

2nd Edition

My First 3 Writing

Teacher's Manual





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Characters



Ella



Cody



Finn



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 5 Family Trips

STEP 1 Warm-up

Write the words to complete the story.

had traveled put up roasted

The Camping Trip

My family went on a camping trip last weekend. We _____ to Mount Tuca. We were very excited. We packed a tent, sleeping bags, and some food. We _____ the tent in the mountains. We built a campfire at night. We _____ marshmallows. We told ghost stories. We _____ a great time.

Write Yes or No.

- Did Dad's family go fishing last weekend? _____
- Did they pack some marshmallows? _____
- Did they sleep in a hotel? _____

STEP 2 Word Practice

Choose and write the word(s).

barbecue cabin lake swimming

- My family went to the _____ last weekend.
- We stayed in a _____ by the lake.
- We went _____ in the lake.
- We had a _____ for dinner.

cable car ski trip snowboarding skied

- My family went on a _____ last weekend.
- My mom and dad _____ together.
- My brother and I took a _____ lesson.
- We rode a _____ to the mountain top.

museum seafood sightseeing visited

- My family _____ Boston last weekend.
- We went _____ around the city.
- We went to the science _____ too.
- We ate _____ for dinner.

STEP 3 Grammar Practice

Circle the number and say the sentences.

Subject I She We
Verb was had went swimming
Others at the lake seafood for dinner last summer

- I can make (1 2 3 4) sentence(s) with "I."
- I can make (1 2 3 4) sentence(s) with "She."
- I can make (1 2 3 4) sentence(s) with "We."

Write the correct past form of the verb.

- go We _____ sightseeing around the city.
- are There _____ a lot of people at the park.
- am I _____ very excited at the museum.
- walk We _____ to the beach together.
- eat They _____ ice cream after dinner.
- stay She _____ at a hotel for two days.
- is The barbecue _____ delicious.
- take We _____ a train to the national park.

STEP 4 Writing Practice

Choose and complete the idea web. Write the sentences using the idea web.

had stayed look visited watched went

Idea Web:

- My family: Ha Tien Island last weekend
- We: a plane to the island, at a hotel, bike riding around the island, a sunrise, a wonderful trip

- _____
- We _____
- _____
- _____
- _____
- _____

Unit 5 Family Trips

Words and Sentences

Write the word(s) and the sentence.

- My family _____ Boston last weekend.
- We went _____ around the city.
- We went to the science _____ too.
- We ate _____ for dinner.
- My family went on a _____ last winter.
- My mom and dad _____ together.
- My brother and I took a _____ lesson.
- We rode a _____ to the mountain top.

Choose and write the word. Rewrite the sentence.

swimming barbecue lake cabin

- We went to the _____ last weekend.
- We stayed in a _____ by the lake.
- We went _____ in the lake.
- We had a _____ for dinner.

Unscramble and write the word.

1 c i m p i n g _____ trip
2 e s e p i n g _____ bag

Look and write the sentences.

We went _____ last weekend.
We _____
We _____

Digital Teacher's Manual

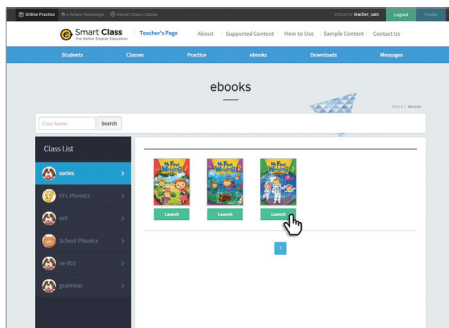
- Complete and detailed lesson plans
- A variety of teaching tips and outside-the-box activity ideas
- Answer keys for the Student Book and Workbook
- Photocopiable placement, midterm, final, and unit tests
- Photocopiable worksheets for every unit

