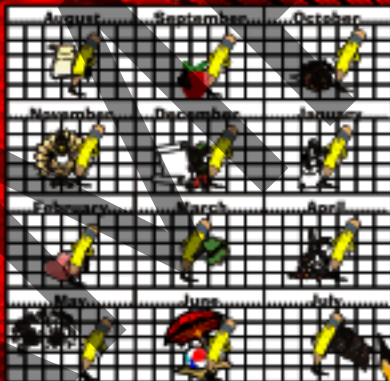


Just Write: All Year Long Grade Three

(Part One: Expository)

by Kathryn Robinson

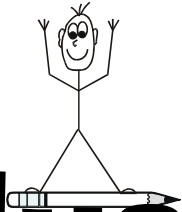


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Just Write: All Year Long

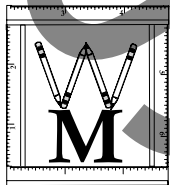
(Part One: Expository)
(3rd Grade)

Kathryn Robinson

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Contents

Writing Philosophy	VII
Contents.....	XXI
<i>Introduction to All Year Long: Expository Grade 3</i>	XXVIII
<i>Week 1: Setting up Journals</i>	Week 1 page 4
<i>Activity Sheets</i>	Week 1 page 17
<i>Parents' Letter for Photographs</i>	Week 1 page 19
<i>My Journal Photos Page (front)</i>	Week 1 page 21
<i>My Journal Photos Page (back)</i>	Week 1 page 23
<i>My Own Journal Chart (front)</i>	Week 1 page 25
<i>My Own Journal Chart (back)</i>	Week 1 page 27
<i>Parent Letter for Interest Page</i>	Week 1 page 29
<i>Interest Page</i>	Week 1 page 31
<i>Idea Page</i>	Week 1 page 33
<i>Alphabet Chart</i>	Week 1 page 35
<i>Vowels Chart</i>	Week 1 page 37
<i>Sounds Chart</i>	Week 1 page 39
<i>More Sounds Chart</i>	Week 1 page 41
<i>Complete Sounds Chart</i>	Week 1 page 43
<i>Individual Student Desk Charts</i>	Week 1 page 45
<i>Useful Words List</i>	Week 1 page 47
<i>Take-A-Try Page (front)</i>	Week 1 page 49
<i>Take-A-Try Page (back)</i>	Week 1 page 51
<i>Phonetic Rules</i>	Week 1 page 53
<i>My Own Word Wall</i>	Week 1 page 55
<i>Week 2: Grouping Ideas</i>	Week 2 page 3
<i>Activity Sheets</i>	Week 2 page 13
<i>Matter Chart</i>	Week 2 page 15
<i>Solids, Liquids, & Gases Pictures</i>	Week 2 page 17
<i>Solids, Liquids, & Gases Die</i>	Week 2 page 23
<i>Main Idea Chart</i>	Week 2 page 25

<i>Week 3: Grouping Information/Creating Main Ideas</i>	Week 3 page 1
<u>Activity Sheets</u>	Week 3 page 13
<i>Brainstorming Chart</i>	Week 3 page 15
<i>Animal Cards</i>	Week 3 page 17
<i>Insect Cards</i>	Week 3 page 21
<i>Week 4: Developing Main Ideas & Leads</i>	Week 4 page 1
<u>Activity Sheets</u>	Week 4 page 13
<i>Main Idea #1 & #2 Cards</i>	Week 4 page 15
<i>Science & Math Tools Cards</i>	Week 4 page 17
<i>Topic #1 Card</i>	Week 4 page 21
<i>Topic #2 Card</i>	Week 4 page 23
<i>Topic #3 Card</i>	Week 4 page 25
<i>Topic #4 Card</i>	Week 4 page 27
<i>Lead Information Page</i>	Week 4 page 29
<i>Statement Leads Page</i>	Week 4 page 31
<i>Question Leads Page</i>	Week 4 page 33
<i>Exclamation Leads Page</i>	Week 4 page 35
<i>Weeks 5-6: Leads Practice</i>	Week 5 page 1
<u>Activity Sheets</u>	Weeks 5-6 page 17
<i>Planets Cover Page</i>	Weeks 5-6 page 19
<i>Planets Table of Contents Page</i>	Weeks 5-6 page 21
<i>Planets Writing Page</i>	Weeks 5-6 page 23
<i>Transition Words that Teachers Use Overhead</i>	Weeks 5-6 page 25
<i>Transition Words Information Overhead</i>	Weeks 5-6 page 27
<i>Transition Word Menu Cover</i>	Weeks 5-6 page 29
<i>Transition Word Menu</i>	Weeks 5-6 page 31
<i>Noun Cards</i>	Weeks 5-6 page 33
<i>Week 7: Filling In a Graphic Organizer</i>	Week 7 page 1
<u>Activity Sheets</u>	Week 7 page 25
<i>Expository Graphic Organizer</i>	Week 7 page 27
<i>Week 8: Simple Machines Book</i>	Week 8 page 1
<u>Activity Sheets</u>	Week 8 page 19
<i>Definition Leads Page</i>	Week 48 page 21

<i>Week 9: Creating Main Ideas & Leads</i>	Week 9 page 1
<i>Activity Sheets</i>	Week 9 page 11
<i>Topic #5 Card</i>	Week 9 page 13
<i>Topic #6 Card</i>	Week 9 page 15
<i>Blank Topic Card</i>	Week 9 page 17
<i>Venn Diagram</i>	Week 9 page 19
<i>Weeks 10-11: Amphibian vs. Reptiles (Venn Diagram Planning)</i>	Weeks 10-11 page 1
<i>Activity Sheets</i>	Weeks 10-11 page 23
<i>T-Chart</i>	Weeks 10-11 page 25
<i>Venn Diagram</i>	Weeks 10-11 page 27
<i>Description Leads Page</i>	Weeks 10-11 page 29
<i>Essay Writing Page #1</i>	Weeks 10-11 page 31
<i>Essay Writing Page #2</i>	Weeks 10-11 page 33
<i>Essay Writing Page #3</i>	Weeks 10-11 page 35
<i>Essay Writing Page #4</i>	Weeks 10-11 page 37
<i>Essay Writing Conclusion Page</i>	Weeks 10-11 page 39
<i>Let's Reword It Sheet</i>	Weeks 10-11 page 41
<i>Interjection Leads Page</i>	Weeks 10-11 page 43
<i>Onomatopoeia Leads Page</i>	Weeks 10-11 page 45
<i>Onomatopoeia Cards</i>	Weeks 10-11 page 47
<i>Time Frame Leads Page</i>	Weeks 10-11 page 51
<i>Invention Cards</i>	Weeks 10-11 page 53
<i>Week 12: Elaboration</i>	Week 12 page 1
<i>Activity Sheets</i>	Week 12 page 15
<i>Elaboration Pencils</i>	Week 12 page 17
<i>Elaborate Page</i>	Week 12 page 19
<i>Newspaper Article/Writer of the Week</i>	Week 12 page 21
<i>Topic Sentence Information List</i>	Week 12 page 23
<i>Types of Leads Cards</i>	Week 12 page 25
<i>Week 13: Science Experiment Essay</i>	Week 12 page 1
<i>Science Experiment Bibliography</i>	Week 12 page 19
<i>Activity Sheets</i>	Week 12 page 21
<i>Blob Planner</i>	Week 12 page 23
<i>Introductory Paragraph Writing Page</i>	Week 12 page 25
<i>Main Idea #1 Writing Page</i>	Week 12 page 27

