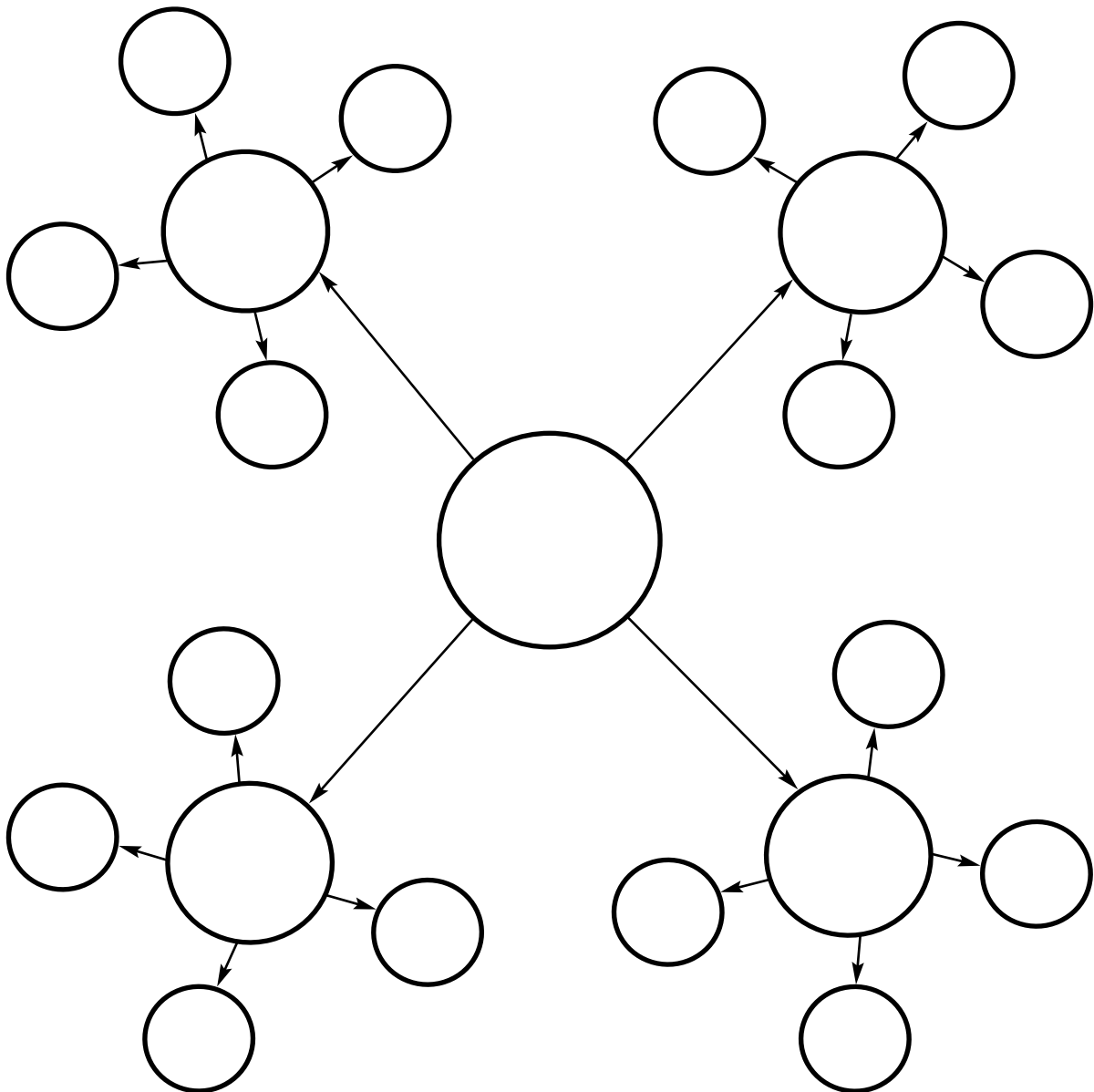


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Cluster Map

Use a Cluster Map to help you organize your ideas.

1. Write the topic in the large circle in the middle.
2. Write the main ideas about the topic in the medium-sized circles.
3. Write details about the main ideas in the small circles.



Cursive Alphabet (J-R)

1. Say the letter names.
2. Write the capital and lowercase letters.
3. Space the letters.

J j J j J j

space

K k K k

L l L l

M m M m

N n N n

O o O o

P p P p

Q q Q q

R r R r

Frequently-Used Sight Words 1

These are words you hear and read often in English.
Copy each word twice. Spell the words aloud.

- | | | | |
|--------------|-------|----------------|-------|
| 1. and _____ | _____ | 5. see _____ | _____ |
| 2. of _____ | _____ | 6. after _____ | _____ |
| 3. one _____ | _____ | 7. down _____ | _____ |
| 4. was _____ | _____ | 8. you _____ | _____ |

► Activities

A

1. Which word has two letters? _____
2. Which words have three letters?

3. Which word has four letters? _____
4. Which word has five letters? _____
5. Which words include the vowel *a*?

6. Which words include the vowel *o*?

B

1. The opposite of *before*: _____
2. The past tense of *is*: _____
3. The opposite of *up*: _____
4. You do this with your eyes: _____

Frequently-Used Sight Words 2

These are words you hear and read often in English.
Copy each word twice. Spell the words aloud.

- | | | | |
|---------------|-------|--------------|-------|
| 1. the _____ | _____ | 5. day _____ | _____ |
| 2. we _____ | _____ | 6. his _____ | _____ |
| 3. give _____ | _____ | 7. no _____ | _____ |
| 4. will _____ | _____ | 8. out _____ | _____ |

► Activities

A

1. Which words have two letters? _____
2. Which words have three letters?

3. Which words have four letters? _____
4. Which words include the vowel *i*?

5. Which words include the consonant *w*?

B

1. The opposite of *in*: _____
2. The opposite of *night*: _____
3. We use this word to talk about the future: _____
4. The opposite of *yes*: _____
5. You + me: _____

Frequently-Used Sight Words 3

These are words you hear and read often in English.
Copy each word twice. Spell the words aloud.

