

180 DAYS™

Lessons and Activities

Writing for Third Grade

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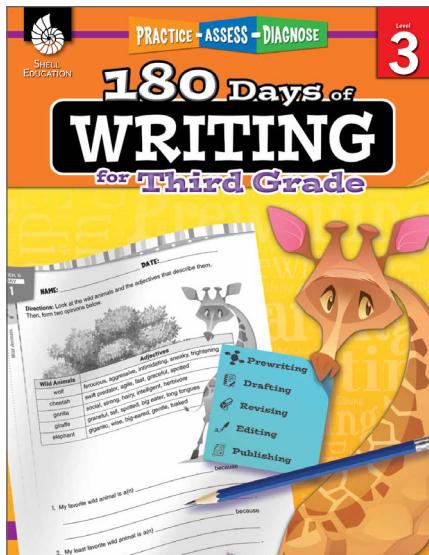
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HOW TO USE THIS BOOK

With *180 Days of Writing*, creative theme-based units guide students as they practice the five steps of the writing process: prewriting, drafting, revising, editing, and publishing. During each four-week (Weeks 1, 3, 5, etc.) students interact with mentor texts. Then, students apply their learning by writing their own pieces during each following even week (Weeks 2, 4, 6, etc.). Many practice pages also focus on grammar/language standards to help improve student writing.

Easy to Use and Standards Based

These daily activities reinforce grade-level skills across informational, expository, and narrative. Each day provides a writing prompt and a writing assignment as part of a classroom writing lesson, or as homework.

The chart below indicates the writing and language skills addressed in this book. See pages 5–6 for a breakdown of which skills are taught in each week.

Note: Students may not have deep understandings of some of the skills listed below. Students should be assessed on their writing skills and not their comprehension of the skills listed below.

College and Career Readiness Standards

Writing 3.1—Write opinion pieces on topics or texts, supporting a point of view with reasons.

Writing 3.2—Write informative/explanatory texts, conveying ideas and information clearly.

Writing 3.3—Write narratives to develop real or imagined experiences or events using electric technique, descriptive details, and clear event sequences.

Language 3.1—Demonstrate command of English grammar and usage when writing.

Language 3.2—Demonstrate command English capitalization, punctuation, and spelling.

Language 3.4—Determine or clarify the multiple-meaning words and phrases by context, choosing flexibly from a range of strategies.

Language 3.5—Demonstrate understanding of word meaning.

WEEK 1

DAY 3

NAME: _____ DATE: _____

Directions: Read the sentences. The subjects are correct, but some of the verbs are not. Write **C** if a sentence is correct. Write **I** if a sentence is incorrect. Correct any incorrect verbs on the lines.

1. Scientists study desert animals. _____

2. The camels travels over the sand dune. _____

3. The lizard bury himself under a rock. _____

4. A desert animal adapt to its surroundings. _____

Boost Your Learning!

Subject-verb agreement means that the subject and verb need to match each other in number. If a subject is singular, the verb should be singular. If a subject is plural, the verb should be plural.

Examples

- The **hiker sees** unique animals in the desert.
- The **hikers see** unique animals in the desert.

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SHELL
EDUCATION

PRACTICE - ASSESS - DIAGNOSE

Level

3

180 Days of WRITING for Third Grade

WEEK 5
DAY
1

Wild Animals

Wild Animals

wolf

ferocious, aggressive, intimidating, sneaky, frightening
Adjectives

cheetah

swift predator, agile, fast, graceful, spotted

gorilla

social, strong, hairy, intelligent, herbivore

giraffe

graceful, tall, spotted, big eater, long tongues

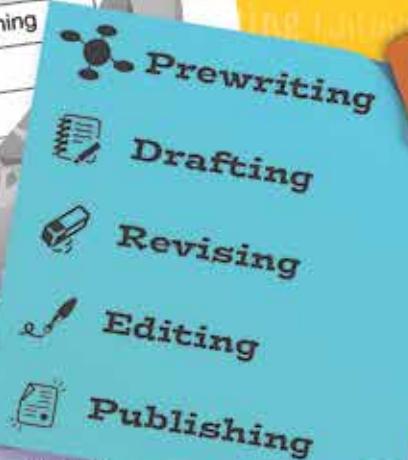
elephant

gigantic, wise, big-eared, gentle, tusked

DATE:

NAME: _____

Directions: Look at the wild animals and the adjectives that describe them.
Then, form two opinions below.



