

2nd Edition

My First Writing 1

Teacher's Manual





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Characters

Cody



Dad





Finn

Ella

Mom

Components

Student Book

- Systematic 6-step writing process
- Familiar topics relevant to young learners
- Fun and instructive model passages
- An entertaining family of characters
- Colorful illustrations and real photos
- Idea webs for making topic-related sentences
- Exercises to develop sentence-building skills
- Easy-to-follow writing projects

Workbook

- Exercises for sentence pattern practice
- Review of vocabulary and grammar
- Designed to be used for homework or self-study

Unit 1 My Brothers and I

STEP 1 Warm-up

Circle the word to complete the story.

My Brothers and I

I am Ella Kibbits.
I am a girl / a boy.
I am eight years old.
I am tall / pretty.
Finn and Cody am / are my brothers.
Finn is nine years old.
Cody is / are ten years old.
They are funny.







Look and write the name.

1  2  3 

STEP 2 Word Practice







Choose and write the word.

boy girl brother sister brothers sisters

1  I am a _____.
2  I am a _____.
3  We are _____.
4  We are _____.
5  He is my _____.
6  She is my _____.

Look and write the word.

pretty tall short funny happy smart

1  He is _____.
2  They are _____.
3  She is _____.
4  They are _____.
5  She is _____.
6  He is _____.

STEP 3 Grammar Practice

Write am, is, or are.

1 He _____ Mike.
2 I _____ a boy.
3 Jake and Tim _____ my brothers.
4 They _____ smart.
5 She _____ a student.
6 I _____ nine years old.
7 You _____ funny.
8 He _____ short.

Circle the number and say the sentences.

Subject **Verb** **Others**

1 I am make (1 2 3) sentence(s) with "I."
2 I can make (1 2 3) sentence(s) with "I am."
3 I can make (1 2 3) sentence(s) with "We."

STEP 4 Writing Practice

Read and complete the idea web.

I am Ella Kibbits.
I am a girl.
I am eight years old.
I am pretty.

Look and write the sentences using the correct Be verb.

1 Sam Lee _____ my sister.
2 a boy _____ ten years old.
3 nine years old _____ smart.
4 Amy _____
5 She _____
6 _____

Unit 1 My Brothers and I

Words and Sentences

Write the word and the sentence.

1  I am a _____.
2  I am a _____.
3  _____ is a boy.
4  _____ is a girl.

Write the word and the sentence.

1  She is my _____.
2  They are my _____.
3  He is my _____.
4  They are my _____.

Choose and write the word. Rewrite the sentence.

funny happy pretty short smart tall

1  She is _____.
2  She is _____.
3  He is _____.
4  They are _____.
5  He is _____.
6  They are _____.

Look and write the sentences.

 I am _____.
I _____.
I _____.

Digital Teacher's Manual

Unit 1

Objectives

- Students can describe themselves and their family members while applying proper writing conventions.
- Students can write the words in the present simple.

Grammar

- Be verbs (present simple)

Materials

- Grammar Worksheet 1
- Writing Correction Worksheet 1
- Unit 1 Test
- E-book, pages 6-11 (optional)

Lesson 1

Lead-in

Picture Talk

Materials: Book

- Ask students to open their books to page 6.
- Have students look at the picture and ask them questions about it.
 - Who is older (Brother or Sister)?
 - Who is younger (Brother or Sister)?
 - Are they both young?
 - Are they both old?
- Encourage students to point at the picture when answering the questions.

Warm-up

Circle the words to complete the story.

Have students read and complete the story by circling the correct words.

Read the completed story together after students have finished.

Look and write the name.

Ask students to look at the pictures and write the names of the characters underneath.

Go over the answers together after students have finished.

Word Practice

Choose and write the word.

Have students look at the pictures and choose the correct word from the word bank.

Go over the answers together after students have finished.

Look and write the word.

Ask students to read the words in the word bank.

Have students look at the pictures and write the correct word from the word bank.

Go over the answers together after students have finished.