www.eSmartClass.net

My First Writing Online

www.eSmartClass.net

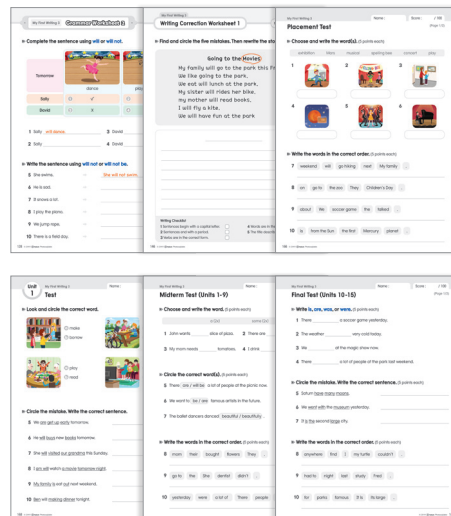
E-book for classroom use



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

Step 1

Unit 5 Family Trips

STEP 1 Warm-up

A Write the words to complete the story.

had traveled put up roasted

The Camping Trip

My family went on a camping trip last weekend.

We _____ to Mount Tuca.

We were very excited.

We packed a tent, sleeping bags, and some food.

We _____ the tent in the mountains.

We built a campfire at night.

We _____ marshmallows.

We told ghost stories.

We _____ a great time.

B Write Yes or No.

- 1 Did Cody's family go fishing last weekend?
- 2 Did they pack some marshmallows?
- 3 Did they sleep in a hotel?

Step 2

STEP 2 Word Practice

Choose and write the word(s).



- barbecue cabin lake swimming
- 1 My family went to the _____ last weekend.
 - 2 We stayed in a _____ by the lake.
 - 3 We went _____ in the lake.
 - 4 We had a _____ for dinner.



- cable car ski trip snowboarding skied
- 5 My family went on a _____ last weekend.
 - 6 My mom and dad _____ together.
 - 7 My brother and I took a _____ lesson.
 - 8 We rode a _____ to the mountain top.



- museum seafood sightseeing visited
- 9 My family _____ Boston last weekend.
 - 10 We went _____ around the city.
 - 11 We went to the science _____ too.
 - 12 We ate _____ for dinner.

Step 3

STEP 3 Grammar Practice

A Circle the number and say the sentences.



- 1 I can make 1 2 3 4 sentence(s) with "I."
- 2 I can make 1 2 3 4 sentence(s) with "She."
- 3 I can make 1 2 3 4 sentence(s) with "We."

B Write the correct past form of the verb.

- 1 go We _____ sightseeing around the city.
- 2 are There _____ a lot of people at the park.
- 3 am I _____ very excited at the museum.
- 4 walk We _____ to the beach together.
- 5 eat They _____ ice cream after dinner.
- 6 stay She _____ at a hotel for two days.
- 7 is The barbecue _____ delicious.
- 8 take We _____ a train to the national park.

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

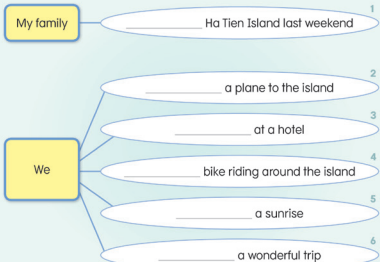


Step 4

STEP 4 Writing Practice

Choose and complete the idea web.
Write the sentences using the idea web.

had stayed took visited watched went



- 1 _____
- 2 We _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

35

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.

Checklist

- Sentences begin with a capital letter.
- Sentences end with a period.
- He describes my story.

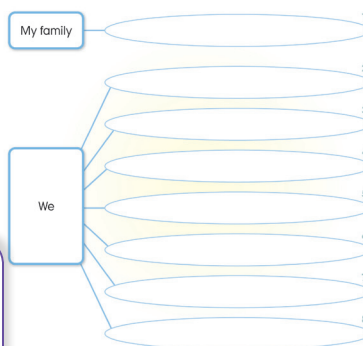


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Step 5

STEP 5 Your Idea Web

Make your idea web about a family trip in the past.