1. My favorite wild animal is a(n) _____

because _____

2. My least favorite wild animal is a(n) _____

because _____

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INTRODUCTION

The Need for Practice

To be successful in today's writing classrooms, students must deeply understand both concepts and procedures so that they can discuss and demonstrate their understanding. Demonstrating understanding is a process that must be continually practiced for students to be successful. Practice is especially important to help students apply their concrete, conceptual understanding of each particular writing skill.

Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students' writing skills. This is important so that teachers can adequately address students' misconceptions, build on their current understandings, and challenge them appropriately. Assessment is a long-term process that involves careful analysis of student responses from a discussion, project, practice sheet, or test. When analyzing the data, it is important for teachers to reflect on how their teaching practices may have influenced students' responses and to identify those areas where additional instruction may be required. In short, the data gathered from assessments should be used to inform instruction: slow down, speed up, or reteach. This type of assessment is called *formative assessment*.

HOW TO USE THIS BOOK

With *180 Days of Writing*, creative, theme-based units guide students as they practice the five steps of the writing process: prewriting, drafting, revising, editing, and publishing. During each odd week (Weeks 1, 3, 5, etc.), students interact with mentor texts. Then, students apply their learning by writing their own pieces during each following even week (Weeks 2, 4, 6, etc.). Many practice pages also focus on grammar/language standards to help improve students' writing.

Easy to Use and Standards Based

These daily activities reinforce grade-level skills across the various genres of writing: opinion, informative/explanatory, and narrative. Each day provides a full practice page, making the activities easy to prepare and implement as part of a classroom morning routine, at the beginning of each writing lesson, or as homework.

The chart below indicates the writing and language standards that are addressed throughout this book. See pages 5–6 for a breakdown of which writing standard is covered in each week.

Note: Students may not have deep understandings of some topics in this book. Remember to assess students based on their writing skills and not their content knowledge.

College and Career Readiness Standards

Writing 3.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons.
Writing 3.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Writing 3.3 —Write narratives to develop real or imagined experiences or events using elective technique, descriptive details, and clear event sequences
Language 3.1 —Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Language 3.2 —Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Language 3.4 —Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies
Language 3.5 —Demonstrate understanding of word relationships and nuances in word meanings.

HOW TO USE THIS BOOK *(cont.)*

Below is a list of overarching themes, corresponding weekly themes, and the writing standards that students will encounter throughout this book. For each overarching theme, students will interact with mentor texts in the odd week and then apply their learning by writing their own pieces in the even week. **Note:** The writing prompts for each week can be found on pages 7–8. You may wish to display the prompts in the classroom for students to reference throughout the appropriate weeks.

Overarching Themes	Weekly Themes	Standards
Biomes	Week 1: Desert Animals Week 2: Tundra Animals	Writing 3.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Seasons	Week 3: Summer/Fall Week 4: Winter/Spring	Writing 3.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons.
Animals	Week 5: Wild Animals Week 6: Pets	Writing 3.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons.
Geography	Week 7: Continents Week 8: Bodies of Water	Writing 3.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Traditions	Week 9: Birthdays Week 10: Holidays	Writing 3.3 —Write narratives to develop real or imagined experiences or events using elective technique, descriptive details, and clear event sequences.
Natural Disasters	Week 11: Tornadoes Week 12: Earthquakes	Writing 3.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Travel	Week 13: Air Travel Week 14: Land Travel	Writing 3.3 —Write narratives to develop real or imagined experiences or events using elective technique, descriptive details, and clear event sequences.
Superheroes	Week 15: Superheroes Week 16: Villains	Writing 3.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons.
Wonders of the World	Week 17: Grand Canyon Week 18: Egyptian Pyramids	Writing 3.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

HOW TO USE THIS BOOK *(cont.)*

Overarching Themes	Weekly Themes	Standards
Inventors	Week 19: Thomas Edison Week 20: Benjamin Franklin	Writing 3.3 —Write narratives to develop real or imagined experiences or events using elective technique, descriptive details, and clear event sequences.
Under the Sea	Week 21: Octopuses Week 22: Sharks	Writing 3.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Solar System	Week 23: Planets Week 24: Sun and Moon	Writing 3.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Famous Authors	Week 25: Eric Carle Week 26: J.K. Rowling	Writing 3.3 —Write narratives to develop real or imagined experiences or events using elective technique, descriptive details, and clear event sequences.
Insects	Week 27: Butterflies Week 28: Bees	Writing 3.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons.
Desserts	Week 29: Cookies Week 30: Ice Cream	Writing 3.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons.
Volcanoes	Week 31: Active Volcanoes Week 32: Dormant Volcanoes	Writing 3.3 —Write narratives to develop real or imagined experiences or events using elective technique, descriptive details, and clear event sequences.
The Great Outdoors	Week 33: Hiking Week 34: Camping	Writing 3.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons.
Government Offices	Week 35: Public Library Week 36: Post Office	Writing 3.3 —Write narratives to develop real or imagined experiences or events using elective technique, descriptive details, and clear event sequences.