Extension Activity

Spelling Sprint

Materials: Board, markers

- Divide students into two teams.
- Ask one student from each team to come up to the board.
- Call out one word from the word bank.
- For example, jump.
- Have each student write the word on the board as quickly as they can.
- The first student to write the word on the board gets a point for their team.
- Repeat steps 2-5 with new students. The team with more points at the end wins.

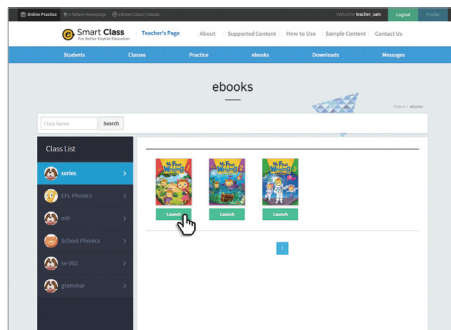
www.eSmartClass.net

- Complete and detailed lesson plans
- A variety of teaching tips and outside-the-box activity ideas
- Answer keys for the Student Book and Workbook
- Photocopiable placement, midterm, final, and unit tests
- Photocopiable worksheets for every unit

My First Writing Online

www.eSmartClass.net

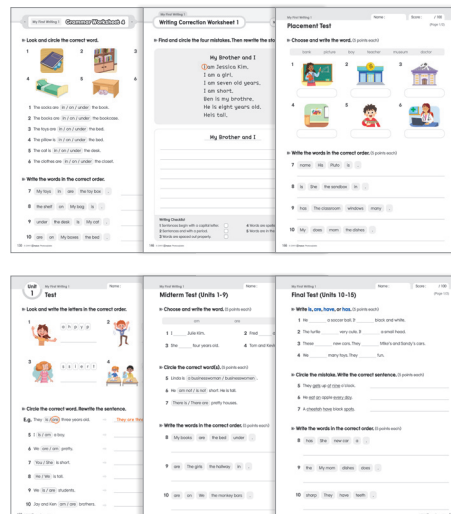
E-book for classroom use



Downloadable Teacher Resources

- Student Book answer key
- Workbook answer key
- Digital Teacher's Manual
- Writing correction worksheets
- Grammar worksheets
- Placement, midterm, final, and unit tests
- Answer keys for supplementary materials
- Daily lesson plans
- Award certificate

Worksheets and Tests



Warm-up

- A model passage, presented alongside a colorful illustration of the characters, introduces the writing topic to students.
- Students will actively participate in completing the passage before testing their understanding of it through a reading comprehension exercise.

6-Step Writing Process

Unit 1 My Brothers and I

STEP 1 Warm-up

A Circle the words to complete the story.

My Brothers and I

I am Ella Kibbits.

I am a girl / a boy.

I am eight years old.

I am tall / pretty.

Finn and Cody am / are my brothers.

Finn is nine years old.

Cody is / are ten years old.

They are funny.

B Look and write the name.


1  2 


Step 2


STEP 2 Word Practice


A Choose and write the word.


boy girl brother sister brothers sisters


1  I am a _____.

2  I am a _____.

3  We are _____.


4  We are _____.


5  He is my _____.


6  She is my _____.


B Look and write the word.


pretty tall short funny happy smart


1  He is _____.

2  They are _____.

3  She is _____.

4  They are _____.

5  She is _____.

6  He is _____.

Step 3

STEP 3 Grammar Practice

A Write **am, is, or are**.

1 He _____ Mike.

2 I _____ a boy.

3 Jake and Tim _____ my brothers.

4 They _____ smart.

5 She _____ a student.

6 I _____ nine years old.

7 You _____ funny.

8 He _____ short.

B Circle the number and say the sentences.

Subject **Verb** **Others**

I am a student
Tom are girls
We are tall

1 I can make 1 2 3 sentence(s) with "I."

2 I can make 1 2 3 sentence(s) with "Tom."

3 I can make 1 2 3 sentence(s) with "We."

Word Practice

- Through various exercises, students will be exposed to useful vocabulary and expressions that are related to the writing topic.
- Photos and illustrations are used to bring the new words to life for students.

Grammar Practice

- Through various exercises, students will be introduced to and be given opportunities to practice new grammar points.
- In this step, students should learn how to construct meaningful and grammatically correct sentences.