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

lake	ski trip	city tour	Island
went to the lake stayed in a cabin went fishing went swimming had a barbecue	went on a ski trip went to a ski resort skied together took a snowboarding lesson rode a cable car to the top	visited (city name) near (the sea) went sightseeing went to the museum ate (seafood) for dinner	went to (Ha Tien) Island took a plane stayed at a hotel went bike riding watched a sunrise

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
Future Events	1	Weekend Events	<ul style="list-style-type: none"> weekend activities, action verbs future time words 	<ul style="list-style-type: none"> common verbs (future tense)
	2	School Events	<ul style="list-style-type: none"> school events, action verbs future time words 	<ul style="list-style-type: none"> will / will not
	3	Our Dreams	<ul style="list-style-type: none"> occupations words describing jobs 	<ul style="list-style-type: none"> common verbs (future tense)
	Writing Project 1 Weekend Plans			Schedule Writing
Family Fun	4	Family Events	<ul style="list-style-type: none"> family events words describing family events 	<ul style="list-style-type: none"> Be verbs (past tense)
	5	Family Trips	<ul style="list-style-type: none"> places for vacation things to do on vacation 	<ul style="list-style-type: none"> common verbs (past tense)
	6	Enjoying Arts	<ul style="list-style-type: none"> words related to performing arts 	<ul style="list-style-type: none"> common verbs (past tense) adverbs
	Writing Project 2 My Diary			Journal Writing
Days of Our Lives	7	Being Sick	<ul style="list-style-type: none"> illnesses words related to illnesses 	<ul style="list-style-type: none"> did / didn't
	8	Holiday Fun	<ul style="list-style-type: none"> national holidays words related to national holidays 	<ul style="list-style-type: none"> in / on + time words
	9	Cooking	<ul style="list-style-type: none"> words related to cooking first, second, then, next, finally 	<ul style="list-style-type: none"> quantifiers: a slice of, a glass of, a scoop of, some
	Writing Project 3 My Snack Recipe			Sequence Writing



	Unit (Writing Topic)	Vocabulary	Grammar
The Best and the Worst	10 My Best Day	• happy events	• common verbs (past tense) • prepositions: with, against, to, about
	11 My Worst Day	• unhappy events or moments	• common verbs (past tense) • helping verbs: couldn't, had to
	12 The Best Vacation	• things to do on vacation • words related to vacations	• by (transportation) • on foot
	Writing Project 4 Thank You Notes		Note Writing
The World and Beyond	13 A City	• cities around the world • words describing specific cities • things in the cities	• grammar link and review
	14 A Country	• countries in the world • words describing specific countries • big numbers	• superlatives
	15 A Planet	• planets in the solar system • words describing planets • things on specific planets	• grammar link and review
	Writing Project 5 A Planet Report		Report Writing



Objectives

- Students can describe their upcoming weekend plans while applying proper writing conventions.
- Students can write in the future tense.

Grammar

- Common verbs (future tense)

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: *Where will they go tomorrow?*
Ss: *They will go to the shopping mall.*
T: *What will they have for lunch?*
Ss: *They will have pizza.*
3. Encourage students to point at the picture when answering the questions.

Unit 1

Weekend Events

STEP 1 Warm-up**A Write the words to complete the story.**

will buy will do will have will go

Sunday Fun

Tomorrow is Sunday.

My family **will do** many things tomorrow.

First, we will go to the shopping mall.

My mom **will buy** new clothes for us.

My dad will buy new shoes.

Next, we **will go** to our favorite restaurant.

We will have pizza for lunch.

Then, we will go and see the circus.

