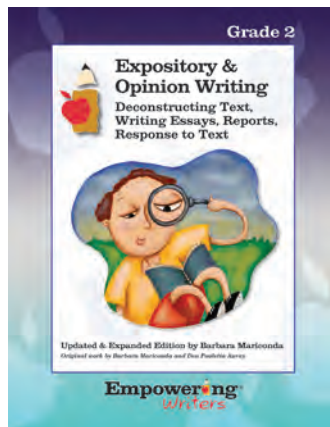




Grade 2
Expository and Opinion Writing
Deconstructing Text, Writing Essays, Reports, Response to Text

Student Pages for Print or Projection

SECTION 1: Recognizing Genre/Organization



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Expository/Informative Pillar

INTRODUCTION

Lead/Topic Sentence

Main Idea #1 _____

Detail

Detail

Detail

Detail

Main Idea #2 _____

Detail

Detail

Detail

Detail

Main Idea #3 _____

Detail

Detail

Detail

Detail

Conclusion

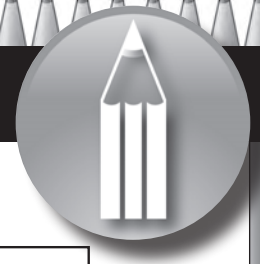


Narrative Book Cover Template

Front Cover - Title and Student Drawing

Back - Leave Blank

Narrative Book Cover Template



Fold

Name: _____

This story is about _____

The problem was _____

The problem was solved _____

The author's purpose was _____



Summarizing Framework

for Narrative Writing

Name: _____

Please tell us about your story by answering the questions below.

This story is about:

The problem/adventure was that:

The problem was solved/the adventure ended when:

The author's purpose was to:

Completed Summarizing Framework

for Narrative Writing



Sample:

Please tell us about your story by answering the questions below.

This story is about:

me

The problem/adventure was that:

I was at the seashore and discovered a mermaid.

The problem was solved/the adventure ended when:

She gave me a beautiful seashell.

The author's purpose was to :

entertain



Expository/Informative Book Cover Template

Front Cover - Title and Photo

Back - Leave Blank

Expository/Informative Book Cover Template



A large, empty rectangular box with a black border, intended for a drawing or illustration.

Fold

A rectangular box with a black border containing four vertical lines for writing. The text is oriented vertically, reading from right to left:

- Name: _____
- This text is about _____
- The author's purpose was _____
- _____



Summarizing Framework

for Expository Writing

Name: _____

Please tell us about your expository text by answering the questions below.

The text gives information about:

_____ .

The author's purpose is to:

_____ .

Completed Summarizing Framework

for Expository Writing



Please tell us about your expository text by answering the questions below.

The text gives information about:

the seashore

The author's purpose is to:

inform



Student Reference Page

SENTENCE STARTERS FOR OPINION WRITING



Pro

One thing I enjoy is _____.

My favorite _____ is _____.

I absolutely love _____.

It's easy to see why I like _____.

I really appreciate _____.

I get really excited when _____.

There's nothing I'd rather do than _____.

I look forward to _____.

I am in favor of _____.

I adore _____.



Con

One thing I dislike is _____.

My least favorite _____ is _____.

I absolutely hate _____.

It's easy to see why I dislike _____.

I just can't appreciate _____.

I get very disappointed when _____.

There's nothing I'd like to avoid more than _____.

I dread _____.

I am against _____.

I abhor _____.

Opinion Statement

In my opinion, _____.

To me, _____.

According to my point of view _____.

I believe that _____.

As I see it, _____.

From my point of view, _____.

I think that _____.

It seems to me that _____.



Name: _____

FACT OR OPINION?

Read each sentence. If it's a fact sentence, write an "F" in the blank. If it's an opinion sentence, write an "O" in the blank. Underline the opinion language.

1. Baby dogs are called puppies. _____
2. There are many different breeds of dogs. _____
3. Cats are better pets than dogs. _____
4. The worst season is winter. _____
5. Birds lay eggs. _____
6. The American flag is red, white, and blue. _____
7. Getting dressed in fancy clothes is no fun. _____
8. Hot dogs are best with ketchup. _____

Write your own opinion or fact sentence below and mark it "F" or "O."



Name: _____

NARRATIVE, EXPOSITORY, OR OPINION? (1)

Read the paragraphs below and decide if each is an example of narrative, opinion, or expository writing. Circle your answer from the three choices below each paragraph.

1. The best game at recess is tag. It is fun to be “it.” I like chasing my friends and tagging someone. It is a fast and exciting game.