Welcome to

My First Writing



Your Writing

- Students will write their own sentences about the topic using information from the idea web they created in Step 5.
- Students will also draw a picture of their story to supplement their writing from a visual perspective.

Step 6

STEP 6 Your Writing

Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

My _____ and I _____

Checklist

- ☐ Sentences begin with a capital letter.
- ☐ Sentences end with a period.
- ☐ Words are in the correct order.

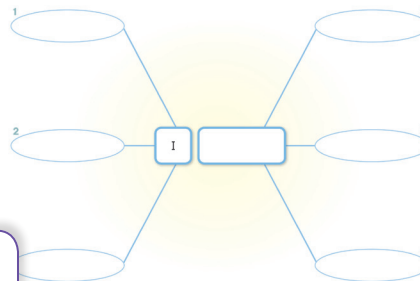


11

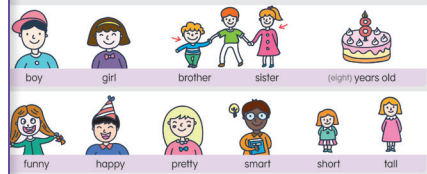
Step 5

STEP 5 Your Idea Web

Make your idea web about yourself and your brother or sister.



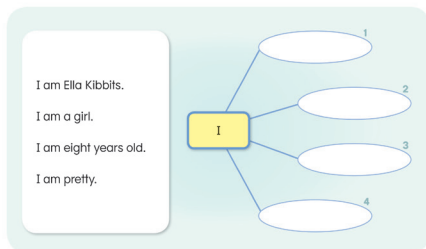
Word Bank To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.



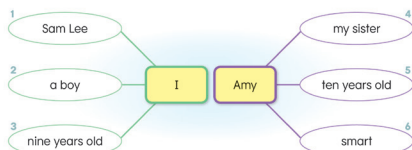
Step 4

STEP 4 Writing Practice

Read and complete the idea web.



Look and write the sentences using the correct Be verb.



- 1 _____ 4 Amy _____
2 _____ 5 She _____
3 _____ 6 _____

Your Idea Web

- Based on the writing topic, students will develop and organize their ideas using an idea web like the one in Step 4.
- An illustrated word bank provides words and phrases to support the development of students' ideas when necessary.

Writing Practice

- Using information displayed within an idea web, students will practice writing complete sentences. This will help to consolidate critical sentence-building skills.

Scope and Sequence

		Unit (Writing Topic)	Vocabulary	Grammar
My Family	1	My Brothers and I	<ul style="list-style-type: none"> family members words describing people 	<ul style="list-style-type: none"> Be verbs (present simple) adjectives
	2	My Mom and Dad	<ul style="list-style-type: none"> family members, occupations words describing people 	<ul style="list-style-type: none"> singular and plural nouns Be verbs (present simple)
	3	My Pet	<ul style="list-style-type: none"> different pets words describing animals 	<ul style="list-style-type: none"> possessive adjectives negative Be verbs
	Writing Project 1 All about Mom and Dad			Report Writing
My Places	4	My Room	<ul style="list-style-type: none"> things in a room 	<ul style="list-style-type: none"> prepositions: in, on, under Be verbs (present simple)
	5	My Classroom	<ul style="list-style-type: none"> places in school class objects 	<ul style="list-style-type: none"> Be verbs (present simple)
	6	The Playground	<ul style="list-style-type: none"> things at the playground 	<ul style="list-style-type: none"> prepositions: at, on, in end punctuation
	Writing Project 2 Classroom Hanger Mobile			Report Writing
My Town	7	My Neighborhood	<ul style="list-style-type: none"> buildings and things in a neighborhood words describing buildings and places 	<ul style="list-style-type: none"> adjectives there + be
	8	My Town	<ul style="list-style-type: none"> places and things in a town 	<ul style="list-style-type: none"> there + be
	9	At the Market	<ul style="list-style-type: none"> words describing food and things 	<ul style="list-style-type: none"> there + be count and non-count nouns
	Writing Project 3 My Town Postcard			Letter Writing