<i>Main Idea #2 Writing Page</i>	Week 12 page 29
<i>Main Idea #3 Writing Page</i>	Week 12 page 31
<i>Conclusion Writing Page</i>	Week 12 page 33
<i>Week 14: Recipe Essay Writing</i>	Week 14 page 1
<i>Recipe Book Bibliography</i>	Week 14 page 14
<u><i>Activity Sheets</i></u>	Week 14 page 15
<i>Recipe Planner</i>	Week 14 page 17
<i>Introductory Paragraph Writing Page</i>	Week 14 page 19
<i>Main Idea #1 Writing Page</i>	Week 14 page 21
<i>Main Idea #2 Writing Page</i>	Week 14 page 23
<i>Main Idea #3 Writing Page</i>	Week 14 page 25
<i>Conclusion Writing Page</i>	Week 14 page 27
<i>Weeks 15-16: Newspaper Writing</i>	Weeks 15-16 page 1
<i>Newspaper Bibliography</i>	Weeks 15-16 page 19
<u><i>Activity Sheets</i></u>	Weeks 15-16 page 21
<i>What's News</i>	Weeks 15-16 page 23
<i>Large Newspaper Cards</i>	Weeks 15-16 page 27
<i>News! News! News!</i>	Weeks 15-16 page 41
<i>Small Newspaper Cards</i>	Weeks 15-16 page 43
<i>News Commentary Page</i>	Weeks 15-16 page 45
<i>Newspaper Sign-Up</i>	Weeks 15-16 page 47
<i>Article Rewrite Sheet</i>	Weeks 15-16 page 49
<i>Research/Interview Question Sheet</i>	Weeks 15-16 page 51
<i>Headliners</i>	Weeks 15-16 page 53
<i>Practice for Reorganization/Revising</i>	Weeks 15-16 page 55
<i>Week 17: Understanding the Elements of an Essay</i>	Week 17 page 1
<u><i>Activity Sheets</i></u>	Week 17 page 17
<i>What is an Essay?</i>	Week 17 page 19
<i>Paragraph</i>	Week 17 page 21
<i>Essay Sandwich</i>	Week 17 page 23
<i>Essay Parts Cards</i>	Week 17 page 25
<i>Broken Paragraph Sheet</i>	Week 17 page 35
<i>Mammoth Essay Sheet</i>	Week 17 page 37
<i>Conclusion Choice List</i>	Week 17 page 39
<i>Essay Format Page</i>	Week 17 page 41

<i>Weeks 18-19: Writing an Expository Essay</i>	Weeks 18-19 page 1
<u>Activity Sheets</u>	Weeks 18-19 page 37
<i>My Favorite Park Graphic Organizer</i>	Weeks 18-19 page 39
<i>My Favorite Zoo Graphic Organizer</i>	Weeks 18-19 page 41
<i>My Favorite Park Essay</i>	Weeks 18-19 page 43
<i>Expository Graphic Organizer</i>	Weeks 18-19 page 45
<i>Essay Writing Page #2</i>	Weeks 18-19 page 47
<i>Fact/Personal Experience Cards</i>	Weeks 18-19 page 53
<i>Fact/Personal I Activity Cards</i>	Weeks 18-19 page 55
<i>Fact/Personal II Activity Cards</i>	Weeks 18-19 page 63
<i>Fact/Personal II Activity Pieces</i>	Weeks 18-19 page 79
<i>Fact/Personal II Activity Answer Sheet</i>	Weeks 18-19 page 81
 <i>Week 20: Expository Essay</i>	 Week 20 page 1
<u>Activity Sheets</u>	Week 20 page 11
<i>Expository Planning Sheet</i>	Week 20 page 13
<i>Essay Format Page</i>	Week 20 page 15
<i>Essay Format Page without Boxes</i>	Week 20 page 19
<i>Essay Format Page (only lines)</i>	Week 20 page 23
 <i>Appendix A: How to Set Up a Prompt</i>	 Appendix A page 1
<u>Activity Sheets</u>	Appendix A page 15
<i>Two Types of Writing Sheet</i>	Appendix A page 17
<i>Expository Terms</i>	Appendix A page 19
<i>Narrative Terms</i>	Appendix A page 21
<i>Expository Box Cards</i>	Appendix A page 23
<i>Narrative Mountain Cards</i>	Appendix A page 25
<i>Prompt Activity I</i>	Appendix A page 27
<i>Writing Prompts</i>	Appendix A page 29
<i>Prompt Activity II</i>	Appendix A page 31
<i>Writing Prompts</i>	Appendix A page 33
<i>Prompt Activity III</i>	Appendix A page 35
<i>Expository Writing Question</i>	Appendix A page 37
<i>Questions Response Cards</i>	Appendix A page 39
<i>Prompt Activity IV</i>	Appendix A page 49
<i>Main Idea Puzzle I</i>	Appendix A page 53
<i>Main Idea Puzzle II</i>	Appendix A page 55
<i>Main Idea Puzzle III</i>	Appendix A page 57
<i>Main Idea Puzzle Pieces</i>	Appendix A page 59

Main Idea Puzzle Pieces for the Response Appendix A page 61

Appendix B: Prompts.....Appendix B page 1

Rubrics & Scoring by Pam Poore..... Scored Papers page 1

Supporting Writing Material for Students in Grade 3:

1. Just Write All Year Long Grade 3 (*Part Two: Narrative*)
2. Just Write: A Sentence
3. Just Write: A Paragraph
4. Just Science Grammar: Grade 3
5. Just Conventions
6. Just Research