NARRATIVE

OPINION

EXPOSITORY

2. The puppy looked up and down the street. Cars zoomed by. “Where am I?” he asked. “I never should have snuck under the fence in the yard.” The puppy started to cry and yelp. A lady came by. She bent down to pet him. “Are you lost?” she asked. The puppy nodded. The lady picked him up. “Don’t worry Pup,” she said. “I will find your home!”



NARRATIVE

OPINION

EXPOSITORY

3. Animal babies have special names. Baby dogs, wolves, and hamsters are called *pups*. A *joey* is a baby kangaroo. Do you know what a baby deer is called? Baby deer are called *fawns*. Horses and donkeys have boy babies called *colts*. Baby girl horses and donkeys are called *foals*.

NARRATIVE

OPINION

EXPOSITORY



Student Page

Name: _____

NARRATIVE, EXPOSITORY, OR OPINION? (2)

Read the paragraphs below and decide if each is an example of narrative, opinion, or expository writing. Circle your answer from the three choices below each paragraph.

1. Elephants are awesome. It was the most amazing animal at the zoo.

NARRATIVE

OPINION

EXPOSITORY

2. Many animals live by the seashore. Noisy seagulls fly by. Other birds run along the sand. You can see crabs crawling in the mud. Another seashore animal is the starfish or sea star. Snails and clams live on the mudflat by the shore. Fish of all kinds swim in the salty water.

NARRATIVE

OPINION

EXPOSITORY

3. Mama Bird sat up and peeked at the eggs in her nest. There were three blue eggs there! CRACK! CRACK! One of the eggs started to split open. A little beak poked through. Then two little eyes and a wet little head popped out. "Well hello!" Mama Bird sang. A tiny baby bird came out of the egg. A moment later there was another loud CRACK!



NARRATIVE

OPINION

EXPOSITORY



Student Page

Name: _____

TEXT DETECTIVES - RESPONSE TO TEXT

As we grow up, we're often asked to read a text and respond to it in writing. We do this kind of writing to show that we understand what we've read. Read the response to text paragraphs, below, and underline all of the clue words or phrases that indicate the "Response to Text" genre. (The clue words will refer to a source text.)

SAMPLE RESPONSE TO TEXT CLUE WORDS OR PHRASES:

- The author tells us that _____.
- The author explains _____.
- In this text we learned that _____.
- We found out that _____.
- In the article, we read about _____.
- The reader discovers that _____.

1. In this text we learned that animals often live in groups. The author explains that some animal groups have strange names. We found out that groups of monkeys are called **troops**. The reader discovers that a group of kangaroos is called a **mob**. In the article we read about groups of zebras called **zeals**.



2. The article Squirrels gave lots of information about these small furry animals. The reader discovers that squirrels are related to chipmunks and woodchucks. The author explains that squirrels' sharp front teeth never stop growing. We found out that squirrels use their sharp teeth to crack open nuts. The author tells us that squirrels build nests called **dreys**.





Student Page

Name: _____

EXPOSITORY, OPINION, OR RESPONSE TO TEXT?

Read the paragraph. Is it Expository, Opinion, or Response to Text? Circle your response.



Penguins are the most awesome birds! They look like they are wearing black and white suits. When they walk and slide on the snow it's really funny. They are much more interesting than the birds in my backyard.

EXPOSITORY

OPINION

RESPONSE TO TEXT



The book Tornadoes tells about these powerful storms. The author explains that a tornado is like a tube of strong wind. The reader discovers that tornadoes can move up to three hundred miles an hour. In the book we learned that tornadoes can pick up cars, trees, even houses.

EXPOSITORY

OPINION

RESPONSE TO TEXT



Have you ever seen a cactus? Cactus plants live in hot, dry climates. They come in many different sizes and shapes. These desert plants don't need much water. Instead of leaves, a cactus has spines or thorns. Many animals make their homes in cactus plants.

EXPOSITORY

OPINION

RESPONSE TO TEXT



Name: _____

OWLS



great horned owl

If you are ever outside at night you might hear HOOT! HOOT! That is the sound of an owl. Let's learn what owls look like and discover some interesting owl behaviors.

Owl Appearance

Owls come in many sizes and colors. All owls have large heads and flat faces. Their eyes are very big to help them see in the dark. Owls stand up very straight. Unlike most birds, owls can turn their heads almost all the way around! They have sharp, hooked beaks and claws

called **talons** for catching their prey. Their feathers are usually brown and gray to blend in with the trees. They have large, strong wings that help them dive for food.

