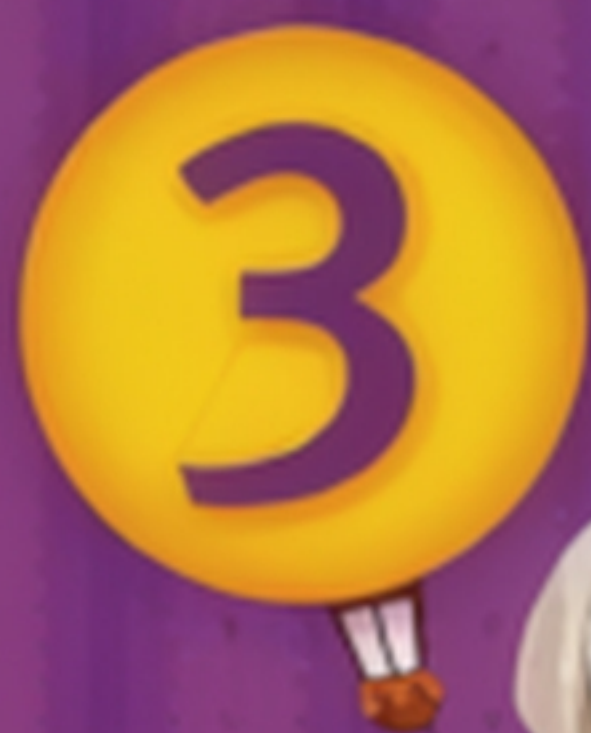


Guided Writing

Liana Robinson



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Guided Writing 3

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How to Use This Book

Each unit in *Guided Writing 3* 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. In the next activity set, *Extending Ideas*, students learn to turn dialogs/pictures into short 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 required structure to build the skills necessary for independent writing.

Warm-Up

- A** This section introduces key vocabulary for each unit. Students match the words to the photographs.
- B** Students fill in the blanks based on the photographs.
- C** Additional vocabulary is introduced. Students match words to their definitions.

Unit 1 My Body
Warm-Up • Modeled Writing • Extending Ideas • Guided Writing

A Look at the pictures. Write the correct words.

foot hair elbow knee shoulder fingers

hair

B Look at the pictures again. Write the correct words.

- The boy has short brown _____.
- A butterfly is sitting on the girl's _____.
- The man uses his _____ to kick the ball.
- The soccer player bends his _____ to run.
- The boy uses his _____ to play the piano.
- She bends her _____ and blows to make bubbles.

Meaning

- The five parts of each foot
- You use these to bite and chew
- The joints between the feet and the legs
- The part of your body that has fingers
- The main part of your mouth used to taste
- The part of your body between your shoulder and hand

toes

ankles, teeth, tongue, toes

Go to Practice Book Word Wall

Modeled Writing

- A** Students are shown a specific sentence structure. They match target words to the related words. Then they complete sentences using these word pairs.
- B** Students learn to take ideas and turn them into complete thoughts. A partially completed graphic organizer is provided. Students read the sentences and fill in the graphic organizer using these sentences as a guide.

Unit 1 My Body
Warm-Up • Modeled Writing • Extending Ideas • Guided Writing

A Match and write the correct words.

1. tripped

2. tripped

3. tripped

4. tripped

ankle

tooth

elbow

finger

5. He _____ his tooth on the hard candy.

6. She _____ her finger with a sharp knife.

7. I _____ my ankle during a soccer game.

8. He _____ his elbow when he fell off his bicycle.

Getting Hurt

Three weeks ago, I hurt my foot.

I cut it when I stepped on glass.

My mom helped me walk to the car.

We went to the hospital because the cut was bad.

B Read the sentences and complete the mind map.

Choose a body part that you hurt. Complete the mind map. Complete the sentences based on your mind map.

1. _____, I hurt my _____.

2. I _____ when _____.

3. _____ helped me _____.

4. We _____ because _____.

Go to Practice Book Sentence Brain Up

Go to Practice Book Practice Writing

- C** Students now learn to take their own ideas and turn them into complete thoughts. They complete the mind map using ideas of their own. Then they write sentences using their mind maps. They should model their sentences after the sentences in the previous exercise. These sentences should be used in the students' final writing.

Extending Ideas

A A simple dialog is provided. Four full-color illustrations accompany the dialog. Students should practice saying this dialog with a partner.