HOW TO USE THIS BOOK *(cont.)*

Weekly Setup

Write each prompt on the board throughout the appropriate week. Students should reference the prompts as they work through the activity pages so that they stay focused on the topics and the right genre of writing: opinion, informative/explanatory, and narrative. You may wish to print copies of this chart from the Digital Resource CD (filename: writingprompts.pdf) and distribute them to students to keep throughout the school year.

Week	Prompt
1	Describe the types of animals that live in a desert. Include specific facts about how the animals adapt and live in the environment.
2	Describe the types of animals that live in a tundra. Include specific facts about how the animals adapt and live in the environment.
3	It's a contest! Fall and summer both think they're the better season. Which season will you support? Provide reasons to support your opinion.
4	It's a contest! Winter and spring both think they're the better season. Which season will you support? Provide reasons to support your opinion.
5	Write an opinion paragraph about which wild animal you like best. Be sure to include descriptive adjectives to help support your opinion.
6	Write an opinion paragraph about which animal you think makes the best pet. Be sure to include descriptive adjectives to help support your opinion.
7	Write an informative/explanatory paragraph about continents. Include at least two continents in your writing and explain unique features of each one.
8	Write an informative/explanatory paragraph about bodies of water. Include at least two types of bodies of water, and explain what each one looks like.

Week	Prompt
9	Imagine that you are having a birthday party. Write a narrative paragraph to describe the celebration. Include details about how you prepare for the party and what happens at the party.
10	Think about a holiday you have celebrated. Describe the celebration. Include at least two lines of dialogue.
11	Think about tornadoes. Write an informative/explanatory paragraph about tornadoes. Include facts about how they begin and what destruction they can cause.
12	Think about earthquakes. Write an informative/explanatory paragraph about earthquakes. Include facts about how they begin and what destruction they can cause.
13	Imagine traveling somewhere by air. Describe your experience. Be sure to include characters, setting, problem(s), rising action, and a solution.
14	Imagine traveling somewhere by land. Describe your experience. Be sure to include characters, setting, problem(s), rising action, and a solution.
15	Do you like superheroes? Write an opinion paragraph about whether or not superheroes are a good thing. Include at least three reasons to support your opinion.
16	Everyone seems to always root for superheroes. People think villains are too evil to support. Write an opinion paragraph stating why we should understand villains' perspectives.

HOW TO USE THIS BOOK *(cont.)*

Week	Prompt	Week	Prompt
17	Think about the Grand Canyon. Write an informative/explanatory paragraph about the Grand Canyon. Include facts about what you can find there.	27	Do you think butterflies are amazing insects? Explain why you do or do not think they are amazing. Give at least three reasons to support your opinion.
18	Think about Egyptian pyramids. Write an informative/explanatory paragraph about Egyptian pyramids. Include facts about what they look like and how they are used.	28	Do you think bees are interesting? Write a paragraph expressing your opinion. Give at least three reasons to support your opinion.
19	Write a narrative paragraph about meeting Thomas Edison. Include details about his invention of the lightbulb.	29	Do you like cookies? Explain why you do or do not like them. Give at least three reasons to support your opinion.
20	Write a narrative paragraph about meeting Benjamin Franklin. Include details about what happened when you met him.	30	Do you think ice cream is the best dessert? Write an opinion paragraph about explaining your thoughts. Give at least three reasons to support your opinion.
21	Think about octopuses. Write an informative/explanatory paragraph about octopuses. Include facts about how they protect themselves from predators.	31	Imagine that your teacher is going to teach you about active volcanoes. Write a narrative paragraph about your experience. Remember to write in sequential order.
22	Think about sharks. Write an informative/explanatory paragraph about sharks. Include facts about what they eat and what they look like.	32	Imagine you are near a dormant volcano. Write a narrative paragraph about your experience. Remember to write in sequential order.
23	Think about the planets. Write an informative/explanatory paragraph about the planets. Include details about some of the planets in our solar system.	33	Do you like hiking? Write an opinion paragraph explaining why you do or do not enjoy hiking. Include at least three reasons to support your opinion.
24	Think about the sun and the moon. Write an informative/explanatory paragraph about the most interesting facts about them. Discuss their similarities and differences, too.	34	Do you like camping? Write an opinion paragraph explaining why you do or do not like camping. Include at least three reasons to support your opinion.
25	Imagine you are interviewing Eric Carle. What would you ask him? What would you discuss? Write a made-up dialogue between the two of you. Include at least three questions with corresponding answers.	35	Imagine that you are going on a trip to the public library. Write a narrative paragraph to describe how the trip goes. Include details about the events that happen while on the trip.
26	Imagine you are interviewing J.K. Rowling. What would you ask her? What would you discuss? Write a made-up dialogue between the two of you. Include at least three questions with corresponding answers.	36	Imagine that you need to mail a package and have just arrived at the post office. What do you do next? How do you make sure your package gets mailed? Write a narrative about your experience.