We **will have** fun tomorrow.**B Check True or False.**

1 Cody is excited about tomorrow.

True ☒False ☐

2 Cody's family will eat lunch at home.

True ☐False ☒

3 Cody's family will watch a movie.

True ☐False ☒

6

STEP 1 Warm-up**A Write the words to complete the story.**

- Have students read and complete the story by writing the correct words chosen from the word bank.
- 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

Choose and write the word.



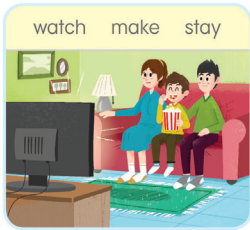
- 1 We will go to the library tomorrow.
- 2 We will borrow interesting books.
- 3 We will read the books at home.



- 4 We will go to the park tomorrow.
- 5 We will eat lunch at the park.
- 6 We will ride our bikes at the park.



- 7 We will visit our grandparents tomorrow.
- 8 We will play a board game together.
- 9 We will bake cookies together too.



- 10 We will stay at home tomorrow.
- 11 We will make some popcorn.
- 12 We will watch a movie together.

7

Extension Activity

High Noon

Materials: paper, pencils

1. Divide students into two teams.
2. Have each student write one word covered in Step 2 on a piece of paper.
3. Holding their piece of paper, ask one student from each team to come up to the front and stand back-to-back.
4. Have both students slowly take three steps forward, counting off each step aloud.
5. On three, have both students quickly turn around and show the word written on their paper to the opposing student.
6. The first student to say the opposing student's word gets a point for their team.
7. Repeat steps 3-6 with new students. The team with more points at the end wins!

STEP 2 Word Practice

Choose and write the word.

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

Teaching Tip

- Have students circle the word in each word bank that best represents its corresponding illustration.

STEP 3 Grammar Practice

A Write the correct form of the verb.

- Have students turn to page 8.
- Go over the sample sentences written in the future tense with students.
- Ask students to complete the sentences by writing the correct form of the verb.
- Go over the answers together after students have finished.

B Circle the mistake. Write the correct sentence.

- Have students read the sentences.
- Ask students to find and circle the mistakes among the words that are underlined.
- Then have students write the correct sentences.
- If necessary, ask students questions to guide them along.

T: *Do days of the week start with a capital letter?*

Ss: *Yes, they do.*

T: *Is tomorrow in the past, present, or future?*

Ss: *Tomorrow is in the future.*

- Go over the answers together after students have finished.

STEP 3 Grammar Practice

A Write the correct form of the verb.

I will buy a new bike tomorrow.
We will watch a movie tomorrow.

He will go to a park tomorrow.
They will play soccer tomorrow.

- visit We will visit our grandma this Sunday.
- eat out Mom and Dad will eat out tomorrow night.
- watch I will watch cartoons tomorrow morning.
- play We will play card games tomorrow.
- fly My brother and I will fly kites this Saturday.
- go hiking My family will go hiking next weekend.
- do My dad will do the dishes tomorrow.

B Circle the mistake. Write the correct sentence.

- Tomorrow is sunday. Tomorrow is Sunday.
- We will go swim tomorrow. We will go swimming tomorrow.
- He will buys new books tomorrow. He will buy new books tomorrow.
- She is get up early tomorrow. She will get up early tomorrow.
- We will go at the park tomorrow. We will go to the park tomorrow.
- They will visit a museums tomorrow. They will visit a museum tomorrow.
- I will borrows books tomorrow. I will borrow books tomorrow.