Owl Behavior

Owl behavior is interesting! These birds are **nocturnal**. This means that they are awake at night. During the night these **predators** hunt for food. They eat small animals like mice, squirrels, and rabbits. Sometimes they even eat other birds or a small cat. They don't chew. They rip their prey apart and swallow big pieces. Later they spit up **pellets** of fur, bones, and feathers that they can't digest. You can sometimes find owl pellets on the forest floor. If you do, you'll know that an owl is nearby.



Owl catching prey

If you ever take a walk near the woods, or through an open field at night, listen for the hoot of an owl. Watch for its big eyes and large wings as it swoops to catch its prey. Look around the ground for owl pellets. You will know this bird by its appearance and its behavior!



Owl pellet



Student Page

Name: _____

OWLS

Read Owls and answer the questions, below.



1. Underline the *title*.
2. Circle the two *headings*.
3. Highlight, in yellow, the *keywords* and their definitions.
4. Highlight, in pink, the *captions* beneath photos.
5. Outline the *illustration* box.
6. Write two details about Owls that you learned in this text:

1. _____

2. _____



Name: _____

ANIMALS THAT USE TOOLS

When you think of tools you probably think of hammers or saws. But, did you know that a tool is anything found or made that is used to do a special job? Have you ever dug a hole with a big stick? That stick is a tool! People aren't the only ones to use tools. Some animals use tools too! Let's find out how elephants and crows use tools to make their lives easier.



Elephants

Elephants use tools to make themselves comfortable! When there are a lot of bugs around elephants use long, thick pieces of grass called reeds as a fly swatter. They pull up the reeds





with their trunks and swat at bugs that are biting. Other elephants will pick up rocks and drop them on fences. When the fence falls down the elephant can go to the other side to find food. Some use sticks to remove a tick on their legs.

Crows

Some crows use sticks as tools to get at food that's hard to reach. Sometimes crows know there are

insects in a **crevice** or small crack in a tree. But their beaks are too big to fit into the crevice. These crows find a small, strong twig. Then they chip the twig into a sharp pick. They hold the pick in their beak and put it into the crevice. Then they spear a juicy bug!

The elephant and the crow are just two animals that use tools. Can you think of any other animals that might use tools? Look at the chart below and see some of the other creatures that make their lives easier using tools.

	Chimps	make spears and use rock hammers
	Dolphins	use sea sponges to clean ocean floor to find food
	Octopuses	use coconut shell shields
	Sea Otters	use stones to open shells



Student Page

Name: _____

ANIMALS THAT USE TOOLS

Read Animals that use Tools and answer the questions, below.

1. Underline the *title*.
2. Circle the two *headings*.
3. Highlight, in yellow, the *keyword* and its definitions.
4. Box the chart in pink.
5. Write two details about Animals Using Tools that you learned in this text:

6. Using one fact from the chart, draw a picture of another animal using a tool.



DINO DAILY NEWS

Dinosaurs roamed the Earth long, long ago. They were fascinating animals. Many were huge, but a few were no bigger than a chicken. One of the largest was *Brachiosaurus*.



Brachiosaurus were giraffe-like dinosaurs

Brachiosaurus and Other Plant-Eaters

Brachiosaurus was a massive dinosaur measuring about 50 feet long. It had a long neck that allowed it to feed on the leaves and twigs of tall trees. *Brachiosaurus* was an **herbivore**, which means it ate only plants. Some believe the most interesting of the herbivores were the bone-headed dinosaurs. They had skulls that were an amazing 12 inches thick!

The King of the Dinosaurs

When we think of dinosaurs, many of us picture *Tyrannosaurus-Rex*. A tall dinosaur with silly little arms and huge teeth, T-Rex was a **carnivore**, which means that it ate meat. While T-Rex is still known as the King of the Dinosaurs, the bones of an even more fearsome carnivore have been discovered in South America. The *Giganotosaurus* is thought to have been bigger and faster than T-Rex.

Dinosaur Bones Found Around the World

The person who discovered the bones of *Giganotosaurus* was an **amateur**, which means he was just digging for bones as a hobby. Bones of dinosaurs have been discovered all around the world by other lucky amateurs as well as by **paleontologists**, scientists who study prehistoric life. Who knows? Maybe the next great discovery will be in your backyard!



Reconstructed skeleton



Student Page

Name: _____

DINO DAILY NEWS

Read The Dino Daily News and complete the exercises below.