- | | | | |
|---------------|-------|-----------------|-------|
| 1. they _____ | _____ | 5. come _____ | _____ |
| 2. good _____ | _____ | 6. when _____ | _____ |
| 3. his _____ | _____ | 7. little _____ | _____ |
| 4. have _____ | _____ | 8. first _____ | _____ |

► Activities

A

1. Which words have four letters?

2. Which word has five letters? _____

3. Which word has six letters? _____

4. Which words include the consonant *t*?

5. Which words include the vowel *e*?

B

1. The opposite of *bad*: _____

2. Another word for *small*: _____

3. A question word that asks about time: _____

4. The opposite of *last*: _____

5. Possessive adjective for a boy or man: _____

Frequently-Used Sight Words 4

These are words you hear and read often in English.
Copy each word twice. Spell the words aloud.

- | | | | |
|--------------|-------|---------------|-------|
| 1. who _____ | _____ | 5. or _____ | _____ |
| 2. up _____ | _____ | 6. he _____ | _____ |
| 3. had _____ | _____ | 7. then _____ | _____ |
| 4. out _____ | _____ | 8. two _____ | _____ |

► Activities

A

1. Which words have two letters?

2. Which words have three letters?

3. Which word has four letters? _____
4. Which words include the vowel *o*?

5. Which words include the consonant *h*?

B

1. The past tense of *have*: _____
2. The opposite of *in*: _____
3. A word that gives a choice: _____
4. The opposite of *down*: _____
5. one + one: _____

Frequently-Used Sight Words 5

These are words you hear and read often in English.
Copy each word twice. Spell the words aloud.

- | | | | | | |
|---------|-------|-------|-----------|-------|-------|
| 1. did | _____ | _____ | 5. were | _____ | _____ |
| 2. not | _____ | _____ | 6. my | _____ | _____ |
| 3. here | _____ | _____ | 7. why | _____ | _____ |
| 4. in | _____ | _____ | 8. before | _____ | _____ |

► Activities

A

1. Which words have two letters? _____
2. Which words have three letters?

3. Which words have four letters? _____
4. Which word has six letters? _____
5. Which words include the vowel e?

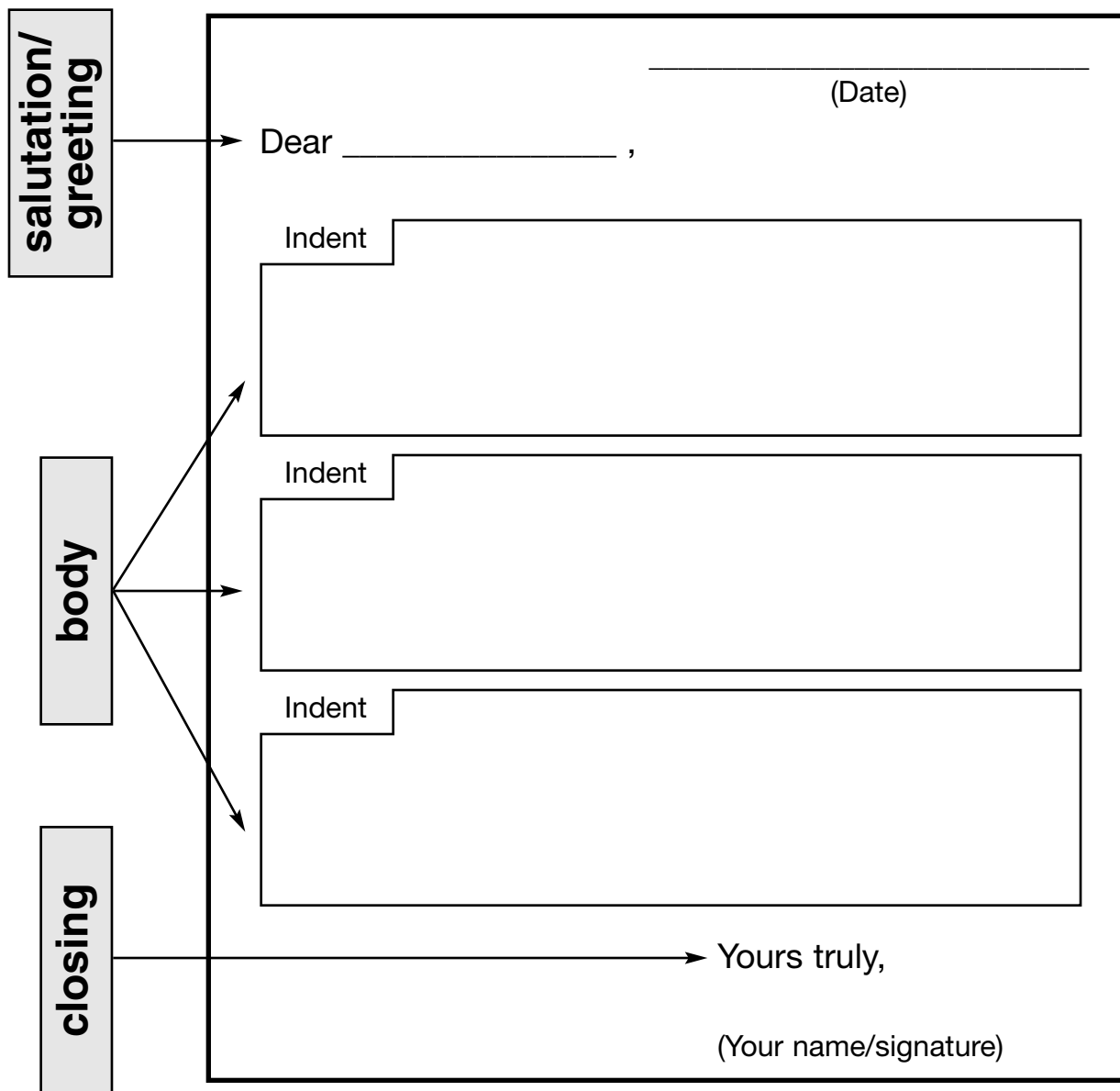
B

1. The past tense of *do*: _____
2. The opposite of *there*: _____
3. A negative word: _____
4. The opposite of *after*: _____
5. The opposite of *out*: _____

Friendly Letter

This format is used for writing a letter to a friend.

1. Begin your letter with a greeting.
Use a comma after the greeting.
2. End your letter with a closing.
Use a comma after the closing.
3. Use your best handwriting or use a computer.
4. Proofread your spelling and punctuation.