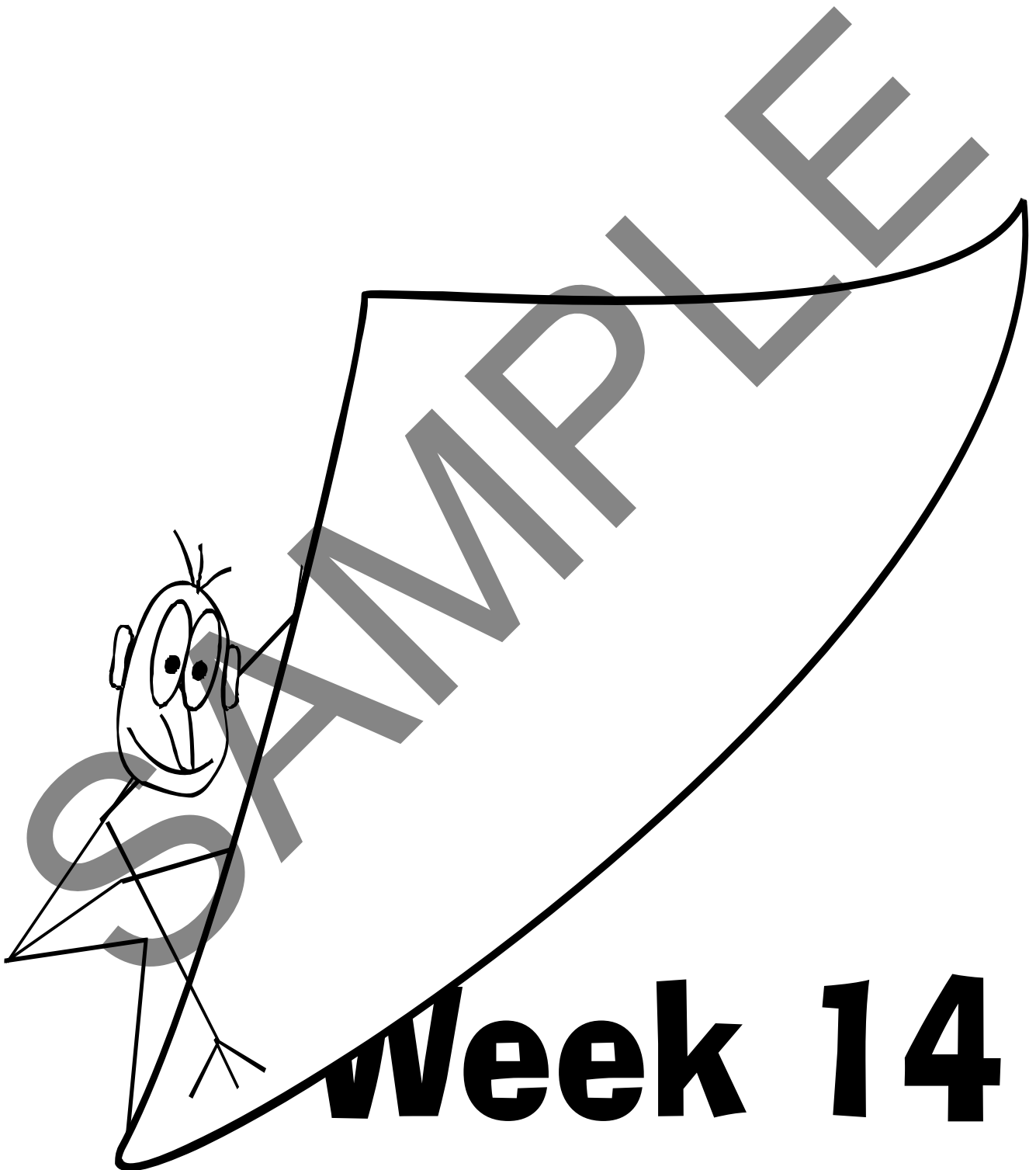


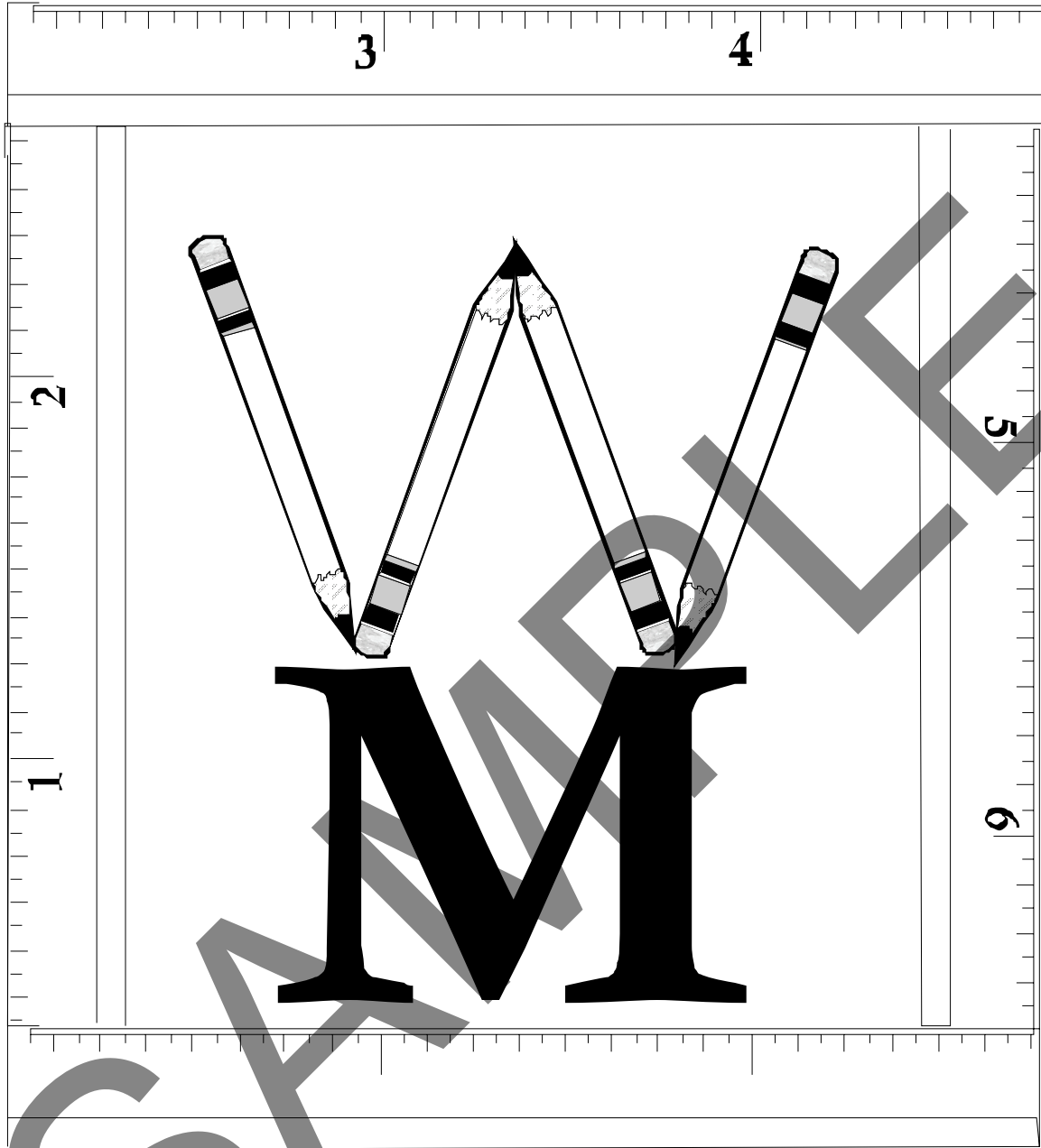
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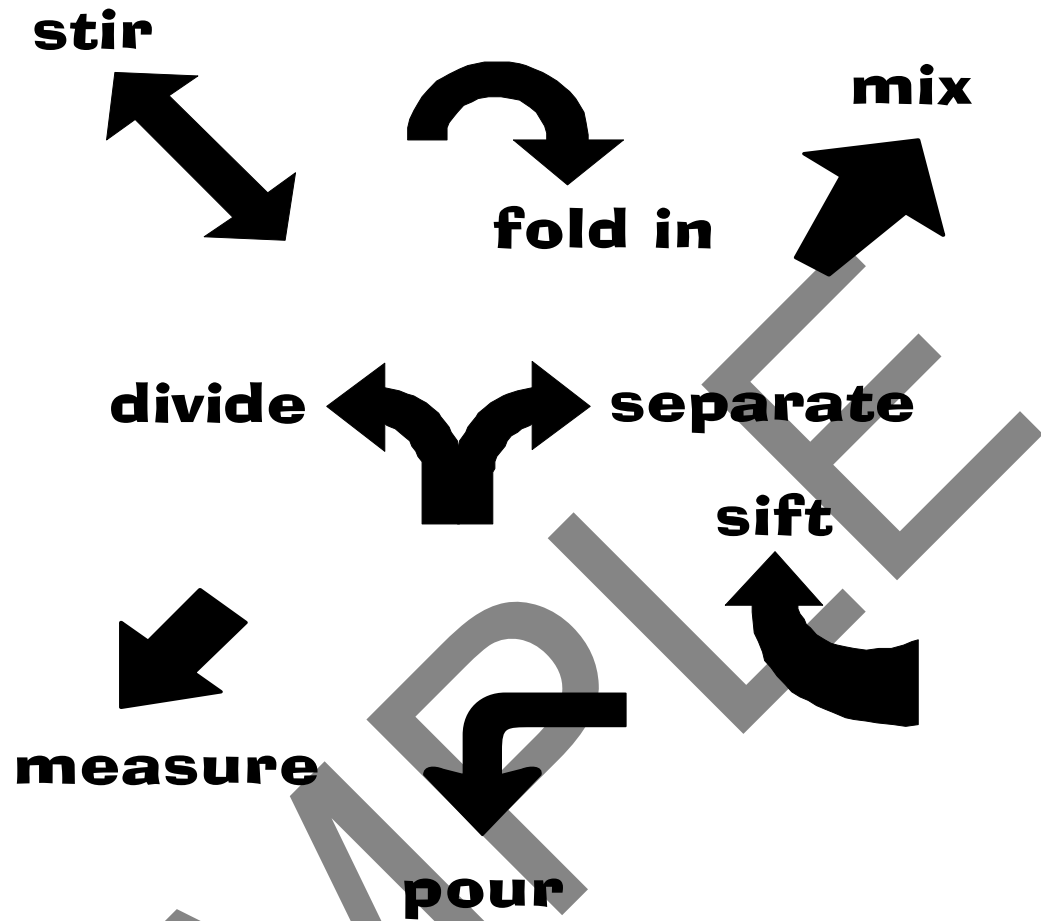
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Welcome





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Week 14

.....allows student to make a recipe and write about their endeavor. After reproducing a published recipe encourage students to spend another week creating their own recipes. This week's activity could culminate in a class-recipe-book that your class takes to a publishing level. Included in the *class-recipe-book* should be a *Comments* page on which parents, babysitters, and friends could comment on the recipes after they have followed the instructions at home. Developing writers tend to spend much more time editing and revising a piece that they know will be reviewed by a wide audience.

