

Guided Writing

Liana Robinson



2



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Guided Writing 2

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Table of Contents



Unit 1	Family Relations	6
Unit 2	Colors & Shapes	14
Unit 3	School Supplies	22
Unit 4	Animals	30
Unit 5	Sports	38
Unit 6	Jobs	46
Unit 7	Places	54
Unit 8	Months	62
Unit 9	Nature & Weather	70
Unit 10	Feelings	78
Unit 11	Hobbies	86
Unit 12	Countries	94

How to Use This Book

Each unit in *Guided Writing 2* is divided into four activity sets. These activity sets work together to build skills to enable students to write independently. In the first activity set, *Warm-Up*, students learn new vocabulary and get acquainted with the unit's theme. In the second activity set, *Modeled Writing*, students use models to learn sentence structure and organizational skills. The third activity set is *Gathering Ideas*, and is designed to help students answer questions to prepare them to write their own paragraphs. The last activity set is *Guided Writing*, in which students use a model to create their own paragraphs. The *Guided Writing* series is organized to encourage creativity while providing the necessary structure to build the skills required for independent writing.

Warm-Up

- A** This section introduces key vocabulary for each unit. Students match the words to the photographs.
- B** Students use the pictures to choose whether a statement is true or false. This exercise provides context for the new words.
- C** Additional vocabulary is introduced through pictures/charts. Students match vocabulary to the picture(s)/chart.
- D** The target vocabulary is used in an original story to give context for the new words.

Unit 1 Family Relations

Warm-Up → Modeled Writing → Gathering Ideas → Guided Writing

A Look at the pictures. Write the correct words.

daughter baby son husband wife grandparents

1. 2. 3. 4. 5. 6.

B Look at the pictures again. Circle *True* or *False*.

1. The baby is crying. True False
 2. The son is riding a bike. True False
 3. The daughter is running. True False
 4. The wife is holding flowers. True False
 5. The grandparents are walking. True False
 6. The husband is holding a baby. True False

Family Relations Unit 1

C Look at the chart. Write the correct words.

1 My relatives

uncle aunt nephew niece cousins relatives

D Look at the chart again. Write the correct words from above.

This is my family. My favorite relative is my uncle.
 Claire, Ella is married to my husband. His name is Corey. Ella and Corey have two children. Their children are my nephew and niece.
 My brother's son is my nephew. Ben.
 My family is big.

Go to Practice Book (Word Bank)

Modeled Writing

- A** A chart is provided to give students a variety of writing opportunities. Students should study the chart and answer questions. The answers have prompts to guide students as they write well-structured sentences.
- B** Students choose one subject from the chart and ask and answer questions about that subject with classmates to practice speaking and writing. The answers have prompts to guide students as they write well-structured sentences.
- C** Pictures are provided to augment the chart. Writing prompts are used to aid students in picture description. Students describe the picture in four sentences using information from the chart. The answers have prompts to guide students as they write well-structured sentences.

Warm-Up → **Modeled Writing** → Gathering Ideas → Guided Writing

A Read the chart. Answer the questions.

Name	Relative	City	Job	Interests
James	uncle	Miami	teacher	to teach science
Laura	aunt	London	housewife	to cook
Peter	cousin	London	student	to read
Jane	niece	Seoul	student	to swim

1. Q: How is James related to Mary?
A: James is Mary's uncle.

2. Q: Where does Jane live?
A: She lives in Seoul.

3. Q: What does Laura do?
A: She is a housewife.

4. Q: What does Peter like to do?
A: He likes to read.

B Choose one relative from above. Ask and answer the questions.

Name: James

1. Q: How is James related to Mary?
A: James is Mary's uncle.

2. Q: Where does he/she live?
A: James lives in Miami.

3. Q: What does he/she do?
A: James is a teacher.

4. Q: What does he/she like to do?
A: James likes to teach science.

Family Relations Unit 1

C Use the chart to describe the pictures.

1. James is Mary's uncle.
He lives in Miami.
He is a teacher.
He likes to teach science.

2. Laura is aunt.
She lives in London.
She is a housewife.
She likes to cook.

3. Peter is cousin.
He lives in London.
He is a student.
He likes to read.

4. Jane is niece.
She lives in Seoul.
She is a student.
She likes to swim.

Gathering Ideas

- A** A sample dialog is given with questions for comprehension. Four questions are provided with prompts to guide students as they write well-structured sentences. These sentences are models to guide students in writing their own sentences based on the subject.