My Favorites

Unit (Writing Topic)

Vocabulary

Grammar

10

My Favorite Character

- words related to famous characters
- words describing people

- have / has
- adjectives

11

My Favorite Thing

- words related to favorite things

- have / has

12

My Favorite Animal

- wild animals
- body parts

- have / has
- adjective + noun

Writing Project 4 My Family's Favorite Place

Report Writing

Doing Things

13

My Day

- daily routine activities

- common verbs (present simple)

14

My Dad's Day

- daily routine activities

- common verbs (present simple)

15

After-school Fun

- after-school activities

- common verbs (present simple)

Writing Project 5 My Schedule

Chart Writing



Objectives

- Students can describe themselves and their family members while applying proper writing conventions.
- Students can write Be verbs in the present simple.

Grammar

- Be verbs (present simple)
- Adjectives

Materials

- Grammar Worksheet 1
- Writing Correction Worksheet 1
- Unit 1 Test
- E-book, pages 6-11 (optional)

Lesson 1

Student Book pp. 6-9

Lead-in

Picture Talk

Materials: N/A

1. Ask students to open their books to page 6.
2. Have students look at the picture and ask them questions about it.
T: *Who is older, Ella or Cody?*
Ss: *Cody is older.*
T: *What sport does Cody play?*
Ss: *He plays soccer.*
3. Encourage students to point at the picture when answering the questions.

Unit 1

My Brothers and I

STEP 1 Warm-up

A Circle the words to complete the story.

My Brothers and I

I am Ella Kibbits.

I am a girl / a boy.

I am eight years old.

I am tall / pretty.

Finn and Cody am / are my brothers.

Finn is nine years old.

Cody is / are ten years old.

They are funny.

B Look and write the name.



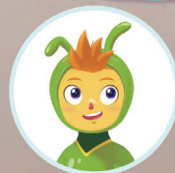
1

Ella



2

Finn



3

Cody

6

STEP 1 Warm-up

A Circle the words to complete the story.

- Have students read and complete the story by circling the correct words.
- Read the completed story together after students have finished.

B Look and write the name.

- Ask students to look at the pictures and write the names of the characters underneath.
- Go over the answers together after students have finished.

STEP 2 Word Practice

A Choose and write the word.

boy girl brother sister brothers sisters



I am a girl.



I am a boy.



We are sisters.



We are brothers.



He is my brother.



She is my sister.

B Look and write the word.

pretty tall short funny happy smart



He is funny.



They are pretty.



She is happy.



They are smart.



She is tall.



He is short.

7

B Look and write the word.

- Ask students to read the words in the word bank.
- Have students look at the pictures and fill in the blanks with the correct words chosen from the word bank.
- Go over the answers together after students have finished.

Teaching Tip

- Before students look at the options in the word bank, have them try to answer as many questions as they can first.

Extension Activity

Spelling Sprint

Materials: a board, markers

1. Divide students into two teams.
2. Ask one student from each team to come up to the board.
3. Call out one word covered in Step 2. For example, *funny*.
4. Have each student write the word on the board as quickly as they can.
5. The first student to write the word on the board with the correct spelling gets a point for their team.
6. Repeat steps 2-5 with new students. The team with more points at the end wins!

STEP 2 Word Practice

A Choose and write the word.

- Have students turn to page 7.
- Ask students to read the words in the word bank.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word bank.
- Go over the answers together after students have finished.

STEP 3 Grammar Practice

A Write **am**, **is**, or **are**.

- Have students turn to page 8.
- Go over the pictures representing each Be verb with students.
- Ask students to read and complete the sentences using the correct Be verbs.
- Go over the answers together after students have finished.

B Circle the number and say the sentences.

- Go over the words given under **Subject**, **Verb**, and **Others** with students.
- Ask students to circle the number of sentences that they can make with the first subject, *I*.
- If necessary, ask students questions to guide them along.