How-to (Step-by-Step) Instructions

Use this graphic organizer to explain the steps involved in doing something.

1. Fill in the chart with information.
2. Use the chart to plan a paragraph or an oral presentation.

| |
|---|
| <p>Introduction What are you going to explain?</p> <p>_____</p> <p>_____</p> |
| <p>Steps What are the steps?</p> <p>1. First, _____</p> <p>_____</p> <p>2. Then, _____</p> <p>_____</p> <p>3. Next, _____</p> <p>_____</p> <p>4. After, _____</p> <p>_____</p> <p>5. Finally, _____</p> <p>_____</p> |
| <p>Conclusion</p> <p>_____</p> <p>_____</p> |

Interview

1. Write a list of questions.
2. Record the interviewee's answers.

Interview questions for

(Name of interviewee)

1. Question:

_____ ?

Answer:

2. Question:

_____ ?

Answer:

3. Question:

_____ ?

Answer:

4. Question:

_____ ?

Answer:

Know/Want to Know/Learned Chart (KWL)

1. Write the topic in the top box.
2. Write things you **know** in the first column.
3. Write things you **want to know** in the second column.
4. Write things you **learned** in the third column.

| | | |
|--|--|---|
| Topic: | | |
| Know What do I already know about the topic? | Want to Know What do I want to know about the topic? | Learned What did I learn about the topic? |
| | | |

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Letter Tiles (Lowercase Letters a-m)

Use these letter tiles.

1. Spell and read words with short vowels, long vowels, r-controlled vowels, and consonant blends.
2. Create and state a series of rhyming words.
3. Change words by adding, deleting, or changing a target sound (*cow* to *how*).
4. Spell sight words and frequently used irregular words.
5. Arrange words in alphabetical order.

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| | | | | |
|---|---|---|---|---|
| a | b | c | d | e |
| f | g | h | i | j |
| k | l | m | | |

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Letter Tiles (Lowercase Letters n-z)

Use these letter tiles.

1. Spell and read words with short vowels, long vowels, r-controlled vowels, and consonant blends.
2. Create and state a series of rhyming words.
3. Change words by adding, deleting, or changing a target sound (*cow* to *how*).
4. Spell sight words and frequently used irregular words.
5. Arrange words in alphabetical order.



| | | | | |
|---|---|---|---|---|
| n | o | p | q | r |
| s | t | u | v | w |
| x | y | z | | |

Letter Tiles (Capital Letters A–M)

Use these capital letter tiles.

1. Spell and write words that use capital letters— people’s names, titles, days, months, holidays, the pronoun *I*, geographical names, names of newspapers and magazines.
2. Create and write sentences with a capital letter at the beginning.

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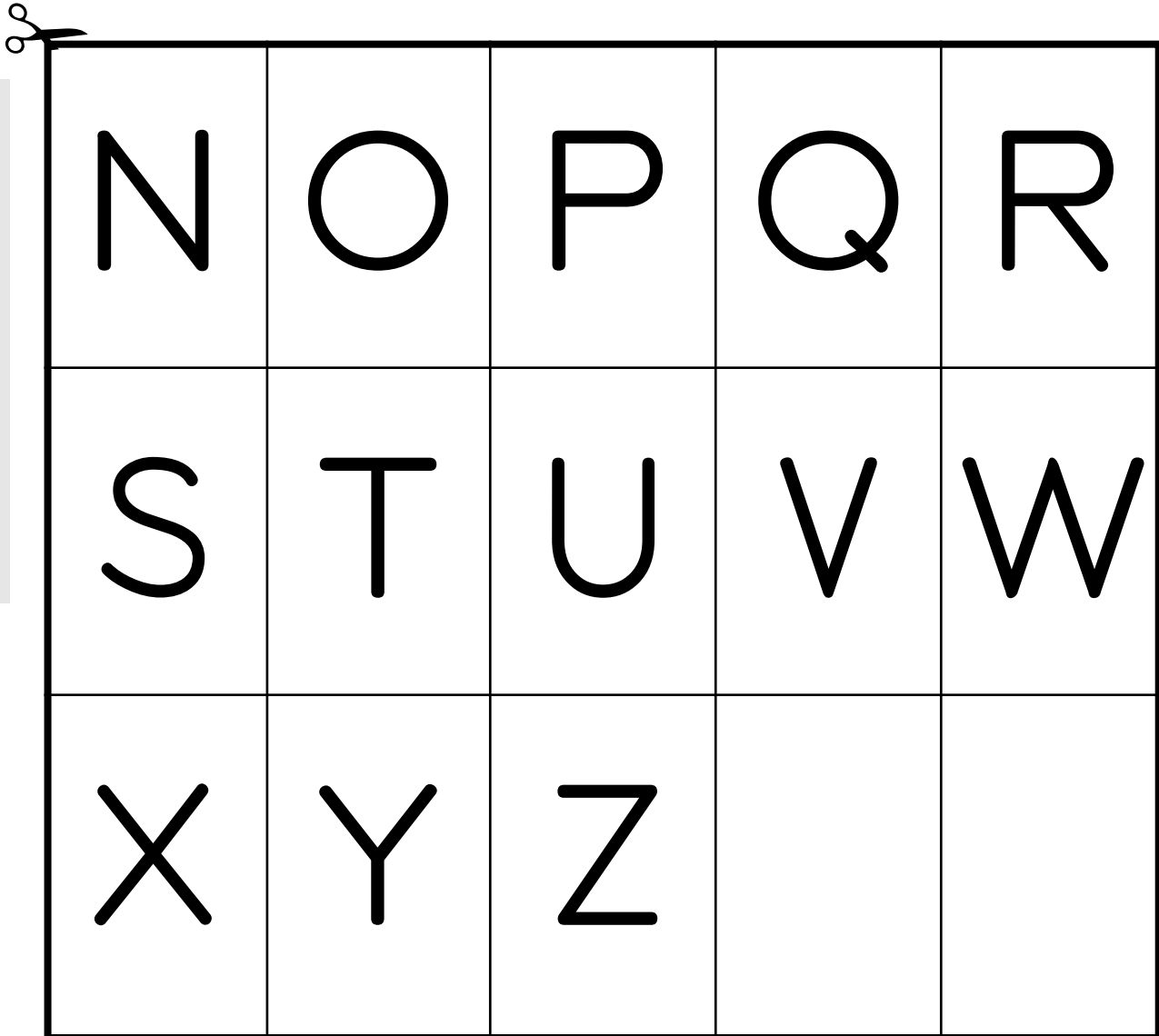
| | | | | |
|---|---|---|---|---|
| A | B | C | D | E |
| F | G | H | I | J |
| K | L | M | | |

VISIONS TEACHER RESOURCE

Letter Tiles (Capital Letters N-Z)

Use these capital letter tiles.