Warm-Up • Modeled Writing • **Gathering Ideas** • Guided Writing

A Read the dialog. Answer the questions.

Min Ho: Steve, who is your favorite relative?
 Steve: My favorite relative is my uncle.
 Min Ho: Why is he your favorite relative?
 Steve: I like him because he is funny. He likes to tell jokes.
 Min Ho: What does he do?
 Steve: He is a comedian. He lives in Los Angeles, California.
 Min Ho: What do you do when you visit his family?
 Steve: We like to go to comedy clubs together.

1. **Q** Who is Steve's favorite relative?
A Steve's favorite relative is _____.

2. **Q** What does Steve's uncle like to do?
A He likes _____.

3. **Q** What does he do?
A He is _____.

4. **Q** What do they like to do together?
A They _____.

Go to Practice Book **Section B** Warm-Up

Family Relations **Unit 1**

B Ask and answer questions about your favorite relative.

1. **Q** Who is your favorite relative?
 My favorite _____.

2. **Q** What does he/she like to do?
 He/She likes _____.

3. **Q** What does he/she do?
 He/She is _____.

4. **Q** What do you like to do together?
 We like _____.

Go to Practice Book **Practice Writing**

- B** Students are encouraged to write and talk about their own experiences. They should ask and answer the questions with partners. The written answers should be modeled after the sentences in the previous section. Students' ideas will be used when they write their own paragraphs. Hints are given to encourage them to be creative and use new vocabulary.

Guided Writing

- A** The *Toolbox* gives tips related to grammar and writing conventions that students will use in their writings. These tips are practiced using a proofreading exercise. This exercise not only helps students learn these skills, but also provides a model paragraph for them to follow when writing their own paragraphs.

Warm-Up • Modeled Writing • Gathering Ideas • **Guided Writing**

Toolbox

- Begin people's names with a big (capital) letter.
 scott → **S**cott heather → **H**eather aiden → **A**iden
- Possessive adjectives show that something belongs to someone.
 I → **my** you → **your** he → **his** she → **her**
 it → **its** they → **their** we → **our**

A Read the passage. Correct the mistakes.

Name My favorite relative is ***Miss** cousin.

Name ***I** cousin's name is ***Alex**.

About ***He** family lives in Santiago, Chile.
***Alex** likes to study. He is a student in middle school.
 We like to go to museums together.

Conclusion Alex is my cousin and my friend.

B Write about your favorite relative.

Name My favorite _____.

Name _____ name is _____.

About _____ family lives _____.
 _____ likes to _____.
 _____ is a(n) _____.
 We like to _____.

Conclusion _____ is my _____ and _____.
 _____ my _____.

C Check your writing.

Did you begin people's names with a big (capital) letter? ☐

Did you use possessive adjectives correctly? ☐

Go to Practice Book **Final Writing**

- B** Students are now prepared to write their own paragraphs based on the unit's theme. Questions are provided to guide students through the exercise.

- C** A self-check section is provided to encourage students to use the unit's tips in their own writing.

Family Relations

Warm-Up

→ Modeled Writing → Gathering Ideas → Guided Writing

A Look at the pictures. Write the correct words.

~~daughter~~

baby

son

husband

wife

grandparents

1.



daughter

2.



3.



4.



5.



6.



B Look at the pictures again. Circle *True* or *False*.