HOW TO USE THIS BOOK (cont.)

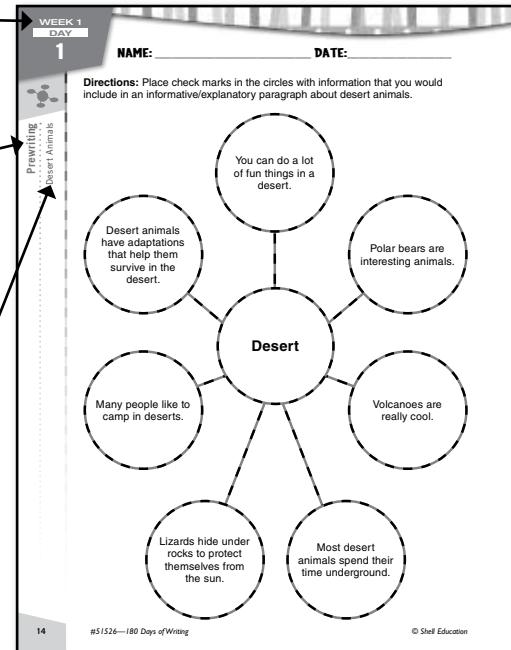
Using the Practice Pages

The activity pages provide practice and assessment opportunities for each day of the school year. Teachers may wish to prepare packets of weekly practice pages for the classroom or for homework. As outlined on pages 5–6, each two-week unit is aligned to one writing standard. **Note:** Before implementing each week's activity pages, review the corresponding prompt on pages 7–8 with students and have students brainstorm thoughts about each topic.

On odd weeks, students practice the daily skills using mentor texts. On even weeks, students use what they have learned in the previous week and apply it to their own writing.

Each day focuses on one of the steps in the writing process: prewriting, drafting, revising, editing, and publishing.

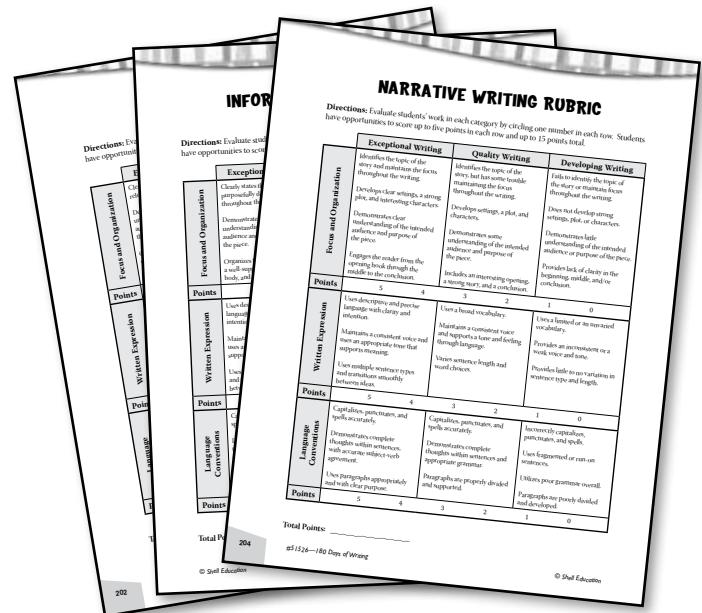
There are 18 overarching themes. Each odd week and the following even week focus on unique themes that fit under one overarching theme. For a list of the overarching themes and individual weekly themes, see pages 5–6.