1. Spell and write words that use capital letters— people’s names, titles, days, months, holidays, the pronoun *I*, geographical names, names of newspapers and magazines.
2. Create and write sentences with a capital letter at the beginning.



Narrative

Brainstorming

Use this graphic organizer for writing narratives and for listening/speaking presentations.

| Headings | Notes or drawings to help you plan your writing or presentation. |
|---|---|
| Title | |
| Setting (Where? When?) | |
| Characters (Who?) | |
| Events (Who? What? When? Where? Why? How?) | |
| Conflict/Problem and Solution | |
| Ending (Summary/Conclusion) | |

Narrative

Draft

Use this graphic organizer when you write your first draft.
Use transition words.

| | |
|-----------|--|
| | Title |
| | Name |
| | Date |
| Beginning | Indent Introduction |
| | |
| Middle | Indent Body |
| | |
| End | Indent Conclusion or Resolution |
| | |

Note-Taking

Research Report

1. Use index cards.
2. Go to the library and locate a variety of sources for your research.
3. Take notes on index cards.
4. Record the sources you use.

| |
|--|
| <p>Topic: _____</p> <p>Paraphrase your source.</p> <p>or</p> <p>Summarize from your source.</p> <p>or</p> <p>“Quote” your source.</p> <p>Source</p> |
|--|

Numerals 1-10

1. Write the numerals.
2. Write the words.

Numerals

Words

1 | 1

one

2 | 2

3 | 3

4 | 4

5 | 5

6 | 6

7 | 7

8 | 8

9 | 9


10 | 10


Numerals 11-20


1. Write the numerals.
2. Write the words.


Numerals


Words


11 


12 


13 


14 


15 

16 

17 

18 

19 

20 

Outline

Expository Compositions, Narratives, and Information Reports

Use an outline to organize your notes and write a draft.

1. Keep it simple. Do not write complete sentences.
2. List major sections after a Roman numeral and a period.
3. List topics after a capital letter and a period.
4. List details, facts, and examples after a number and a period.

| |
|--|
| <p style="text-align: center;">Title</p> <p>I. Introduction: Main Idea</p> <p>II. Body</p> <p> A. Topic A</p> <p> 1. Detail</p> <p> 2. Detail</p> <p> 3. Detail</p> <p> B. Topic B</p> <p> 1. Detail</p> <p> 2. Detail</p> <p> 3. Detail</p> <p>III. Conclusion: Summary</p> |
|--|

Paragraph

All the sentences in a paragraph should be about the same subject.

1. Indent the first line of a paragraph.
2. Check for correct capitalization and punctuation.
3. Use a dictionary to check spelling and to find words.
4. Write a topic sentence, supporting details, and a closing sentence.

| | |
|---------------------------|--|
| Title | |
| Indent | _____ |
| | <i>(topic sentence with main idea)</i> |
| | _____ |
| | <i>(facts and details)</i> |
| | _____ |
| | _____ |
| | _____ |
| | _____ |
| _____ | |
| <i>(closing sentence)</i> | |

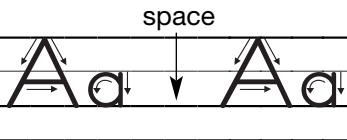
Personal Dictionary

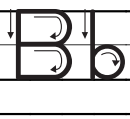
1. Keep a list of new words you learn.
2. Use a dictionary to find the meanings.
3. Put the new words in alphabetical order.
4. Use each new word in a sentence or question.

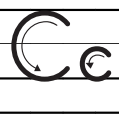
| Word | Definition | Your Sentence |
|------|------------|---------------|
| | | |

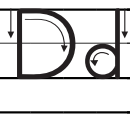
Print Alphabet (A-I)

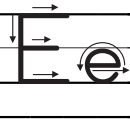
1. Say the letter names.
2. Print the capital and lowercase letters.
3. Space the letters.

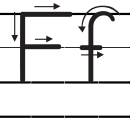
A a 


Bb 

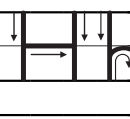
Cc 

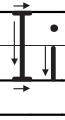
Dd 

Ee 

Ff 

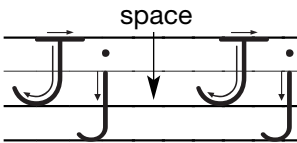
Gg 

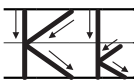
Hh 

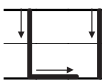
Ii 


Print Alphabet (J-R)


1. Say the letter names.
2. Print the capital and lowercase letters.
3. Space the letters.

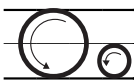
Jj 

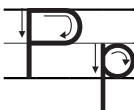
Kk 

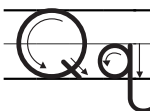
Ll 


Mm 

Nn 

Oo 

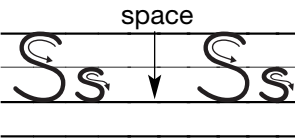
Pp 

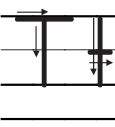
Qq 

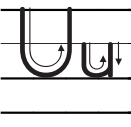
Rr 

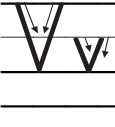
Print Alphabet (S-Z)

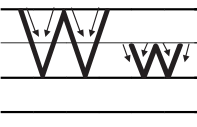
1. Say the letter names.
2. Print the capital and lowercase letters.
3. Space the letters.