T: *Can I write I is a student?*

Ss: *No, you cannot.*

T: *Can girls follow I am? Why not?*

Ss: *No, it cannot. It is plural.*

- Then have students say the sentences out loud.
- Repeat the same steps for the subjects *Tom* and *We*.
- Here are the sentences that can be made with each subject:

① I – 2 sentences

I am a student.

I am tall.

② Tom – 2 sentences

Tom is a student.

Tom is tall.

③ We – 2 sentences

We are girls.

We are tall.

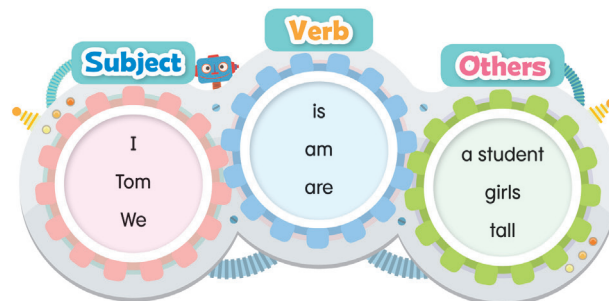
STEP 3 Grammar Practice

A Write **am**, **is**, or **are**.

- 1 He is Mike.
- 2 I am a boy.
- 3 Jake and Tim are my brothers.
- 4 They are smart.
- 5 She is a student.
- 6 I am nine years old.
- 7 You are funny.
- 8 He is short.



B Circle the number and say the sentences.



- 1 I can make 1 2 3 sentence(s) with "I."
- 2 I can make 1 2 3 sentence(s) with "Tom."
- 3 I can make 1 2 3 sentence(s) with "We."

8

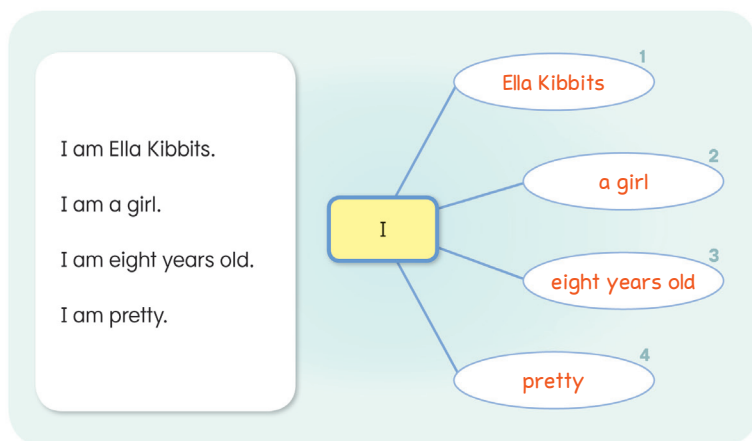
Extension Activity Hot Potato

Materials: a ball

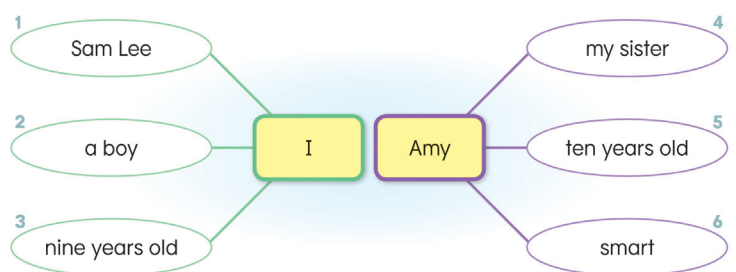
1. Ask students to stand in a circle and give one student the ball.
2. Have students pass the ball around and around to each other as fast as they can.
3. Before students can pass the ball, however, they must first say one sentence that uses a conjugated Be verb. For example, *You are funny*.
4. If students cannot say a sentence within five seconds or do not use the Be verb correctly, they are out and must sit down. The last student left standing wins!

STEP 4 Writing Practice

A Read and complete the idea web.



B Look and write the sentences using the correct Be verb.



- | | |
|------------------------|-------------------------|
| 1 I am Sam Lee. | 4 Amy is my sister. |
| 2 I am a boy. | 5 She is ten years old. |
| 3 I am nine years old. | 6 She is smart. |

9

B Look and write the sentences using the correct Be verb.