B Next, students fill in blanks to complete a story based on the dialog.

C A simple story is told in a set of four illustrations. Students must complete the sentences that answer four questions about the story. These questions help students organize and arrange their thoughts in preparation for the following exercise.

D Students use the sentences from the previous exercise to complete a paragraph that tells the story contained in the illustrations.

Warm-Up • Modelled Writing • Extending Ideas • Guided Writing

A Read the dialog alone then role play with your partner.

Doctor: Hi, I'm Dr. Rice. What happened to you?
 Jimmy: Hi, Dr. Rice. This morning, I hurt my arm.
 Doctor: OK. Please bend and straighten your arm at the elbow.
 Jimmy: Like this?
 Doctor: Yes, just like that. How did this happen?
 Jimmy: I fell off my bicycle while I was riding fast.
 Doctor: You're lucky that nothing is broken. I'm going to put a bandage on your arm. Then I'll give you some medicine.
 Jimmy: Thank you so much!

B Read the dialog again. Write the correct words.

This morning, Jimmy hurt his _____. He scraped it when he _____ off his bicycle. He went to the hospital because he was hurt badly. The _____ carefully checked his arm. Then she put a _____ on it. Now he feels a lot better!

C Look at the pictures. Write the correct word set to answer the questions.

home / bleeding afternoon / knee mom / medicine fell / park

- What happened to Lesley?
 A. This _____, Lesley hurt her _____.
- How did this happen?
 A. She scraped it when she _____ in the _____.
- Where did she go? Why?
 A. She went _____ because she was _____.
- What did her mom do to her knee?
 A. Her _____ put _____ on it.

D Write the correct words to retell the story.

This afternoon, Lesley hurt her _____. She scraped it when she _____ in the park. She went home because she was _____. Her mom checked her knee. Then she put _____ on it. Now Lesley feels a lot better!

Guided Writing

A The *Writing Tips* box gives strategies to enhance students' writing techniques. These strategies are used in the following paragraph. This model not only allows students to see these techniques used in practice, but also provides a sample paragraph for them to follow when they write their own paragraphs.

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.

Warm-Up • Modelled Writing • Extending Ideas • Guided Writing

Writing Tip

- Introduce your topic by asking a question.
- Give a short answer to the question.

A Read the passage.

Getting Hurt

Question When did you last hurt yourself badly?

Answer Three weeks ago, I hurt my foot.

Details I cut it when I stepped on glass. My mom helped me walk to the car. We went to the hospital because the cut was bad. The doctor checked my foot. Then he put medicine and a bandage on it.

Conclusion Now I feel a lot better!

B Write about a body part that you hurt using your mind map from page nine.

Title: _____

Intro When did _____

Answer _____, I hurt my _____.

Details I _____ it _____ helped me _____

Conclusion Now _____

C Check your writing.

Did you introduce your main idea by asking a question?
 Did you give a short answer to that question?

My Body

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

A Look at the pictures. Write the correct words.

foot

~~hair~~

elbow

knee

shoulder

fingers



1

hair

2

3

4

5

6

B Look at the pictures again. Write the correct words.

1. The boy has short brown hair.
2. A butterfly is sitting on the girl's _____.
3. The man uses his _____ to kick the ball.
4. The soccer player bends his _____ to run.
5. The boy uses his _____ to play the piano.
6. She bends her _____ and blows to make bubbles.

- C Read the meaning and look at the pictures. Write the correct word.

Meaning





Word

1. The five parts of each foot
2. You use these to bite and chew
3. The joints between the feet and the legs
4. The part of your body that has fingers
5. The main part of your mouth used to taste
6. The part of your body between your shoulder and hand