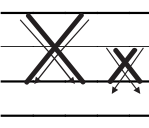
Ss 

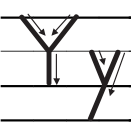
Tt 

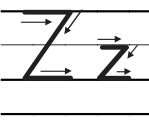
Uu 

Vv 

Ww 

Xx 

Yy 

Zz 

Name _____

Date _____






Reading Log

1. Keep a log of your classroom reading and independent reading.
2. Share your log with your classmates and talk about what you enjoyed.

| Date | Title of Reading and Author | Reading Time | Pages Read | Comments |
|---------|--|--------------|------------|--|
| Sept. 2 | <u>Bread, Bread, Bread,</u> by Ann Morris | 20 minutes | pp. 10-15 | Beautiful pictures. They make me hungry! |

Sense Chart

1. Write the subject in the first box.
2. Write what the subject makes you see, hear, feel, taste, and smell in the boxes.

| Subject | See  | Hear  | Feel  | Taste  | Smell  |
|---------|--|---|---|--|--|
| | | | | | |
| | | | | | |
| | | | | | |

Sentence Builders

Unit A

Use these word boxes.

1. Build sentences.
2. Recognize and use correct word order in sentences.
3. Write and speak in complete sentences (copy the sentences; read them aloud).
4. Distinguish between complete and incomplete sentences.



| | | | | | |
|---------|-----------|---------|----------|-------|--------|
| . | ? | ! | , | s | |
| a | afternoon | | am | an | boy |
| bye | girl | good | good-bye | | hello |
| hi | I | I'm | is | later | man |
| Miss | morning | | Mr. | Mrs. | Ms. |
| my | name | school | | see | |
| student | | teacher | | this | what's |
| who's | woman | you | your | | |

Sentence Builders

Unit B

Use these word boxes.

1. Build sentences.
2. Recognize and use correct word order in sentences.
3. Write and speak in complete sentences (copy the sentences; read them aloud).
4. Distinguish between complete and incomplete sentences.

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| | | | | | |
|-----------|----------|--------|-----------|----------|----------|
| are | backpack | black | blue | board | |
| book | brown | chair | classroom | clock | |
| eighteen | | close | computer | desk | |
| door | eight | eleven | erase | eraser | fifteen |
| fifty | five | flag | forty | four | fourteen |
| from | go | green | he | how | I |
| I'm | marker | nine | nineteen | notebook | |
| old | one | open | orange | pen | pencil |
| pink | please | purple | red | seven | |
| seventeen | | she | sit | six | sixteen |
| ten | thirteen | | thirty | three | to |
| twelve | twenty | two | where | white | |
| window | | write | years | yellow | you |

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Sentence Builders

Unit C

Use these word boxes.

1. Build sentences.
2. Recognize and use correct word order in sentences.
3. Write and speak in complete sentences (copy the sentences; read them aloud).
4. Distinguish between complete and incomplete sentences.



| | | | | | |
|----------|-------|---------|---------|------------|-------|
| a | are | arm | black | blond | blue |
| body | brown | cheek | chin | classmates | |
| color | down | ear | elbow | eye | face |
| fingers | | foot | friends | | gray |
| great | green | hair | hand | has | hat |
| head | her | I | is | jacket | |
| jeans | knee | left | leg | like | lips |
| mouth | my | neck | nose | pants | put |
| red | right | she | shirt | shoes | skirt |
| sneakers | | stomach | | sweater | |
| teeth | thank | thanks | | that | touch |
| what | you | your | | | |

Sentence Builders

Unit D

Use these word boxes.

1. Build sentences.
2. Recognize and use correct word order in sentences.
3. Write and speak in complete sentences (copy the sentences; read them aloud).
4. Distinguish between complete and incomplete sentences.

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| | | | | | |
|------------------|--------------------|------------------|--------------|-----------------------|--------------|
| across | | bathroom | | between | |
| bookcase | | bookshelf | | bulletin board | |
| cafeteria | | elevator | | entrance | |
| excuse | | first | floor | from | gym |
| hall | I | is | left | librarian | |
| library | | locker | | main | me |
| need | next | nurse's | | office | |
| on | principal's | | right | second | |
| stairs | | the | to | want | where |

VISIONS TEACHER RESOURCE

INTRODUCTORY VISIONS Teacher Resource Book •

Storyboard

Use a Storyboard to summarize and show sequence with words and pictures.

1. Write a sequence of the most important steps or events.
2. Put the events in the order they happen.
3. Draw a picture if you want.

1.

First, _____

2.

Second, _____

3.

Third, _____

4.

Fourth, _____

5.

Fifth, _____

6.

Finally, _____

Story Map

Take Notes and Organize Information in a Sequence

Use this graphic organizer for writing narratives and for listening/speaking presentations.