8

Extension Activity Grammar Roll

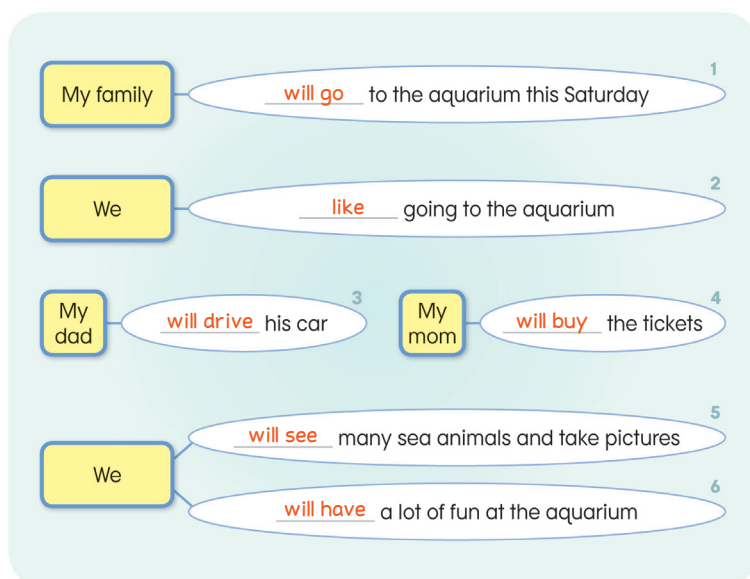
Materials: two dice

1. Divide the board into two halves and divide the class into two teams.
2. Ask each team to line up in front of one half of the board and give each team one die.
3. On the board, assign the following tenses to the numbers on the dice:
1-4 = Future
5-6 = Present
4. Have teams repeatedly roll their die and write sentences in the corresponding tense.
5. The first team to write four sentences in the future tense and two in the present tense wins!

STEP 4 Writing Practice

- Choose and complete the idea web.
Write the sentences using the idea web.

like will buy will drive will go will have will see



- 1 My family will go to the aquarium this Saturday.
- 2 We like going to the aquarium.
- 3 My dad will drive his car.
- 4 My mom will buy the tickets.
- 5 We will see many sea animals and take pictures.
- 6 We will have a lot of fun at the aquarium.

9

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: *Tomorrow is Sunday.*
S2: *They will go to the shopping mall.*
S3: *They will go and see the circus.*
S4: *They will have fun tomorrow.*

Homework

>> **Workbook 3: pages 4-7**

Answer Key on page 112

>> **Grammar Worksheet 1**

Photocopiable from page 127

Answer Key on page 142

STEP 4 Writing Practice

- Choose and complete the idea web. Write the sentences using the idea web.

- Have students turn to page 9.
- Ask students to complete the idea web by filling in the blanks with the correct words chosen from the word bank.
- Then have students write the sentences using the information in the idea web.
- Go over the answers together after students have finished.

Lesson 2

Student Book pp. 10-11

Lesson Link

Sentence Bee

Materials: N/A

1. Divide students into two teams.
2. Call out a sentence from Lesson 1.
For example, *We will play card games tomorrow.*
3. Taking turns word by word, have students on one team spell the words of the given sentence in order.
4. Then repeat steps 2-3 for the opposing team and continue alternating between teams.
5. If a team fails to spell the words of the given sentence correctly, they get a strike. After three strikes, the team is out and the other team wins!