Instead of recipes, students could design and write the directions for making an assortment of kites or any craft project. Not only will students enjoy the activity, they will also have more to write about since this writing is about a first-hand experience.

Allow students to spend time exchanging directions for these projects and writing a commentary on "What would have helped them" to the original writer of the recipe or craft. Whatever you do, the rule is hands-on first...then write!

SAMPLE

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Week 14

Objective: To create a “How-to” writing

Supplies for activity:

- Fruit jelly
- Sliced bread – one piece per student
- Alphabet cereal – about two boxes
- Cups to hold each student’s cereal
- Raisins for periods
- Small paper plates
- Plastic spreading utensil per student


Supplies for writing:

- Sandwich Planning sheet per student (*template after Templates for the Week*)
- Topic/Lead Sentence sheet (*template after Templates for the Week in Week 13*)
- Transition Word List (*template after Templates for the Week in Weeks 5-6*)

Day #1:

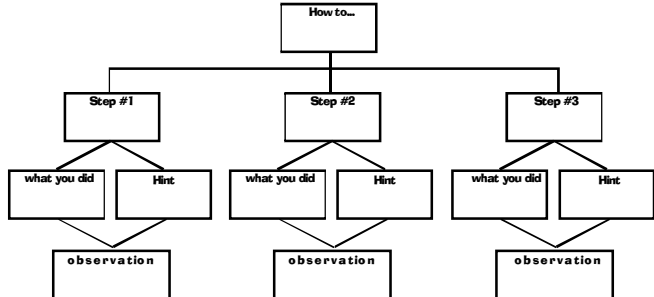
1. Student will complete their graphic organizer as they are conducting the activity. Allow one student per group to be the writer who jots down notes during the activity.
2. On the Sandwich Planners, students take notes of the teacher’s verbal directions.