Name _____ Date _____

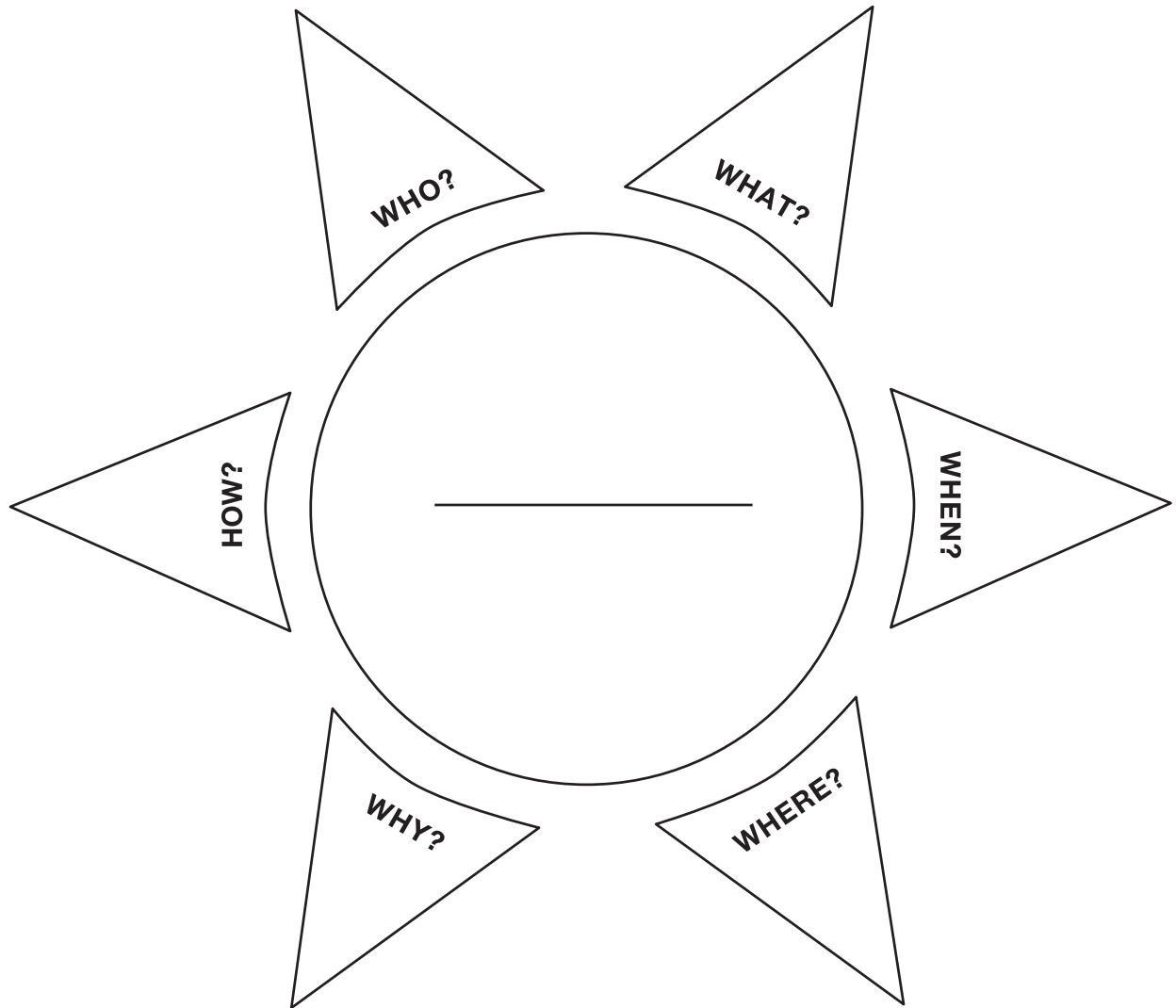
| Beginning | Middle | End |
|-----------|--------|-----|
| | | |

Sunshine Organizer

Reporting

Use a Sunshine Organizer to help you answer questions about a topic or to write a report.

1. Write the topic on the line in the circle.
2. Write answers to the questions next to the triangles.



Syllabication Spelling Pattern: Closed Syllables

A **syllable** is a unit of pronunciation. A syllable contains only one vowel sound. A word can have one or more syllables. Dividing words into syllables helps you learn how to pronounce them.

Closed Syllables

- A closed syllable ends in a consonant.
- A closed syllable has one vowel.
- The vowel sound in a closed syllable is short.

Examples:

sat, **run**, **nap/kin**, **sub/ject**

► Activities

A The following words have two closed syllables. Can you find the closed syllables in each word? (Hint: Divide between two consonants.)

- | | | |
|-------------|-------------|--------------|
| 1. problem | 6. address | 11. subtract |
| 2. sandwich | 7. children | 12. hundred |
| 3. pencil | 8. absent | 13. custom |
| 4. lesson | 9. object | 14. subject |
| 5. dentist | 10. husband | 15. until |

B Read the words in Activity A. Pause between each syllable.

Syllabication Spelling Pattern: Open Syllables

A **syllable** is a unit of pronunciation. A syllable contains only one vowel sound. A word can have one or more syllables. Dividing words into syllables helps you learn how to pronounce them.

Open Syllables

- An open syllable ends in a vowel.
- The vowel sound in an open syllable is usually long.

Examples:

me, no, she, mu/sic, ta/ble, o/pen

► Activities

A The first syllable of each of the following words is an open syllable. Can you find the open syllable in each word? (Hint: Divide between a vowel and a single consonant.)

- | | | |
|----------|-----------|----------------|
| 1. paper | 6. polite | 11. local |
| 2. focus | 7. final | 12. photograph |
| 3. baby | 8. future | 13. program |
| 4. basic | 9. human | 14. total |
| 5. favor | 10. label | 15. prefix |

B Read the words in Activity A. Pause between each syllable.

Syllabication Spelling Pattern:

Final -e (VCe) Syllables

A **syllable** is a unit of pronunciation. A syllable contains only one vowel sound. A word can have one or more syllables. Dividing words into syllables helps you learn how to pronounce them.

Final -e (VCe) Syllables

- A final -e (VCe) syllable ends in a vowel, a consonant, and a final -e.
- The final -e is silent and makes the earlier vowel long.

Examples:

make, cute, hope, a/lone, in/side

► Activity

The last syllable of each of the following words is a final -e (VCe) syllable. Can you find the final -e (VCe) syllable in each word?

- | | | |
|-------------|-------------|---------------|
| 1. compare | 6. provide | 11. delete |
| 2. invite | 7. debate | 12. prepare |
| 3. confuse | 8. inside | 13. excuse |
| 4. erase | 9. combine | 14. translate |
| 5. describe | 10. mistake | 15. complete |

Syllabication Spelling Pattern: Vowel Digraphs (Vowel Teams)

Sometimes two letters together create one vowel sound. Each syllable in a word has only one vowel sound. However, there may be two vowels that make up this one vowel sound. When two vowels work together to make one vowel sound, these vowels are not separated into two different syllables. They stay together in the same syllable. This syllable spelling pattern is called a **vowel digraph** (or a **vowel team**).

- A vowel digraph syllable always has a vowel pair (or team).
- The vowel sound in a vowel digraph syllable is long.

Examples:

boat, meat, ex/plain, re/peat, sea/son

► Activity

One syllable in each of the following words is a vowel digraph syllable. Can you find each vowel digraph syllable? Pronounce the words.

- | | | |
|---------------|--------------|---------------|
| 1. agree | 6. afraid | 11. detail |
| 2. coffee | 7. contain | 12. heater |
| 3. explain | 8. reason | 13. complain |
| 4. fingernail | 9. classroom | 14. volunteer |
| 5. teenager | 10. meaning | 15. piece |

Syllabication Spelling Pattern: *r*-Controlled Vowels

One common syllable spelling pattern is ***r*-controlled vowels**. When the letter *r* follows a vowel, it affects the sound of the vowel. When dividing a word into syllables, the vowel and the *r* usually stay in the same syllable.