Lead-in

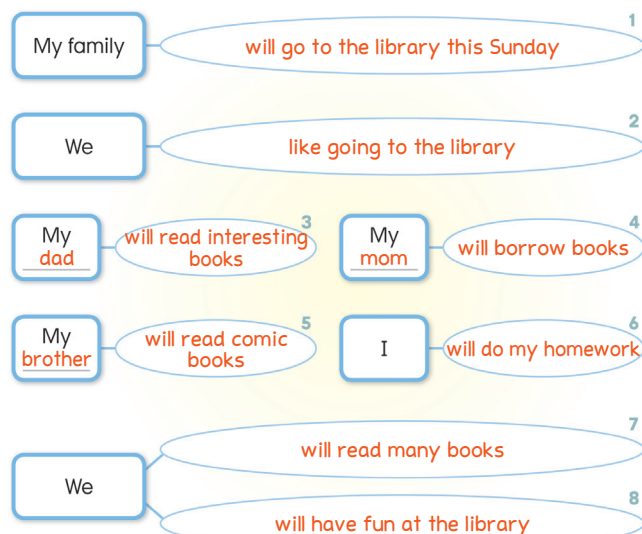
Brainwriting

Materials: a board, a marker, paper, pencils

1. Before students have opened their books to page 10, write the topic of the idea web on the board.
2. Divide students into groups of four.
3. Have each student write down three ideas related to the topic on a piece of paper.
4. Ask students to pass their paper to the next student in their group.
5. Have students then read the ideas written on the paper and write three more ideas that build upon them.
6. Continue this pattern until students receive back their original paper. Then ask students to share the ideas written on their paper with the class.

STEP 5 Your Idea Web

► Make your idea web about your family's plans for this weekend.



*Answers may vary.

Word Bank

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



go to the (aquarium / library / park) stay at home bake cookies (borrow / read) books



fly kites make popcorn play a board game ride a bike see sea animals watch a movie

10

STEP 5 Your Idea Web

► Make your idea web about your family's plans for this weekend.

- 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: My family will go to the theater.

STEP 6 Your Writing

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

Draw a picture of your story.

At the Library

- 1 My family will go to the library this Sunday.
- 2 We like going to the library.
- 3 My dad will read interesting books.
- 4 My mom will borrow books.
- 5 My brother will read comic books.
- 6 I will do my homework.
- 7 We will read many books.
- 8 We will have fun at the library.

**Answers may vary.*

Writing Checklist

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



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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 their family's plans for this weekend 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 various school events while applying proper writing conventions.
- Students can write in the future tense.

Grammar

- Will / Will not

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: *What event do they have at school every year?*
Ss: *They have a field day.*
T: *What will they do?*
Ss: *They will do long jumps and play tug-of-war.*
3. Encourage students to point at the picture when answering the questions.

Unit 2

School Events

STEP 1 Warm-up**A Write the words to complete the story.**

will run will be will have will play

Field Day

We have a field day at school every year.

Next Friday is the field day.

We will not have any classes.

We **will play** sports all day.We **will run** a 100 m race.

We will do long jumps.

We will play tug-of-war.

There **will be** many prizes too.We **will have** so much fun.**B Write Yes or No.**

- 1 Is next Friday the field day?
- 2 Will Cody play sports next Friday?
- 3 Will there be classes next Friday?

Yes

Yes

No

12

STEP 1 Warm-up**A Write the words to complete the story.**

- Have students read and complete the story by writing the correct words chosen from the word bank.
- Read the completed story together after students have finished.

B Write Yes or No.

- Ask students to read the questions and write *Yes* or *No*.
- Go over the answers together after students have finished.

STEP 2 Word Practice

Choose and write the word(s).

act	cheer	dance	drink	get	go
have	watch	play	run	sing	jump rope



Tomorrow is the talent show.

- 1 They will act in a play.
- 2 He will play the trumpet.
- 3 They will sing together.
- 4 She will dance.

Next Sunday is Children's Day.

- 5 They will go to an amusement park.
- 6 They will watch a magic show.
- 7 They will get presents.
- 8 They will drink milkshakes.



Next Thursday is the field day.

- 9 They will have a sack race.
- 10 They will cheer for their team.
- 11 They will jump rope.
- 12 They will run a relay.

13

Extension Activity

Slam It

Materials: paper, pencils

1. Have students make one word card of each of the words introduced in Step 2 by writing the words on pieces of paper.
2. Spread the word cards out on a table.
3. Divide students into two teams.
4. Ask one student from each team to come up to the table.
5. Call out one of the words on the word cards. The first student to slam their hand down on the corresponding word card gets a point for their team.
6. Repeat steps 4-5 with other students. After each student has had a turn, the team with more points wins!

Activity Adaptation

Have two students from each team come up and call out two words at once.

STEP 2 Word Practice

Choose and write the word(s).

- 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.

Teaching Tip

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