

1

# Bricks Writing

# 100

## Short-Text Writing



**Bricks**



E-BOOK



MP3



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# 100

# 1

## Short-Text Writing



**Bricks**

# Introduction

**Bricks Writing 100** is a three-level writing series designed for beginners. This series empowers learners to write short texts on various topics. The model texts within the series encourage learners to explore diverse writing genres and improve their text organization skills.

Step  
1

## Warm Up & Brainstorm

An introductory question motivates learners to participate in a discussion on the topic and express their thoughts about it.

When exploring brainstorming ideas, learners become familiar with the sentence structures, vocabulary, and expressions used in the unit.

3

## Instruments

What instruments can you play?



### Look & Describe

- The boy is playing the guitar.  at 7:30 a.m.
- Whether does he go to school?  (circle correct)
- My sister is playing the piano.  (circle correct)

## BRAINSTORM

Think about different types of instruments. Then write a string instrument. **14**



Talk about the instruments you want to play.

I want to play the trumpet and the violin.

UNIT 1

## MODEL TEXT

### Read the text and answer the questions.

Come to our school concert! It's on May 10th from 2:00 p.m. to 5:00 p.m. Tom will play the guitar and Peter will play the drums. I will sing songs. The concert will be at the gym.



- What is the text about?  
 a school musical  a school concert
- What instrument will Tom play?  
He will play the \_\_\_\_\_.
- Where will the concert be?  
It will be at the \_\_\_\_\_.

### Look at and complete the invitation card.

You are invited to:  
**The School Band Concert**  
What time: \_\_\_\_\_  
Where: \_\_\_\_\_  
Come and enjoy!



## WRITING SKILL

### Writing a Topic Sentence

A paragraph needs a clear **topic sentence**. It tells what the paragraph is mostly about.

We have a concert today. **Topic Sentence**  
Tom and I will play the flute.  
I'll play the guitar.

### Read, choose, and write the topic sentence.

- Readers throw the balls. Hitlers hit the balls. Catchers catch the balls.
- Lucy and I like to play together. They like to play games and watch movies together. It's fun to be with Lucy.
- Lucy and I like to do things together. There are three positions in baseball.

### Read, choose, and write the best topic sentence.

- I get to sing many songs and play the guitar. My favorite part is playing instruments all together!
- I don't like music. I love my music class. I have many instruments.



UNIT 1

Step  
2

## Model Text

The exercises accompanying the model texts motivate learners to explore different writing styles and improve their writing organization skills.

Step  
3

## Writing Skill

This section provides learners with an understanding of the unit's writing skill and enables them to practice and learn this skill through various exercises.

## Step 4

### Plan & Draft

The graphic organizer helps learners to structure and arrange their thoughts about the topic before creating their first draft.

Learners complete their first draft by following the structure and ideas they wrote in the graphic organizer.

**PLAN**

Plan to write an invitation card for a music concert.

**Music Concert Invitation**

When / where is the concert?

- Date
- Time
- Place

Who will play which instrument?

Musical instrument / Instrument

**MORE EXPRESSIONS**

**Musical Instruments**

- harmonica
- saxophone
- keyboard
- maracas
- tabla
- guitar

**DRAFT**

Complete the invitation card based on your plan.

**You are invited to a... Music Concert**

Our music club will have a concert.  
It's on \_\_\_\_\_ from \_\_\_\_\_  
The concert will be at \_\_\_\_\_

\_\_\_\_\_ will play the \_\_\_\_\_  
\_\_\_\_\_ will play the \_\_\_\_\_  
\_\_\_\_\_ will play the \_\_\_\_\_

Come and enjoy the concert!

**CHECKLIST** Write a topic sentence Capitalization Spelling

**Final Writing**

Write the final draft.

Club

Name \_\_\_\_\_  
Age \_\_\_\_\_  
E-mail \_\_\_\_\_  
Introduce yourself.  
What do you like?  
What are you good at?

**Final Writing**

Write the final draft.

written by \_\_\_\_\_

## Step 5

### Final Writing

In the provided workbook, learners write their final draft using the content they created in their first draft.



# Scope & Sequence

	Unit		Genre	Vocabulary
<b>1</b>	School Stuff	p. 6	Journal	things in my backpack
<b>2</b>	Tasty Things	p. 12	Journal	foods and tastes
<b>3</b>	Instruments	p. 18	Invitation	musical instruments
<b>4</b>	Amazing Animals	p. 24	Quiz	about animals
<b>5</b>	My Toppings	p. 30	Recipe	yogurt toppings
<b>6</b>	Join the Club	p. 36	Description	school clubs
<b>7</b>	Where Is It?	p. 42	Description	things in a house
<b>8</b>	My Chores	p. 48	Journal	chores at home
<b>9</b>	Fun Shapes	p. 54	Instruction	colors and shapes
<b>10</b>	Free Time	p. 60	Journal	free time activities
<b>11</b>	Insect Report	p. 66	Report	what insects have
<b>12</b>	Last Weekend	p. 72	E-mail	fun activities
<b>Appendix: Pictionary</b>			p. 78	

	Writing Skill	Plan & Draft
	Writing Titles	In My Pencil Case
	Writing Topics	Breakfast Time!
	Writing a Topic Sentence	Music Concert Invitation
	Writing Details	Animal Quiz
	Combining Ideas	My Special Ice Cream
	Using Exact Words	Join the School Club
	Writing Prepositions	My New House
	Using Frequency Adverbs	Chores at Home
	Recognizing Sequences	My Own T-shirt
	Combining Different Ideas	Our Free Time!
	Using Describing Words	My Insect Report
	Writing E-mails	My Weekend

# 1

## School Stuff

What do you have in your backpack?



### Look & Describe

- 1 The girl has \_\_\_\_\_ in her backpack.  
(school things / some clothes)
- 2 She is putting \_\_\_\_\_ into the backpack.  
(notebooks / a water bottle)

# BRAINSTORM

- A** Think about school things. Then write a school thing in your backpack. ▶2

**In My Backpack**

a notebook

a ruler

an eraser

a calculator

a water bottle

a pencil case

- B** Talk about the things in your backpack.



I have a **water bottle** in my backpack.  
The water bottle is **green**.



# MODEL TEXT

**A** Read the text and answer the questions. ▶3

## In Mia's Backpack

Mia carries school things in her backpack.  
She has a notebook. Her notebook is thick.  
She has a ruler, too. The ruler is long.



**1** What is the text about?

- a** things in Mia's backpack      **b** Mia's favorite backpack

**2** What does Mia have in her backpack?

She has a \_\_\_\_\_ and a \_\_\_\_\_.

**3** Which school thing is long?

The \_\_\_\_\_ is long.

**B** Look and complete the text.

## Tony's School Things



Tony has a ruler.

His \_\_\_\_\_ is long.

He has \_\_\_\_\_, too.

His pencil case is yellow.