- *r*-controlled vowels contain a vowel followed by an *r*.
- The vowel sound is affected by the *r*.

Examples:

car, her, bird, but/ter, en/ter, per/son

► Activity

One syllable in each of the following words is a syllable with an *r*-controlled vowel. Can you find the syllable with the *r*-controlled vowel?

- | | | |
|-----------|--------------|-----------------|
| 1. winter | 6. partner | 11. doctor |
| 2. letter | 7. carpet | 12. dollar |
| 3. finger | 8. after | 13. firefighter |
| 4. order | 9. before | 14. forty |
| 5. number | 10. birthday | 15. sister |

Syllabication Spelling Pattern: Consonant + *-le*

One common syllable spelling pattern is **consonant + *-le***. This letter combination usually forms the last syllable in a word.

- This syllable is made up of a consonant + *-le*.
- The *l* is silent.
- This syllable appears at the end of a word.

Examples:

fa/**ble**, cir/**cle**, ti/**tle**

► Activity

One syllable in each of the following words is a consonant + *-le* syllable. Can you find the consonant + *-le* syllable in each word?

- | | | |
|-----------|-------------|------------|
| 1. table | 6. middle | 11. uncle |
| 2. able | 7. purple | 12. bottle |
| 3. single | 8. sample | 13. little |
| 4. dimple | 9. simple | 14. double |
| 5. apple | 10. bicycle | |

Test-Taking Tips

Use these tips to help you improve your performance on tests.

BEFORE THE TEST

1. Complete all of your assignments on time.
2. Take notes in class as you go over your assignments.
3. Save and review your class notes, assignments, and quizzes.
4. Ask your teacher what topics will be covered on the test.
5. Ask your teacher what kind of test you will take. For example, will the questions be true/false, multiple choice, or essay?
6. Be organized. Make a study guide. Making note cards or rewriting information will help you review.
7. Study, and then get a good night's sleep before the test.
8. Eat a good, healthy breakfast on the day of the test.
9. Bring everything that you need to the test (pencils, erasers, pens, and so on).

DURING THE TEST

1. Pay close attention to the teacher's instructions. Ask questions if you do not understand.
2. Read the instructions on the test carefully.
3. Look at the test before you begin to see how long it is.
4. Don't spend too much time on any one section or question. Skip questions that you don't know. Return to them if you have time at the end.
5. Watch the time to make sure you finish the whole test.
6. Save time to look over the test before you turn it in. Don't worry if other students finish before you. Use all the time that you have.

AFTER THE TEST

1. When your test is returned to you, look at it carefully.
2. Look up the answers to any questions you left blank or got wrong.
3. Ask your teacher about any questions that you still don't understand. The same question might appear again on another test.

Three-Column Chart

Take Notes and Organize Information

Use this chart to take notes and organize information for speaking and writing. Also use it to take notes on characters, setting, and plot (events).

1. Write the topic or title in the top box.
2. Write the names of the three categories in the next row.
3. List words in the three categories as appropriate.

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Three-Paragraph Composition

1. Write in a notebook or on the computer.
2. Write a topic sentence with your main idea.
3. Give reasons, details, and facts to support your main idea.
4. Use transition words.
5. Write a summary to conclude your composition.
6. Use a dictionary or computer software for help with words and spelling.

| | |
|--------------|--|
| Title | |
| Indent | Introduction topic sentence with main idea |
| Indent | Body reasons, facts, details |
| Indent | Conclusion summary |

Two-Column Chart

Take Notes and Organize Information

Use this chart to take notes and organize information for speaking and writing assignments.

Also use it when you read and take notes on Main Idea/Details, Fact/Opinion, Cause/Effect, Problem/Solution, Words/Synonyms (or Antonyms), or Advantages/Disadvantages.

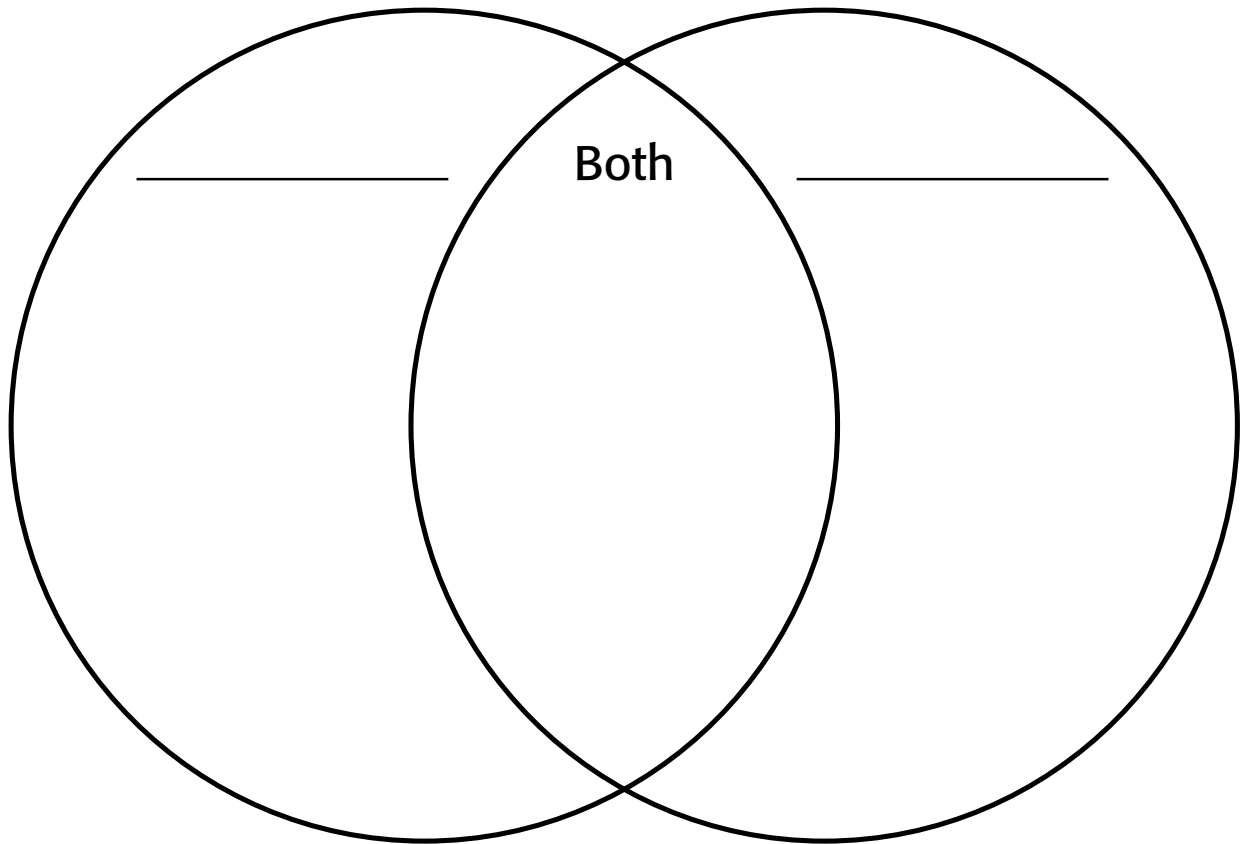
1. Write the topic or title in the top box.
2. In the left column of the first row, write the first word; for example: Main Idea.
3. In the right column of the first row, write the second word; for example: Details.