Name: _____ Date: _____



Sentence Sandwich Planner

Supplies:



```

graph TD
    Root[How to...] --> S1[Step #1]
    Root --> S2[Step #2]
    Root --> S3[Step #3]
    S1 --> W1[what you did]
    S1 --> H1[Hint]
    S2 --> W2[what you did]
    S2 --> H2[Hint]
    S3 --> W3[what you did]
    S3 --> H3[Hint]
    W1 --> O1[observation]
    H1 --> O1
    W2 --> O2[observation]
    H2 --> O2
    W3 --> O3[observation]
    H3 --> O3
  
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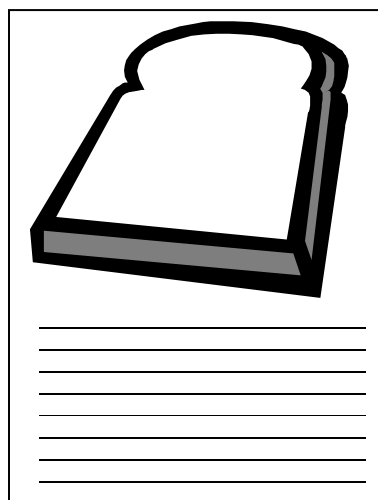
3. Teacher dictates and models the steps of the experiment:
 - a. Place the slice of bread on your plate.
 - b. Spread the jelly smoothly on your bread.
 - c. Using the cereal letters, create a sentence on your sandwich.
4. Remind students to be thinking of hints for the reader every step of the activity.
5. After following the directions, students share their sentences.
6. Students complete their graphic organizer based on their own or the team's notes.
7. Refer to the Topic/Lead Sentence sheet. (*template after Templates for the Week in Week 13*)

Topic/Lead Sentences

All of the paragraph-writing activities can be used and reused with different types of lead sentences for the young writer to explore. They could use any of the following style of leads/topic sentences to catch the reader's attention.

- **Statement:** This town is different.
- **Questions:** Have you ever been to?
- **Exclamation:** What a beautiful town!
- **Onomatopoeia:** "Whooosh!" The wind tore through the tiny town.
- **Interjection:** Wow! This place is amazing!
- **Description:** We discovered the sleepy, little town nestled in the foothills of the Adirondack Mountains.
- **Definition:** Heaven is defined as a "happy, pleasing, and beautiful place." Therefore, by definition the city of Summerfield is heaven.
- **Time Frame:** Since 2001, Summerfield has been rated the 10th best city in the United States.

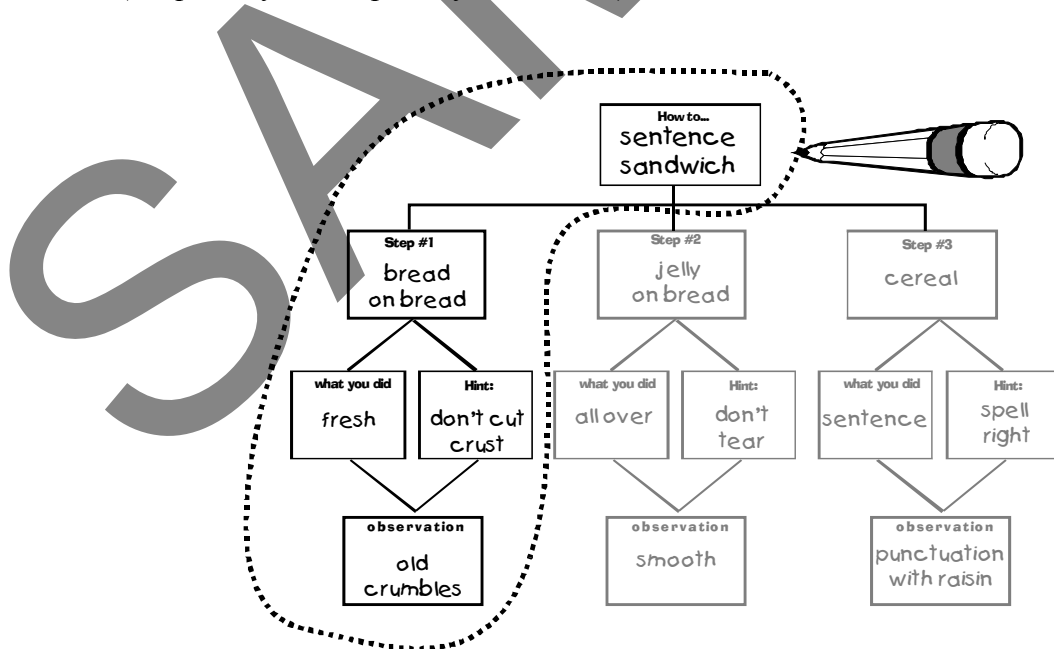
8. Writers decide upon a lead strategy that would best suit their needs and write an introduction on the first page of their books to read. Remind your writers to entice the reader into continuing t. (*template after Templates for the Week*)



9. Ask student to edit for ending punctuation today. During the next writing workshop, they will edit for beginning punctuation throughout the piece.