Using the Resources

The following resources will be helpful to students as they complete the activity pages. Print copies of these resources and provide them to students to keep at their desks.

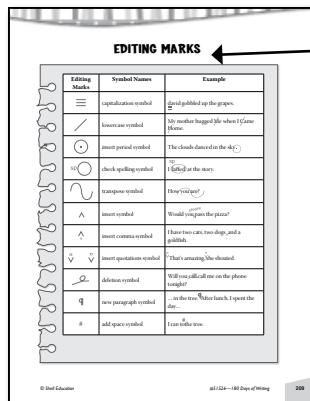
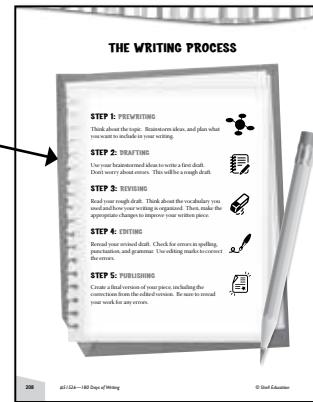
Rubrics for the three genres of writing (opinion, informative/explanatory, and narrative) can be found on pages 202–204. Use the rubrics to assess students' writing at the end of each even week. Be sure to share these rubrics with students often so that they know what is expected of them.



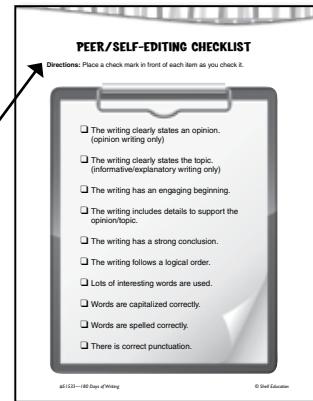
HOW TO USE THIS BOOK (cont.)

Using the Resources (cont.)

The Writing Process can be found on page 208 and on the Digital Resource CD (filename: writingprocess.pdf). Students can reference each step of the writing process as they move through each week.



Editing Marks can be found on page 209 and on the Digital Resource CD (filename: editingmarks.pdf). Students may need to reference this page as they work on the editing activities (Day 4s).

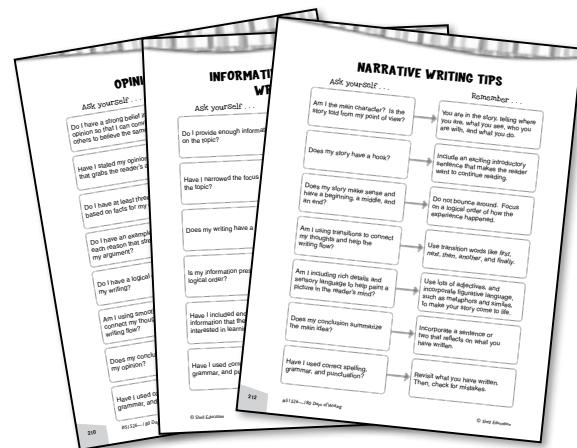


If you wish to have students peer or self-edit their writing, a *Peer/ Self-Editing Checklist* is provided on the Digital Resource CD (filename: editingchecklist.pdf).

Writing Signs for each of the writing genres are on pages 213–215 and on the Digital Resource CD (filename: writingsigns.pdf). Hang the signs up during the appropriate two-week units to remind students which type of writing they are focusing on.



Writing Tips pages for each of the writing genres can be found on pages 210–212 and on the Digital Resource CD (filename: writingtips.pdf). Students can reference the appropriate *Writing Tips* pages as they work through the weeks.



HOW TO USE THIS BOOK *(cont.)*

Diagnostic Assessment

Teachers can use the practice pages as diagnostic assessments. The data analysis tools included with the book enable teachers or parents to quickly score students' work and monitor their progress. Teachers and parents can quickly see which writing skills students may need to target further to develop proficiency.

After students complete each two-week unit, score each students' even week Day 5 published piece using the appropriate, genre-specific rubric (pages 202–204). Then, complete the *Practice Page Item Analysis* (pages 205–207) that matches the writing genre. These charts are also provided on the Digital Resource CD as PDFs, Microsoft Word® files, and Microsoft Excel® files (filenames: opinionpageitem.pdf, opinionpageitem.doc, opinionpageitem.xls; informativepageitem.pdf, informativepageitem.doc, informativepageitem.xls; narrativepageitem.pdf, narrativepageitem.doc, narrativepageitem.xls). Teachers can input data into the electronic files directly on the computer, or they can print the pages and analyze students' work using paper and pencil.