| | |
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Venn Diagram

Use a Venn Diagram to compare and contrast.

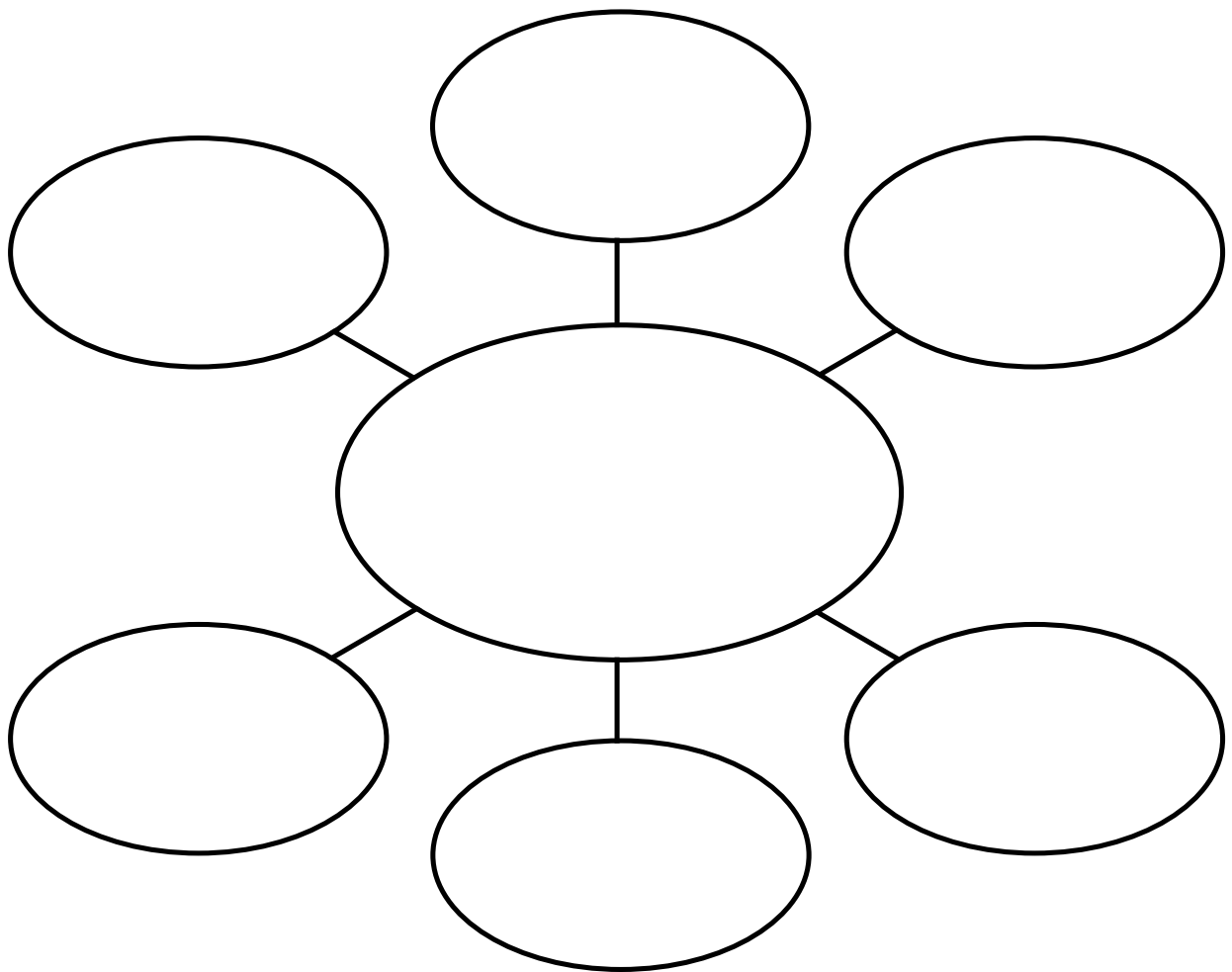
1. Write the two things you are comparing on the lines in the two circles.
2. List ways the two things are different under the lines.
3. List ways the two things are alike in the space where the circles overlap.



Web

Use a Web to build vocabulary or to identify the main idea and details.

1. Write the main idea or vocabulary word in the large oval in the middle.
2. Write related vocabulary words and details in the smaller ovals.
3. Add or delete ovals as needed.



Word Squares

Use Word Squares to help you remember the meanings of new words.

1. Write a new word in the **Word** box.
2. Use a dictionary. Write the meaning of the word in the **Meaning** box.
3. Draw a symbol (picture) in the **Symbol** box.
4. Write a sentence with the word in the **Sentence** box.

| | |
|----------------|-----------------|
| Word | Symbol |
| Meaning | Sentence |

| | |
|----------------|-----------------|
| Word | Symbol |
| Meaning | Sentence |

| | |
|----------------|-----------------|
| Word | Symbol |
| Meaning | Sentence |

| | |
|----------------|-----------------|
| Word | Symbol |
| Meaning | Sentence |

Writing Lines

Use these writing lines to:

1. Print and write legibly.
2. Space letters, words, and sentences.