10. End the lesson by having those students who would like to share, read their introductions. Encourage readers to fix their writing as they share. During the reading of a piece, writers will often realize that they are missing punctuation or even whole words. Applaud those students that edit while they share. This will encourage the less proficient writers to share, since it is okay to have mistakes in front of their peers. As a teacher, your greatest writing goal is to create a writing environment free of peer criticism. The more a writer shares and corrects, the better the writer he/she will become.
11. Read all of their introductions and making suggestions before their next lesson. Young writers may need to add information if they have left gaps in information. Writers may also need to eliminate some sentences if the introduction is too wordy. I recommend making only one correction per day to encourage young writers. Too many corrections send the message that they are not good writers. Above all, the priority is content and fluency, we then move to correcting the tools for the reader.




Day #2:

1. Students reread their introductions and make any appropriate changes that the teacher has indicated.
2. Suggest that writers edit for capitalization at the beginning of every sentence.
3. Model circling the boxes that hold the information for the main idea's paragraph. Then transfer the information onto Main Idea #1's writing page (*template after Templates for the Week*).



- On the overhead or chart paper, model copying the information on Main Idea #1's writing page.

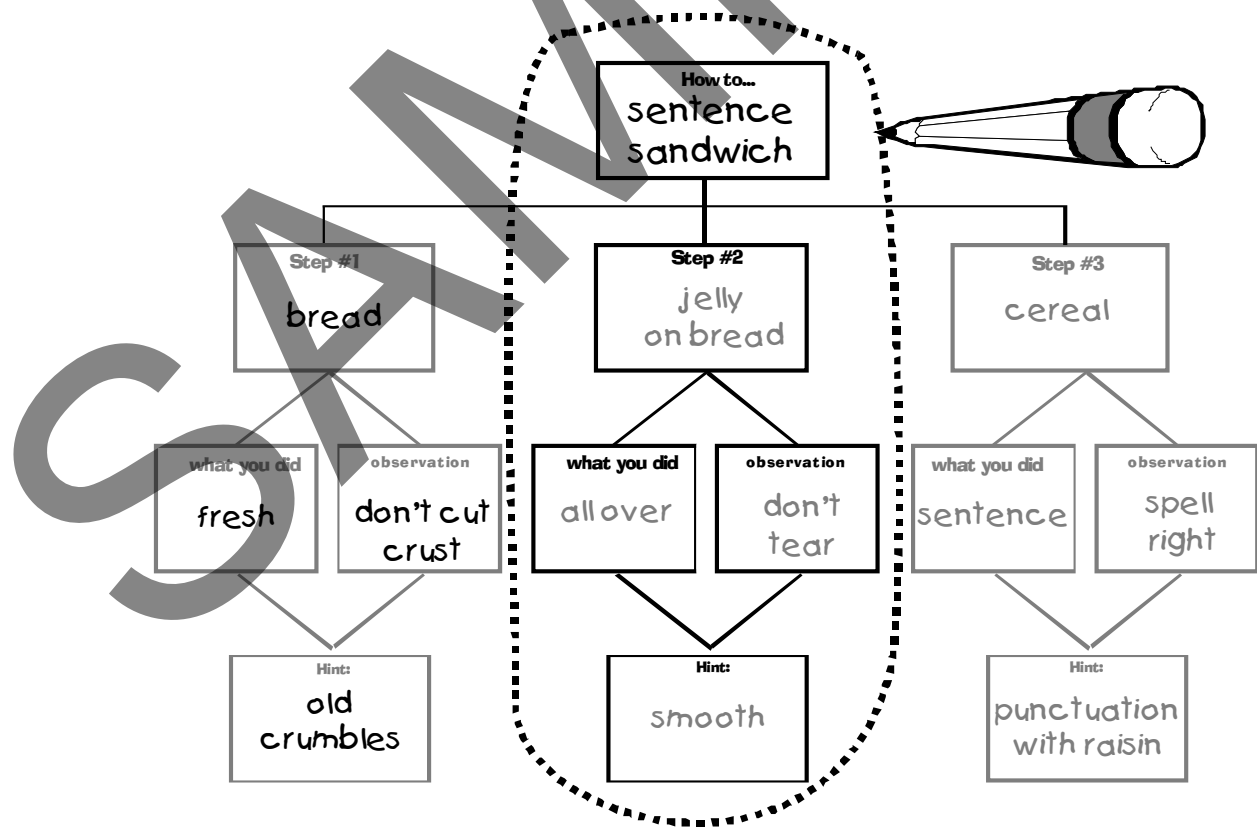
- Use a number or a transition word to begin the first direction.
- Or use the transition word menu to model choosing a transitional phrase to begin Main Idea #1's paragraph. Avoid using the transition word 'first'. Many students get into the rut of using *first*, *next*, and *last* all of the time. Encourage students to use a variety of transitional phrases. (template after *Spelling in Weeks 5-6*) Model changing the verbiage of the transitional phrase. For example, instead of using "at the beginning," discuss using 'to begin.'

Transition Word(s) and Phrases		
 For your first idea..	 For your middle ideas..	 For your ending idea..
<ol style="list-style-type: none"> 1. One type of... 2. One example... 3. My first ... 4. One important... 5. To begin with,... 6. One... 7. Most... 8. The first ... 9. The largest/smallest... 10. An/one interesting... 11. Some... 12. Unlike other... 13. ...is/are the only ... 14. One unusual... 15. A key type of... 	<ol style="list-style-type: none"> 1. Another type of... 2. One more example... 3. After that ... 4. Some... 5. Now,... 6. Another... 7. More... 8. Several ... 9. The next size... 10. A different... 11. Also... 12. Similar to... 13. ...is/are a second ... 14. A more unusual... 15. However... 	<ol style="list-style-type: none"> 1. The final type of... 2. The last example... 3. Finally, ... 4. The most important... 5. Last, but not least,... 6. Other... 7. Even more... 8. The last ... 9. The smallest/largest... 10. A/The final interesting... 11. One particular... 12. The most... 13. ...is/are the absolute... 14. The most unusual... 15. The ultimate type of...