toes



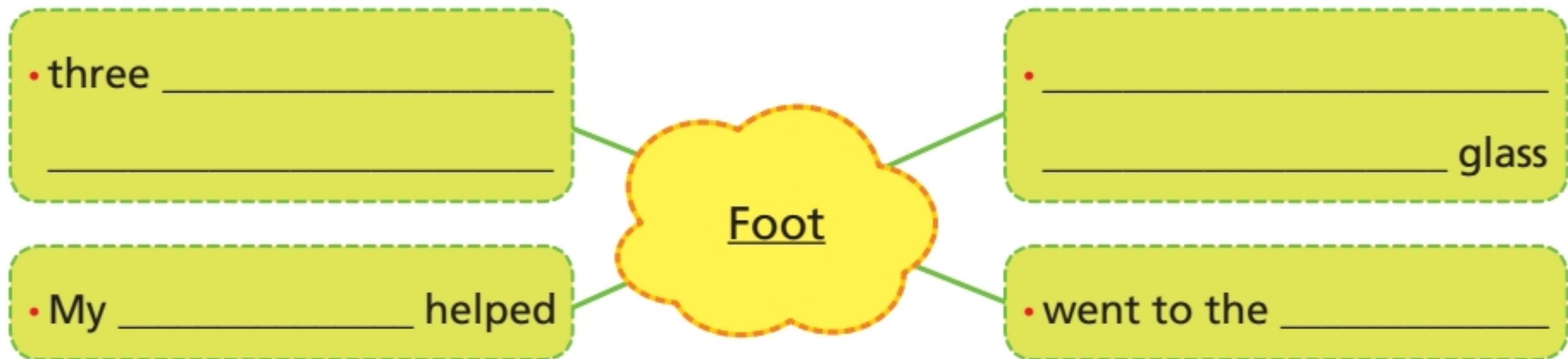
A Match and write the correct words.

<p>1</p>  <p>chipped</p>	•	• ankle
<p>2</p>  <p>twisted</p>	•	• tooth
<p>3</p>  <p>cut</p>	•	• elbow
<p>4</p>  <p>scraped</p>	•	• finger

5. He _____ his *tooth* on the hard candy.
6. She _____ her *finger* with a sharp knife.
7. I _____ my *ankle* during a soccer game.
8. He _____ his *elbow* when he fell off his bicycle.

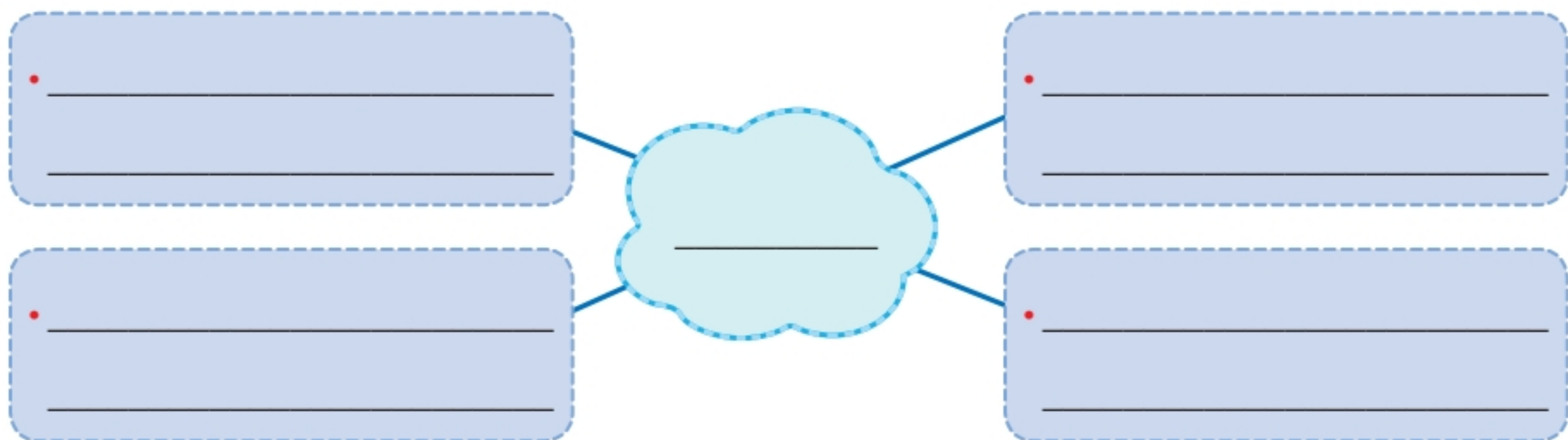
B Read the sentences and complete the mind map.

Getting Hurt



1. Three weeks ago, I hurt my foot.
2. I cut it when I stepped on glass.
3. My mom helped me walk to the car.
4. We went to the hospital because the cut was bad.

C Choose a body part that you imagine is hurt. Complete the mind map. Complete the sentences based on your mind map.



1. _____, I hurt my _____.
2. I _____ when _____.
3. _____ helped me _____.
4. We _____ because _____.