- Ask students to look over the information in the completed idea web.
- Have students write the sentences using the given information and the correct Be verb.
- Go over the answers together after students have finished.

Wrap-up

Materials: N/A

1. Ask students to open their books to page 6.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.

S1: *Ella is a girl.*

S2: *Ella is pretty.*

S3: *Finn is nine years old.*

S4: *Finn and Cody are funny.*

Homework

>> **Workbook 1: pages 4-7**

Answer Key on page 112

>> **Grammar Worksheet 1**

Photocopiable from page 127

Answer Key on page 142

STEP 4 Writing Practice

A Read and complete the idea web.

- Have students turn to page 9.
- Ask students to read the sentences and fill in the idea web bubbles accordingly, omitting the Be verbs.
- Go over the answers together after students have finished.

Lesson 2

Student Book pp. 10-11

Lesson Link

Sentence Factory

Materials: a board, markers

1. Divide students into two teams and have each team line up facing the board.
2. In between the two teams, write one word covered in Lesson 1 on the board. For example, *funny*.
3. Have the first student in each line, as quickly as possible, write a sentence on the board that uses that word. For example, *She is funny*.
4. The first student to write a proper sentence using that word gets a point for their team.
5. Repeat steps 2-4 with the next students in line. The team with more points at the end wins!

Lead-in

Brainstorming

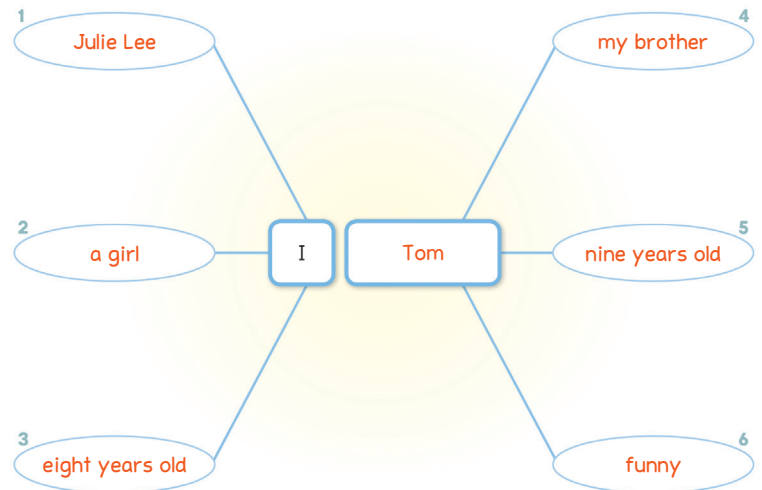
Materials: a board, a marker

1. Before students have opened their books to page 10, go over the topic of the idea web with them.
2. Write the topic on the board.
3. Ask students questions about the topic to help elicit ideas that they might be able to use in their idea web.

T: *How old is your brother/sister?*
 Ss: *He/She is nine years old.*
 T: *What is your brother/sister like?*
 Ss: *He/She is smart.*
4. Write the ideas down and draw lines connecting them with the topic.
5. Once the brainstorming web is complete, go over the words together.

STEP 5 Your Idea Web

- Make your idea web about yourself and your brother or sister.

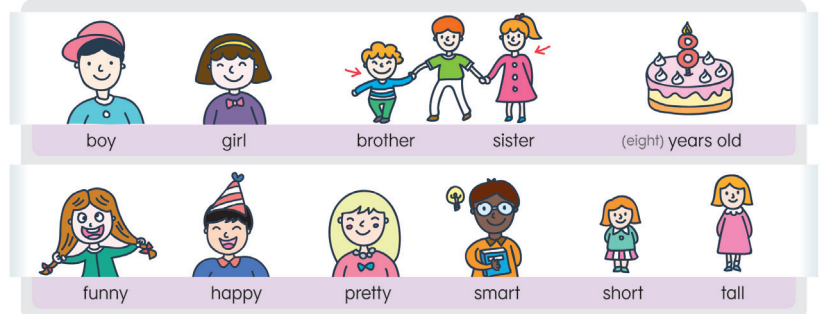


**Answers may vary.*

Word Bank

To Teachers:

Encourage students to use their own words. When necessary, have them refer to the word bank.