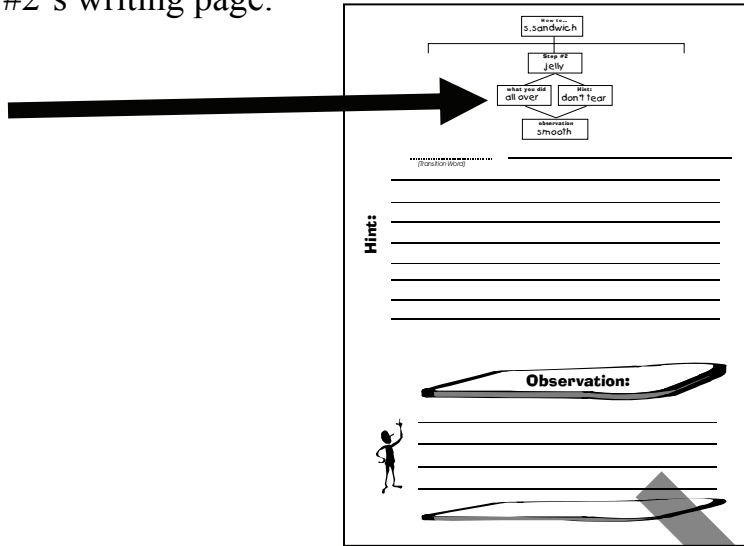
7. Students write the first direction using a transition phrase or number.
8. After writing the direction, writers add a hint for the reader. The hint should be a *warning*, *suggestions for time that might be needed to wait*, *why the direction is important*, or *why something should not be done*.
9. Share a few writers' paragraphs to help students who may be having difficulty developing a hint.
10. To finish up, students might add an observation or commentary about this step of the directions.
11. Model editing for ending punctuation.
12. Writers share their observations.

Day #3:

1. Students reread last direction and make any appropriate changes that the teacher has indicated.
2. Writers edit for beginning punctuation on the previous day's writing.
3. Writers review the graphic organizer with a partner.
4. Model circling the boxes that hold the information for the next main idea's paragraph. Then transfer the information onto Main Idea #2's writing page.



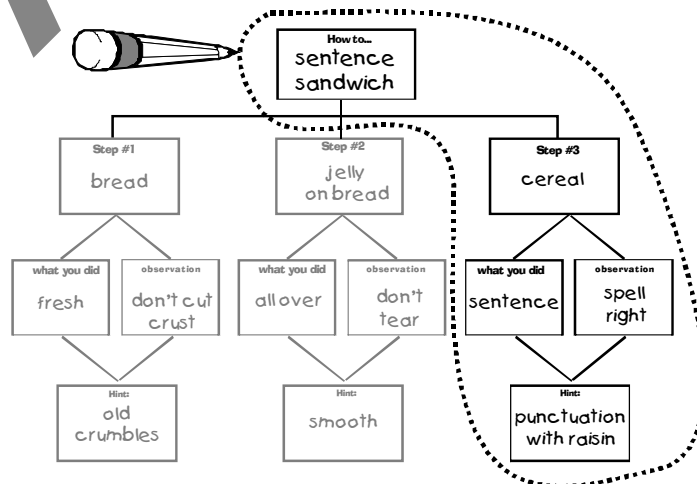
- On the overhead or chart paper, model copying the information on Main Idea #2's writing page.



- Use a transition word or number to begin the next direction.
- Writers now add a hint or suggestion to help the reader carry out the action correctly.
- To finish up, students might add an observation or commentary about this step of the directions.
- Model editing for ending punctuation and commas.
- Writers share their observations.

Day #4:

- Students reread last direction and make any appropriate changes that the teacher has indicated.
- Writers edit for beginning punctuation on the previous day's writing.
- Writers review the graphic organizer with a partner.
- Model circling the boxes that hold the information for the next main idea's paragraph. Then transfer the information onto Main Idea #3's writing page.



- On the overhead or chart paper, model copying the information on Main Idea #3's writing page.

Step 1: s.sandwich

Step 2: cereal

what you did: sentence.

hint: spell right

punctuation with rash

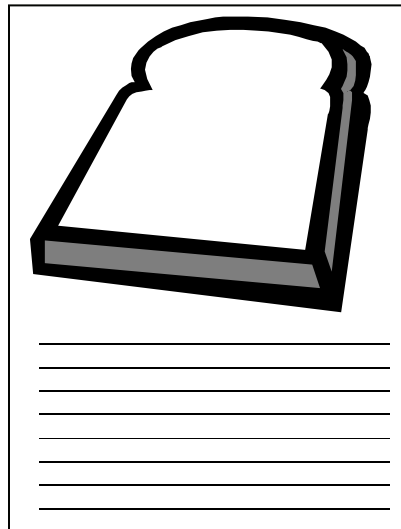
Hint:

Observation:

- Use a transition word or number to begin the last direction.
- Writers now add a hint or suggestion to help the reader carry out the action correctly.
