

# Early Writers

Liana Robinson



## Early Writers 1

Liana Robinson

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7212 Canary Lane,  
Sachse, TX, USA

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# Early Writers



# Contents

## About Me

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**Objective** Describing myself and something I have

**Writing Focus** I **am** ten years old.

**Writing Ideas** I have a **dog**.

## My Family

16



**Objective** Describing my family

**Writing Focus** My brother is **shy**.

**Writing Ideas** This is my **grandma**.

## My Monster

24



**Objective** Describing an imaginary object

**Writing Focus** He **eats** candy.

**Writing Ideas** She has four **arms**.

## Wanted

32



**Objective** Creating a wanted poster

**Writing Focus** She has **long black** hair.

**Writing Ideas** Someone took my **headphones!**



## My Room

40



**Objective** Describing objects in relation to one another

**Writing Focus** There is a clock **above** my desk.

**Writing Ideas** My **clothes** go there.

## My Friend and I

48



**Objective** Describing similarities and differences

**Writing Focus** I **like/don't like singing** songs.

**Writing Ideas** We really enjoy **hiking** together.

## My Favorite Season

56



**Objective** Explaining reasons and giving details

**Writing Focus** I like summer **because** I like playing baseball.

**Writing Ideas** I **play in the leaves**.

## Questions for You

64



**Objective** Asking for and giving personal information in the form of a letter

**Writing Focus** **Can you** swim fast?

**Writing Ideas** I can't/can **juggle**.

# How to Use This Book

*Early Writers* is a fun, kid-friendly, three-book beginner series for elementary school students. It emphasizes a focused, gradual approach to build the writing skills of English language learners. Each unit features an original passage with useful vocabulary and helpful sentence patterns which students can use as a model to create their own passage. Students learn how to organize their thoughts, put sentences together, and edit their writing. Students who complete this series will develop stronger writing skills and gain confidence in their ability to communicate.

## Warm Up

This activity introduces students to the unit topic using an inviting and colorful illustration. Teachers should take a moment to begin each unit by asking questions about what students see and what they think the unit will encompass. This helps students begin to think about the topic. Below the illustration, students get their first exposure to important sentence structures by completing the sentences with key words.



## Word Practice

The first half of the page introduces useful vocabulary. Students should complete this activity on their own and then check their answers with a partner. The second half of the page teaches students how to use that vocabulary in sentence structures that are helpful for writing about the unit's topic. If time permits, students should be encouraged to create and share their own sentences.

## Writing Focus

This page gives a simple grammar point for students to review and practice. Most units also include a tip to help students understand usage of the grammar point. Students can complete this page on their own or in groups.



## Writing Ideas

This page provides additional vocabulary items that can be used in the unit's target sentence structures. Here students practice grammar and writing as well as speaking. The goal of this page is for students to genuinely start generating their own ideas. If time permits, allow students to talk in small groups and create their own sentences.

## Model Writing

Here students read a model passage about someone their own age. Encourage students to read the passage aloud.

## Writing Tip

Each passage includes a helpful reminder in the form of a writing tip.

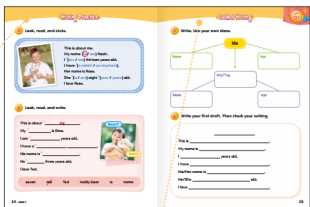
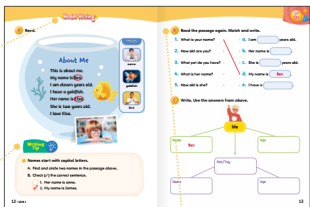
On this page, students review the passage while studying how the passage was structured. First, they match guiding questions with sentences from the passage. They also write the missing words from the passage. Then, using those same words that students wrote in **Activity B**, they complete the graphic organizer in **Activity C**. This page helps learners gain confidence and fluency in writing.

## Writing Practice

This page provides students alternative samples of two further writing passages. Here students get further practice with the unit's vocabulary and sentence patterns.

## Guided Writing

The last page of the unit helps students prepare their own passages. **Activity A** is a graphic organizer meant to be used as a brainstorming activity. Students can be creative here. They can write more ideas than may actually be used in their writing, and then they can narrow them down later. **Activity B** is a guided first draft. Here students put their ideas into complete sentences for the first time. Once students have completed their first draft, it is important for them to share their writing with another student for a round of peer editing.



## Workbook Check It

The first page of the workbook provides students with editing practice. After completing this page, students should use the editing list to review their own first draft for one further round of editing.

## Writing on My Own

Finally, students use the second page of the workbook to write their final draft.

Unit  
01

# About Me

## Warm Up


**A** Look and read.



Liam/ten



Max/four

**B** Read and write. 

1.



My name is Liam.

I am ten years old.

2.



His name is \_\_\_\_\_.

He is \_\_\_\_\_ years old.

Words

**A** Look and write.

eight

~~ten~~

thirteen

nine

eleven

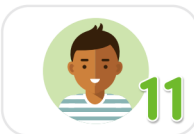
twelve

1.



ten

2.



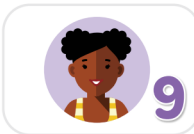
3.



4.



5.



6.



**B**

Look, read, and write.

1.



She is eleven years old.

2.



He is \_\_\_\_\_ years old.

3.



I have \_\_\_\_\_ dogs.