To Complete the Practice Page Item Analyses:

- Write or type students' names in the far-left column. Depending on the number of students, more than one copy of the form may be needed, or you may need to add rows.
- The weeks in which the particular writing genres are the focus are indicated across the tops of the charts. **Note:** Students are only assessed on the even weeks, therefore the odd weeks are not included on the charts.
- For each student, record his or her rubric score in the appropriate column.
- Add the scores for each student after they've focused on a particular writing genre twice. Place that sum in the far right column. Use these scores as benchmarks to determine how each student is performing. This allows for three benchmarks during the year that you can use to gather formative diagnostic data.

INFORMATIONAL WRITING ANALYSIS

Directions: Record each student's rubric score (page 203) in the appropriate column. Add the student's scores and record the total score in the far-right column. You can use the chart to track student progress over time.

Week 14	Week 20	Week 26	Week 32	Week 38	Week 44	Week 50	Week 56	Total Score
Student Name:								

NARRATIVE WRITING ANALYSIS

Directions: Record each student's rubric score (page 203) in the appropriate column. Add the student's scores and record the total score in the far-right column. You can use the chart to track student progress over time.

Week 14	Week 20	Week 26	Week 32	Week 38	Week 44	Week 50	Week 56	Total Score
Student Name:								

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1526-180 Days of Writing

Average Classroom Score

HOW TO USE THIS BOOK (cont.)

Using the Results to Differentiate Instruction

Once results are gathered and analyzed, teachers can use the results to inform the way they differentiate instruction. The data can help determine which writing types are the most difficult for students and which students need additional instructional support and continued practice.

Whole-Class Support

The results of the diagnostic analysis may show that the entire class is struggling with a particular writing genre. If these concepts have been taught in the past, this indicates that further instruction or reteaching is necessary. If these concepts have not been taught in the past, this data is a great preassessment and may demonstrate that students do not have a working knowledge of the concepts. Thus, careful planning for the length of the unit(s) or lesson(s) must be considered, and additional front-loading may be required.

Small-Group or Individual Support

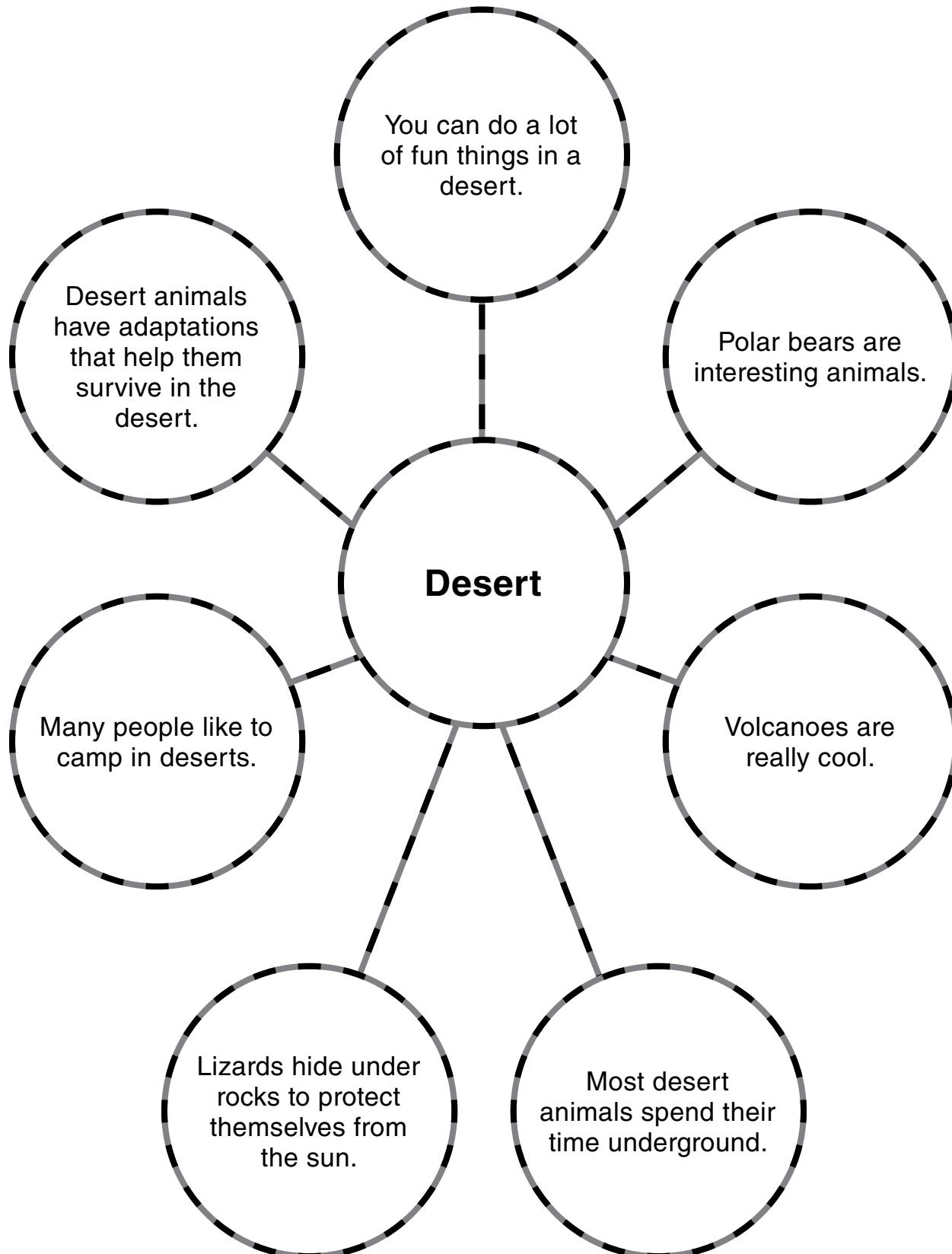
The results of the diagnostic analysis may show that an individual student or a small group of students is struggling with a particular writing genre. If these concepts have been taught in the past, this indicates that further instruction or reteaching is necessary. Consider pulling these students aside to instruct them further on the concept(s) while others are working independently. Students may also benefit from extra practice using games or computer-based resources. Teachers can also use the results to help identify individual students or groups of proficient students who are ready for enrichment or above-grade-level instruction. These students may benefit from independent learning contracts or more challenging activities.