- To finish up, students might add an observation or commentary about this step of the directions.
- Model editing for ending punctuation and commas.
- Writers share their observations.

Day #5:

- The final part is to provide a short wrap up to the experiment. Students write a short commentary.



2. Model editing for ending punctuation and commas.
3. After editing, writers illustrate their conclusion page.
4. Writers staple their pages together like a book.
5. Class shares their sentence sandwich books.

(Kohl, M. & Potter, J. Snackivities, 2001, Maryland: Robins Lane Press)

Take a break...



write & eat!

I recommend that the following writing-support activities occur daily at a time that is separate from the Writing Workshop – maybe just before lunch or going home.

Spelling

(Time Frame: 7 – 10 minutes)

Supplies:

Chalkboard/whiteboards/paper

Black & red markers/pencils

1. Students count the sounds with **oi** and **oy** words (e.g.: *boil* or *boy*)
2. If the **oi** sound is in the middle or at the beginning of a word, the letters oi are usually used. If the **oi** sound at the end of a word, the spelling is **oy**.
3. Model drawing a line on the board for every sound.

boi |

4. Practice with 2-4 words per day.

- avoid
- boil
- broil
- coil
- coin
- foil
- join
- joint
- noise

- oil
- pinpoint
- point
- recoil
- rejoin
- soil
- spoil
- toil
- void

- boy
- coy
- destroy
- employ
- enjoy
- joy
- ploy
- soy
- toy

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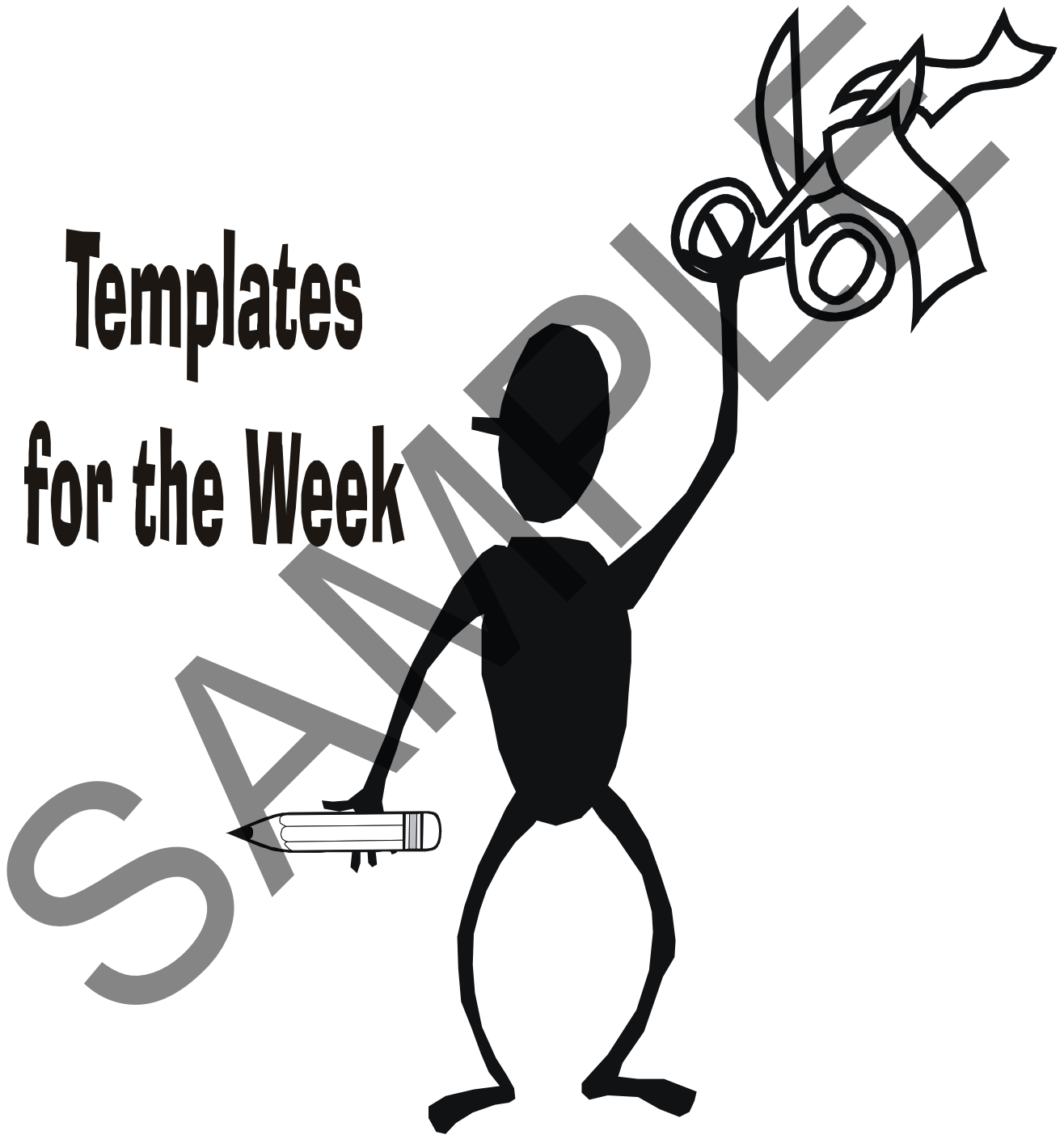
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Templates for the Week



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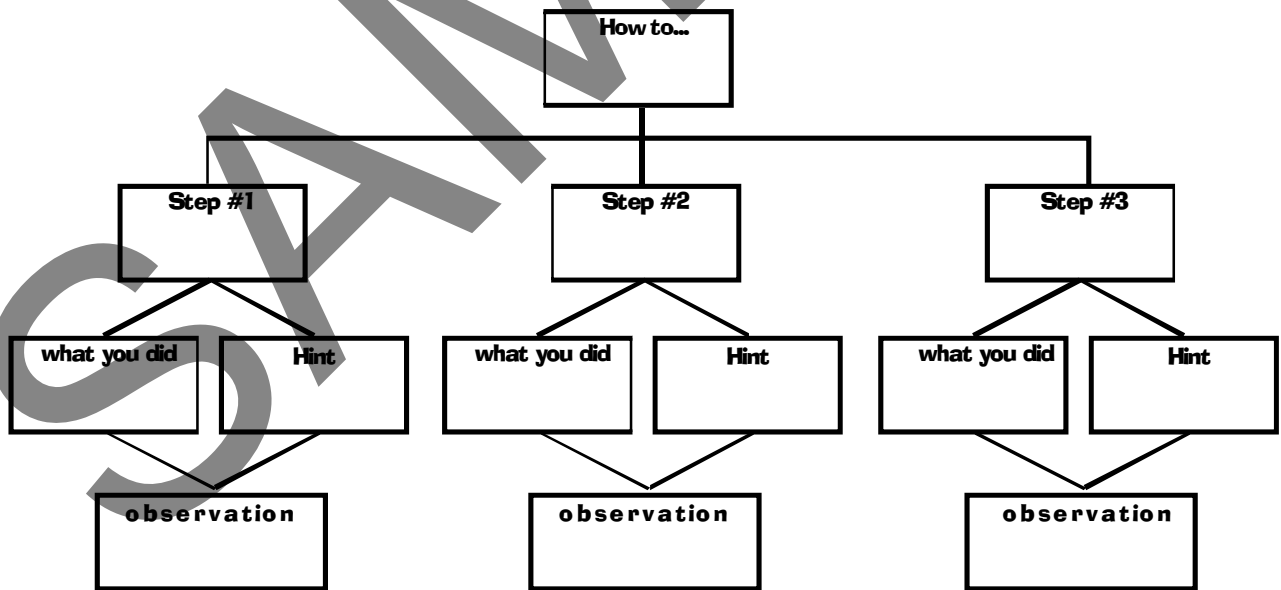
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Name: _____ Date: _____



Sentence Sandwich Planner

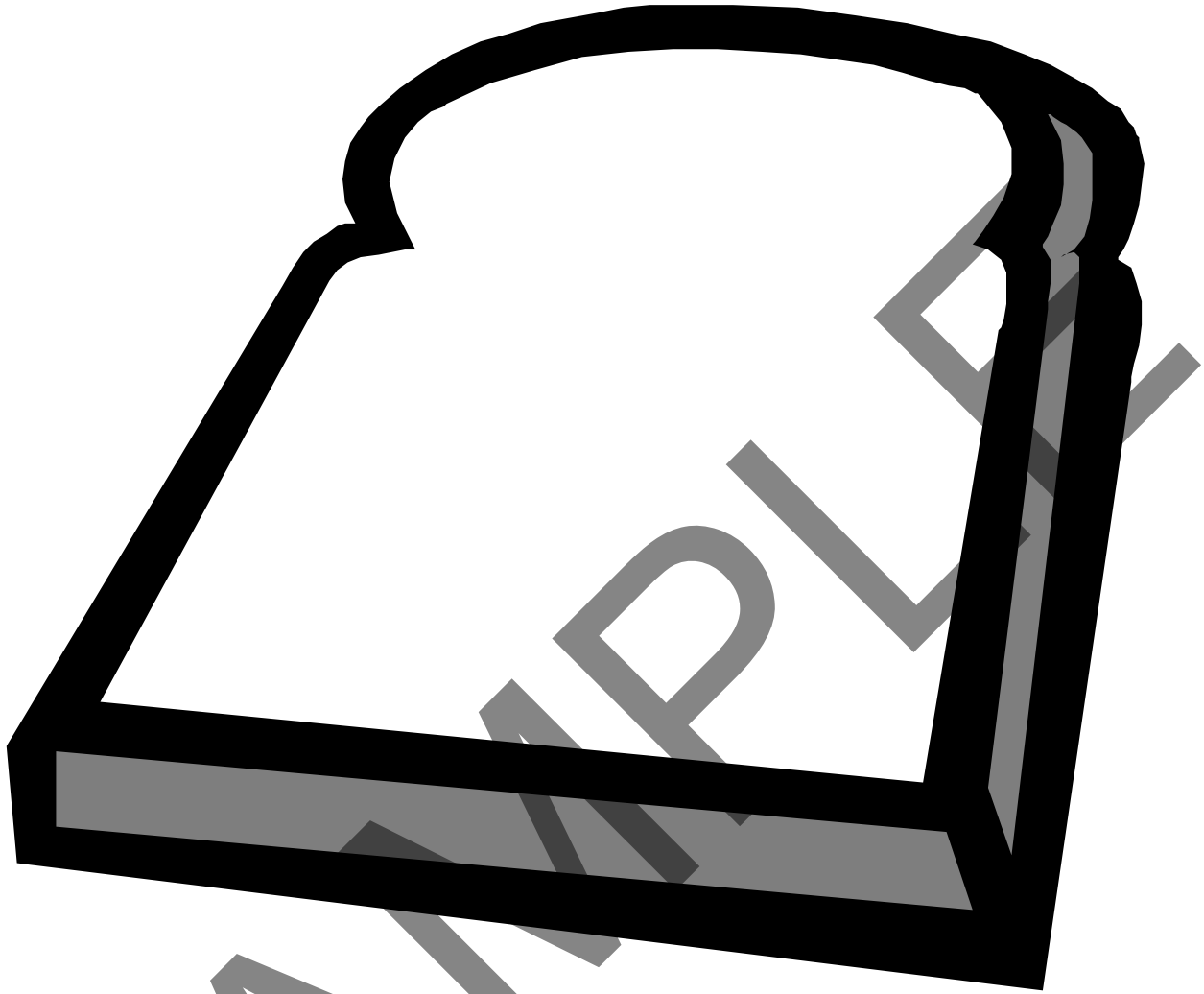
Supplies:



SAMPLE

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Introduction Sheet



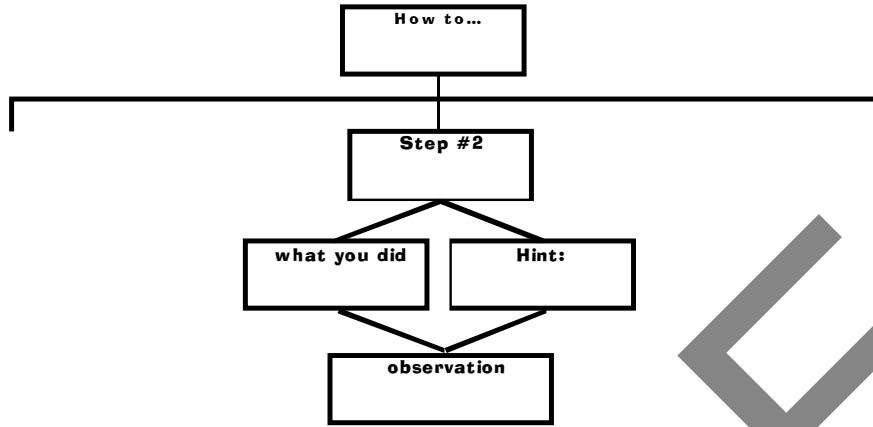
SAMPLE

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SAMPLE

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Main Idea #2 sheet



.....
(Transition Word)

Hint:

Observation:



A large, irregularly shaped box with a thick border, intended for writing an observation. Below it are four horizontal lines for additional writing space.

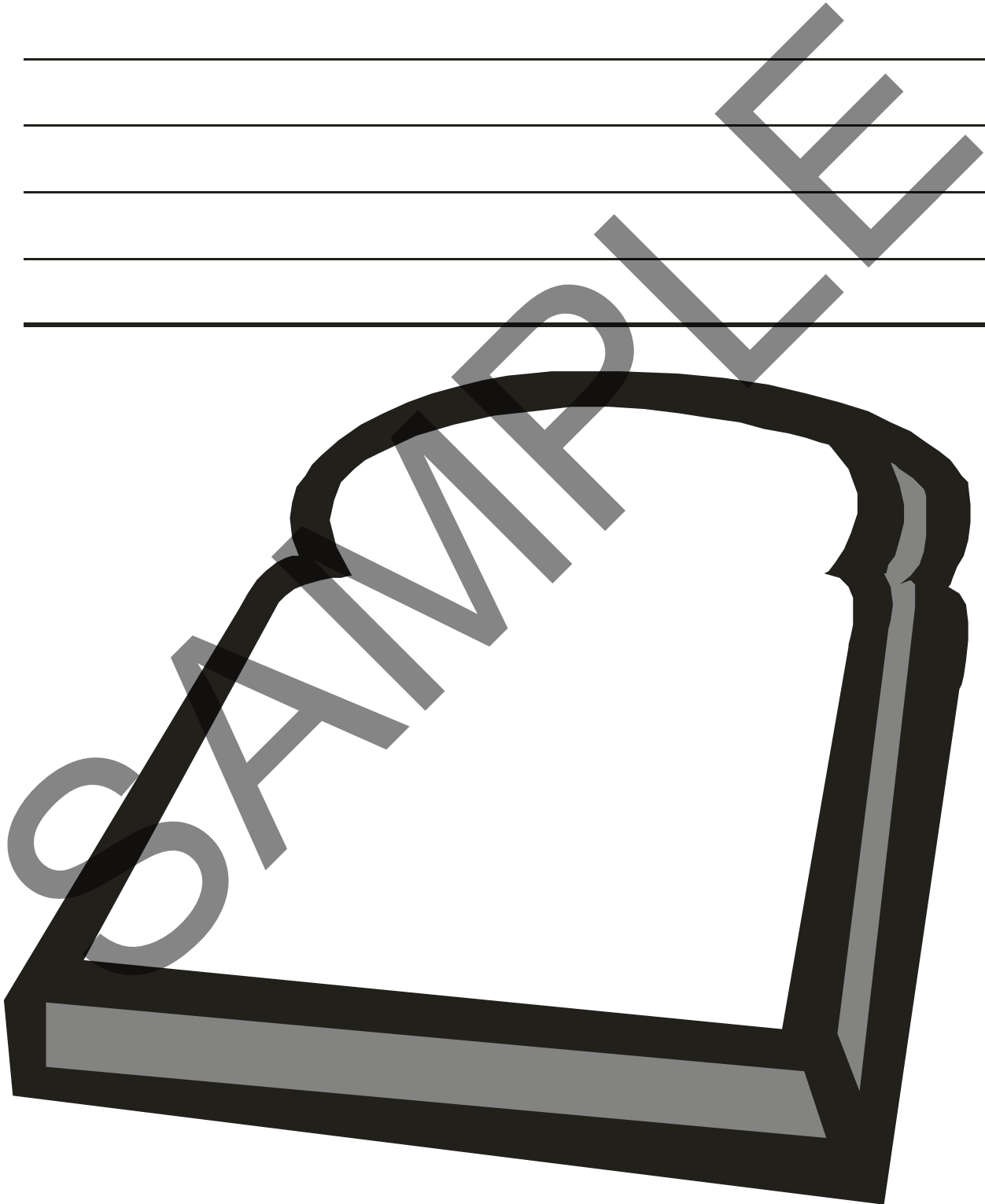
SAMPLE

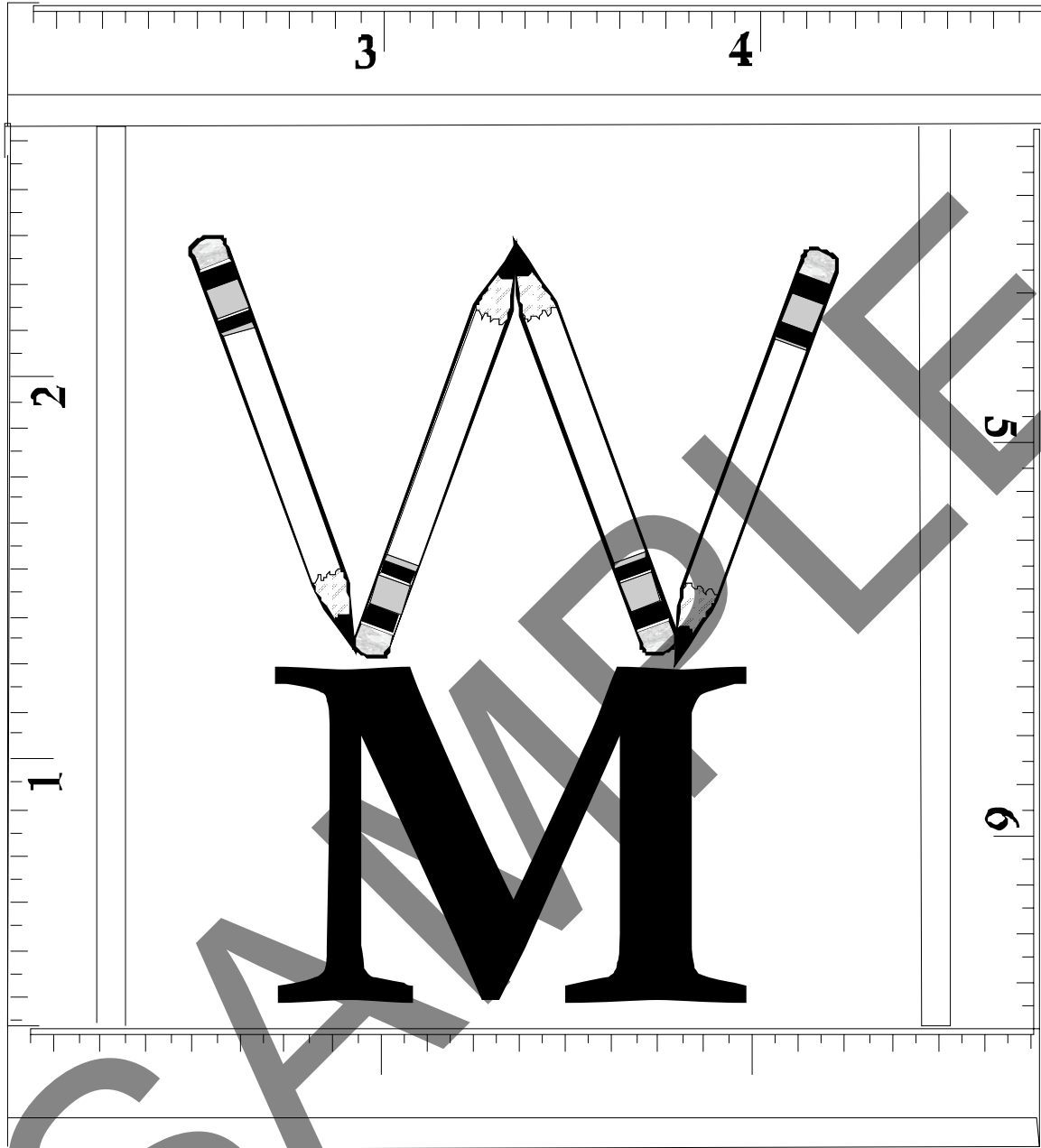
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SAMPLE

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Conclusion Sheet





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