1. Circle the **3 headings**.
2. Highlight, in yellow, the **4 keywords** and their definitions.
3. Highlight, in pink, the **captions** beneath the pictures.
4. Find a fact about Brachiosaurus:

5. Find a fact about Giganotosaurus:

BONUS: Imagine you are writing an expository piece about dinosaurs that eat meat. Circle the section within this text where you would be most likely to find the information you need.



The Underwater World of Whales



Orca whale surfaces

Whales are fascinating creatures. They spend their entire lives in the water, but they are not fish. They are mammals that breathe air through their blowholes.

Whale at play?

Whales are active in the water. They jump high and splash down. This is called **breaching**. **Lobtailing** is another

interesting behavior where they smack the surface of the water with their tails. Spyhopping is when whales stick their heads out of the water and look around. **Marine biologists**, scientists who study life in the ocean, aren't sure exactly why whales breach, lobtail or spyhop. The behaviors often seem playful.

Types of whales

There are many types of whales. The largest is the *Blue Whale* which grows up to 110 feet long. The smallest is the *Dwarf Sperm Whale* which measures only about 9 feet in length. The *Bowhead Whale* lives in the Arctic. Many kinds of whales are in danger of going extinct. They need our help to survive!

How can we help?

A fun and easy way to help whales is to go on a whale watch. Marine biologists use the money earned from whale watching trips to pay for programs that protect whales. So if you ever get a chance, go on a whale watch. It is an unforgettable experience.



Student Page

Name: _____

THE UNDERWATER WORLD OF WHALES

Read The Underwater World of Whales and complete the exercises below.

1. Circle the 3 *headings*.
2. Highlight, in yellow, the 4 *keywords* and their definitions.
3. Highlight, in pink, the *captions* beneath the pictures.
4. Find a fact about the Blue Whale:

5. Find a fact about the Bowhead Whale:

BONUS: Imagine you are writing an opinion piece about the importance of protecting whales. Circle the section within this text where you would be most likely to find the information you need.



STRATEGIC READING PROCEDURE (A whole class directed process)

1. Circle the **title**. Ask students what the title reveals (the **topic**). Remind them that the topic tells the reader what the entire piece will be about. **Model** this for students and have them do the same.
2. Number each paragraph for reference purposes.
3. Point out and underline the **headings**. Explain that the headings allow you to quickly skim and scan the piece and get a sense of the **main ideas** of the piece.
4. Fill in the summarizing framework, based solely on the title and headings.

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____ etc.

- Discuss the way that identifying the topic and headings can set a purpose for learning. As readers they already have a good idea what they'll be reading about, which aids in comprehension.
 - Discuss how a summary such as this might be an excellent way for an author to begin. (*Helps with organization and focus.*)
5. Next, in each paragraph, have students locate all **bold-faced** or **italicized** words. Explain that these are key vocabulary words that might be new to the reader. These keywords are usually either preceded or followed by a definition to aid in understanding. Point out that these specially marked words indicate some of the important **details** in the piece.
 6. Point out the **photograph** and its **caption**. Ask students why both are important.



Reference Page

7. Next, on the white board or chart paper, translate the information on the summarizing framework into an extended summary using the following sentence starters:

This expository text provides information about _____.
We'll discover _____, learn about _____,
and become familiar with _____.

Or...

This informative piece discusses _____. The author explores _____, investigates _____, and reveals _____.

8. Finally, have students read the text independently. Discuss how examining the following text conventions: title, headings, bold or italicized keywords, photographs and captions guide their reading – think about how much they've learned before they've even started reading! Also point out the way that the author organized the information made it more accessible to the reader.



Student Page

Name: _____

YOU BE THE EDITOR!

Imagine you're the editor of a science magazine for kids. Your assistant sent you this article, but forgot some of the most important parts that will help the reader learn from the text. Your job is to provide the missing parts.

1. Read the entire piece with the class. What is the **topic** – in other words, what is the text **all about**?

Is this an expository or opinion piece? How do you know?

2. Based on the **topic**, create a **title** for this piece that will help the reader figure out what they'll be learning about. Write your title, in large print, across the top of the article.
3. Circle the **introduction**.
4. Box the **conclusion**.
5. Read the first paragraph in the body of the piece (*paragraph 2*). It is missing a **heading** that tells the reader what the entire paragraph is about. Identify the main idea in order to create a heading and write it in the blank at the beginning of the paragraph. Do the same thing for paragraphs 3, 4, and 5.
6. Insert **captions** beneath the pictures to explain what the reader is looking at.
7. Fill in the summarizing framework, below.