Digital Resource CD

The Digital Resource CD contains digital copies of the activity pages, the diagnostic pages, and additional resources, such as the *Editing Marks* and *Writing Tips* pages, for the students. The list of resources on the Digital Resource CD can be found on page 216.



Directions: Place check marks in the circles with information that you would include in an informative/explanatory paragraph about desert animals.



NAME: _____ DATE: _____

Directions: Read the informative/explanatory paragraph about desert animals. Then, answer the questions.



Drafting
Desert Animals

Desert animals must adapt to extreme heat and lack of water. Several animals are active only at night because of the daytime heat. Some animals don't need to drink any water. They get enough from the plants and seeds they eat. Several desert animals do not have sweat glands, allowing them to hold in more moisture throughout the day. Birds have feathers to help keep them cool and covered during the day.

1. What is the topic sentence?

2. How can the author improve the paragraph?

Remember! 

A strong informative/explanatory paragraph should include:

- a topic sentence
- three details to support the main idea
- a concluding sentence

Printing Practice abc

Directions: Use your best printing to write two adjectives about desert animals.

NAME: _____ DATE: _____



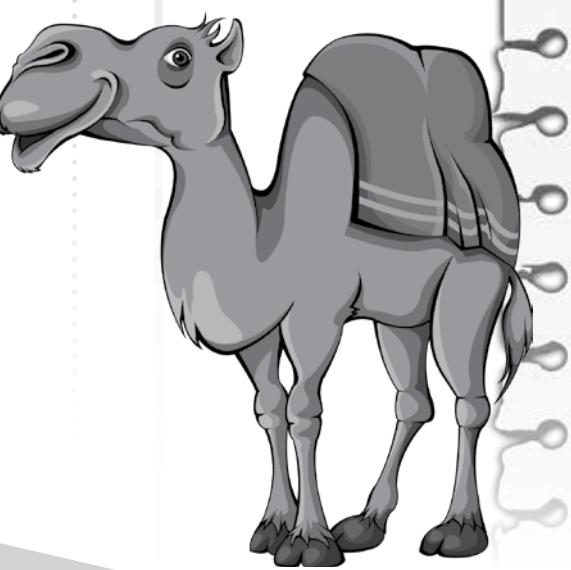
Directions: Read the sentences. The subjects are correct, but some of the verbs are not. Write C if a sentence is correct. Write I if a sentence is incorrect. Correct any incorrect verbs on the lines.

1. Scientists study desert animals.

2. The camels travels over the sand dune.

3. The lizard bury himself under a rock.

4. A desert animal adapt to its surroundings.



Boost Your Learning!