10

STEP 5 Your Idea Web

- Make your idea web about yourself and your brother or sister.

- Have students open their books to page 10.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: *Which ideas did you write down?*

Ss: *He is smart and funny.*

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

My Brother and I

- 1 I am Julie Lee.
- 2 I am a girl.
- 3 I am eight years old.
- 4 Tom is my brother.
- 5 He is nine years old.
- 6 He is funny.

**Answers may vary.*

Writing Checklist

- 1 My sentences begin with a capital letter. ☐
- 2 My sentences end with a period. ☐
- 3 My words are in the correct order. ☐



11

Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

Extension Activity

Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about themselves and their brother or sister by reading their story.

Wrap-up

>> Unit 1 Test

Photocopiable from page 168
Answer Key on page 188

Homework

>> Writing Correction Worksheet 1

Photocopiable from page 146
Answer Key on page 161

STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 11.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

Objectives

- Students can describe themselves and their family members while applying proper writing conventions.
- Students can write Be verbs in the present simple.
- Students can write both singular and plural nouns.

Grammar

- Be verbs (present simple)
- Singular and plural nouns

Materials

- Grammar Worksheet 2
- Writing Correction Worksheet 2
- Unit 2 Test
- E-book, pages 12-17 (optional)

Lesson 1

Student Book pp. 12-15

Lead-in

Picture Talk

Materials: N/A

1. Ask students to open their books to page 12.
2. Have students look at the picture and ask them questions about it.
T: *Is Ella's mom a police officer?*
Ss: *No, she is a doctor.*
T: *Is Ella's dad smart?*
Ss: *Yes, he is smart.*
3. Encourage students to point at the picture when answering the questions.

Unit 2

My Mom and Dad

STEP 1 Warm-up

A Write **He** or **She** to complete the story.

My Mom and Dad

My mom is a doctor.

Her name is Asta Kibbits.

She is kind.**She** is 38 years old.

My dad is an inventor.

His name is Todd Kibbits.

He is smart.**He** is 39 years old.B Check **True** or **False**.

- 1 Ella's mom is 38 years old.
- 2 Ella's dad is a toy maker.
- 3 Ella's dad is smart.

True ☒False ☐True ☐False ☒True ☒False ☐

12

STEP 1 Warm-up

A Write **He** or **She** to complete the story.

- Have students read and complete the story by writing *He* or *She* in the blanks.
- Read the completed story together after students have finished.

B Check **True** or **False**.

- Ask students to read the sentences and check *True* or *False*.
- Go over the answers together after students have finished.

STEP 2 Word Practice

A Choose and write the word.

businessman doctor artist nurse teacher farmer



He is a doctor.



She is an artist.



She is a teacher.



He is a nurse.



He is a businessman.



She is a farmer.

B Look and write the word.

young
strong
old
kind
busy



She is young.



He is old.



He is strong.



She is kind.



He is busy.

13

B Look and write the word.

- Ask students to read the words in the word bank.
- Have students look at the pictures and fill in the blanks with the correct words chosen from the word bank.
- Go over the answers together after students have finished.

Teaching Tip

- Before students look at the options in the word bank, have them try to answer as many questions as they can first.

Extension Activity

Word Link

Materials: a board, a marker

1. Write the name of one of the jobs covered in Step 2 on the board. For example, *farmer*.
2. As a reference, ask students to look at the corresponding picture on page 13.
3. Have students call out as many words as they can think of that are related to the job written on the board. For example, for *farmer*, students might call out *fruits*, *vegetables*, *animals*, *food*, *farm*, and so on.
4. As students call out the words, write them on the board. See how many related words students can think of!
5. If necessary, ask students questions to guide them along.
T: *What does a farmer grow?*
Ss: *Fruits and vegetables!*
T: *Where can you see farmers?*
Ss: *On a farm!*

STEP 2 Word Practice

A Choose and write the word.

- Have students turn to page 13.
- Ask students to read the words in the word bank.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word bank.
- Go over the answers together after students have finished.