1. The baby is crying.

True

False

2. The son is riding a bike.

True

False

3. The daughter is running.

True

False

4. The wife is holding flowers.

True

False

5. The grandparents are walking.

True

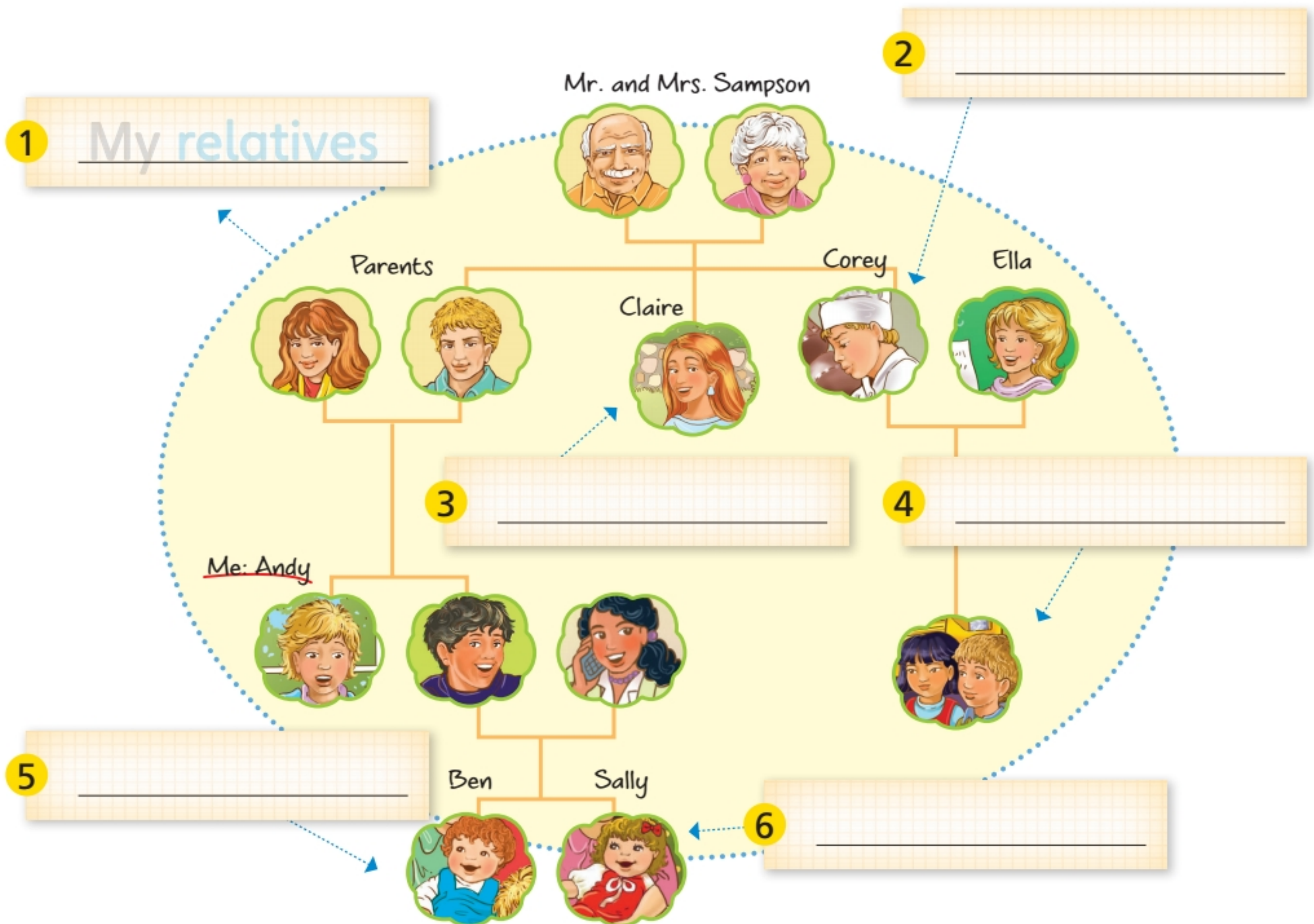
False

6. The husband is holding a baby.

True

False

C Look at the chart. Write the correct words.



uncle

aunt

nephew

niece

cousins

~~relatives~~

D Look at the chart again. Write the correct words from above.

This is my family. My favorite relative is my ¹ _____.
 Claire. Ella is married to my ² _____. His name is
 Corey. Ella and Corey have two children. Their children are my
³ _____. My brother's son is my ⁴ _____ Ben.
 My family is big.

A Read the chart. Answer the questions.



Mary's Relatives

Name	Relation	City	Job	Interest
James	uncle	Miami	teacher	to teach science
Laura	aunt	London	housewife	to cook
Peter	cousin	London	student	to read
Jane	niece	Seoul	student	to swim

1. **Q:** How is James related to Mary?

A: James is Mary's _____.

2. **Q:** Where does Jane live?

A: She lives in _____.

3. **Q:** What does Laura do?

A: She is a _____.

4. **Q:** What does Peter like to do?

A: He likes _____.

B Choose one relative from above. Ask and answer the questions.

Name: _____

1. **Q:** How is _____ related to Mary?

A: _____ is Mary's _____.

2. **Q:** Where does he/she live?

A: _____ lives in _____.

3. **Q:** What does he/she do?

A: _____ is a _____.

4. **Q:** What does he/she like to do?

A: _____ likes _____.

C Use the chart to describe the pictures.

1.



James

James is Mary's **uncle**.

He lives in **Miami**.

He is a **teacher**.

He likes to **teach science**.

2.



Laura

Laura is

She lives

She is

She likes

3.



Peter

Peter

He

He

He

4.



Jane