Subject-verb agreement means that the subject and verb need to match each other in number. If a subject is singular, the verb should be singular. If a subject is plural, the verb should be plural.

Examples

- The **hiker sees** unique animals in the desert.
- The **hikers see** unique animals in the desert.



NAME: _____ DATE: _____

Directions: Use the ~~o~~ symbol to cross out each word that is spelled incorrectly. Then, write the corrected word above it.

1. A dessert biome gets less than 10 inches (25.4 centimeters) of rainfall a year.
2. Animals lives in hot deserts and cold deserts.
3. Sandstomes are common in large, dusty deserts and can bother the animals.
4. Animals have different weighs to survive the extreme conditions of the desert.
5. Lizards, small rodents, snakes, and camels are sum of the animals that live in a desert.

Boost Your Learning!

When you come across a misspelled word that you don't know how to spell, circle it and write *sp* above the circle.

Example: There are *byms* everywhere.

If you do know how to spell the word, delete it and write the word correctly above it.

biomes
Example: There are *biomes* everywhere.

Directions: Read the paragraph. Check for subject-verb agreement. Then, answer the question.

Desert animals must adapt to extreme heat and lack of water. Several animals are active only at night because of the daytime heat. Some animals don't need to drink any water. They get enough from the plants and seeds they eat. Several desert animals do not have sweat glands, allowing them to hold in more moisture throughout the day. Birds have feathers to help keep them cool and covered during the day. Without adaptations, desert animals may not survive.

1. What makes this paragraph a strong informative/explanatory paragraph?

This week I learned: 

- how to write proper subject-verb agreements
- how to correct misspelled words



ANSWER KEY

The activity pages that do not have specific answers to them are not included in this answer key. Students' answers will vary on these activity pages, so check that students are staying on task.

Week 1: Desert Animals

Day 1 (page 14)

Students should check the following: Desert animals have adaptations that help them survive in the desert; Lizards hide under rocks to protect themselves from the sun; Most desert animals spend their time underground.

Day 2 (page 15)

1. Desert animals must adapt to extreme heat and lack of water.
2. The author is missing a concluding sentence.

Day 3 (page 16)

1. C
2. I—The camels **travel** over the sand dune.
3. I—The lizard **buries** himself under a rock.
4. I—A desert animal **adapts** to its surroundings.

Day 4 (page 17)

1. desert
2. live
3. Sandstorms
4. ways
5. some

Day 5 (page 18)

Verb corrections: is—are; drinks—drink; holds—hold

1. Example answer: The paragraph gives facts and details about the desert. It does not go off topic.

Week 2: Tundra Animals

Day 1 (page 19)

Students should check the following: They have adaptations for survival. They have minimal skin exposure to stay warm.

These animals either hibernate or migrate for the winter.

There is always a fluctuation in population.

There are about 48 different animals in the tundra.

The largest tundra animal is the polar bear.

Day 4 (page 22)

1. very
2. tails
3. rays
4. for

Day 5 (page 23)

See Informative/Explanatory Writing Rubric on page 203.

Week 3: Summer/Fall

Day 1 (page 24)

1. F
2. F
3. S
4. F
5. S
6. S
7. F
8. S

Day 2 (page 25)

Students should circle: Summer is the best time of the year.

Students should underline: Going to the beach, taking swimming lessons, and going on vacation are some of my favorites.

Day 3 (page 26)

1. Sara **learned** how to rake the leaves.
2. He **carved** the pumpkin on Saturday.
3. The children **went** to the beach with their parents.
4. Ben **played** with his beach ball at the pool.

Day 4 (page 27)

Sentences include: Going to the beach, taking swimming lessons, and going on vacation are some of my favorites; He loves going to the dog park, playing fetch, and swimming in the pool.

Day 5 (page 28)

1. The author gives her opinion that fall is the perfect season to enjoy the great outdoors.
2. The author includes reasons for why she thinks fall is the perfect season, such as hiking trails and playing soccer.

Week 4: Winter/Spring

Day 3 (page 31)

1. plants
2. fall
3. wear
4. hatch
5. drive

Day 4 (page 32)

1. I like to ski, snowboard, and build snowmen in the winter.
2. There's snow, rocks, and ice everywhere!
3. Flowers, trees, and bushes begin to bloom in the springtime.
4. You can see butterflies, birds, and bees flying around the garden.

Day 5 (page 33)

See Opinion Writing Rubric on page 202.