TOPIC: _____
MAIN IDEA #1: _____
MAIN IDEA #2: _____
MAIN IDEA #3: _____



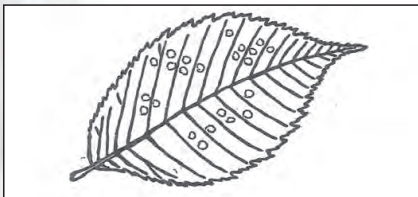
Name: _____

Title

Have you ever looked outside your window and spied a beautiful butterfly? Butterflies start off as eggs. These colorful insects grow and change through four different stages. Let's look at the life cycle of a butterfly.

Heading:

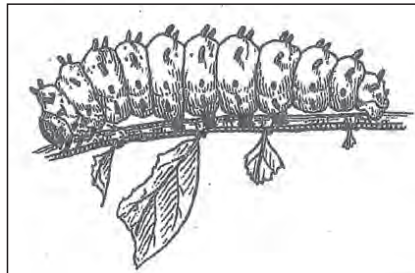
In stage one tiny eggs are laid on a plant. It might be on a leaf or a stem. Each egg is about the size of the head of a pin or the period at the end of a sentence. The mother lays eggs near the food that the babies will need after they hatch.



Heading:

Stage two is called the larva stage. This is when

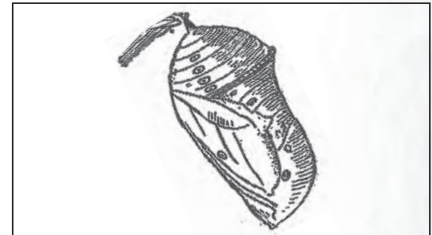
a creature like a worm hatches from the egg. This worm-like creature is called a **caterpillar**. Some caterpillars have bright stripes. Others have long fuzzy hairs all over their bodies. The caterpillar eats and eats and eats. It grows so much that it sheds its skin at least four times!



Heading:

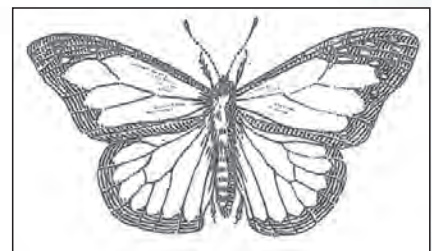
During stage three a **pupa** or **chrysalis** forms. It looks like a green or brown bag hanging from a plant. The brown or green color makes it blend in with the plant. The caterpillar is inside. Inside

the chrysalis many changes take place.



Heading:

Finally, it's stage four! A butterfly comes out of the chrysalis. It spreads its wings and looks for food. This is when butterflies mate and the females lay eggs. Then the four stages begin all over again!



So, the next time you see a butterfly, think of the four stages it has gone through. And be on the lookout for eggs, caterpillars, and chrysalis on plants around your neighborhood!



Name: _____

Grocery Shopping



Most families need to visit a grocery store at least once a week. Big families might need to shop for food more often. Your parents would probably really like it if you helped with the shopping.

The produce is usually in the front of the store. People can buy fruits in the produce section. Your mom can buy potatoes and carrots for dinner. If you like salad, you might pick lettuce, tomatoes, and peppers for a healthy meal. Bananas and berries can make a plain bowl of cereal delicious.

You will find bread in the baked goods section of the grocery store. Most families buy bread to make toast at breakfast and sandwiches for lunch. You can choose rye, whole wheat or white bread. If you need buns for your hot dog or hamburger you will find them in the baked goods section. Among the baked goods you will find yummy cookies, cakes and pies. These will satisfy your sweet tooth! There's something for everybody in the baked goods section.

Your parents will surely be happy when you help them with the grocery shopping. Helping to choose the fresh fruits and vegetables and tasty baked goods is a great way to make sure you all have healthy meals and snacks to enjoy at home.



INTRODUCTION

Lead/Topic Sentence

Main Idea #1 _____

Detail	Detail
Detail	Detail

Main Idea #2 _____

Detail	Detail
Detail	Detail

Main Idea #3 _____

Detail	Detail
Detail	Detail

Conclusion

Summarizing Framework for Grocery Shopping

TOPIC: Grocery Shopping

Main Idea #1: Fruits and Vegetables

Main Idea #2: Baked Goods



Student Page

Name: _____

A Sweet Surprise



Every Friday afternoon, Spencer went to the grocery store with his mother. Spencer loved helping Mom with the shopping.

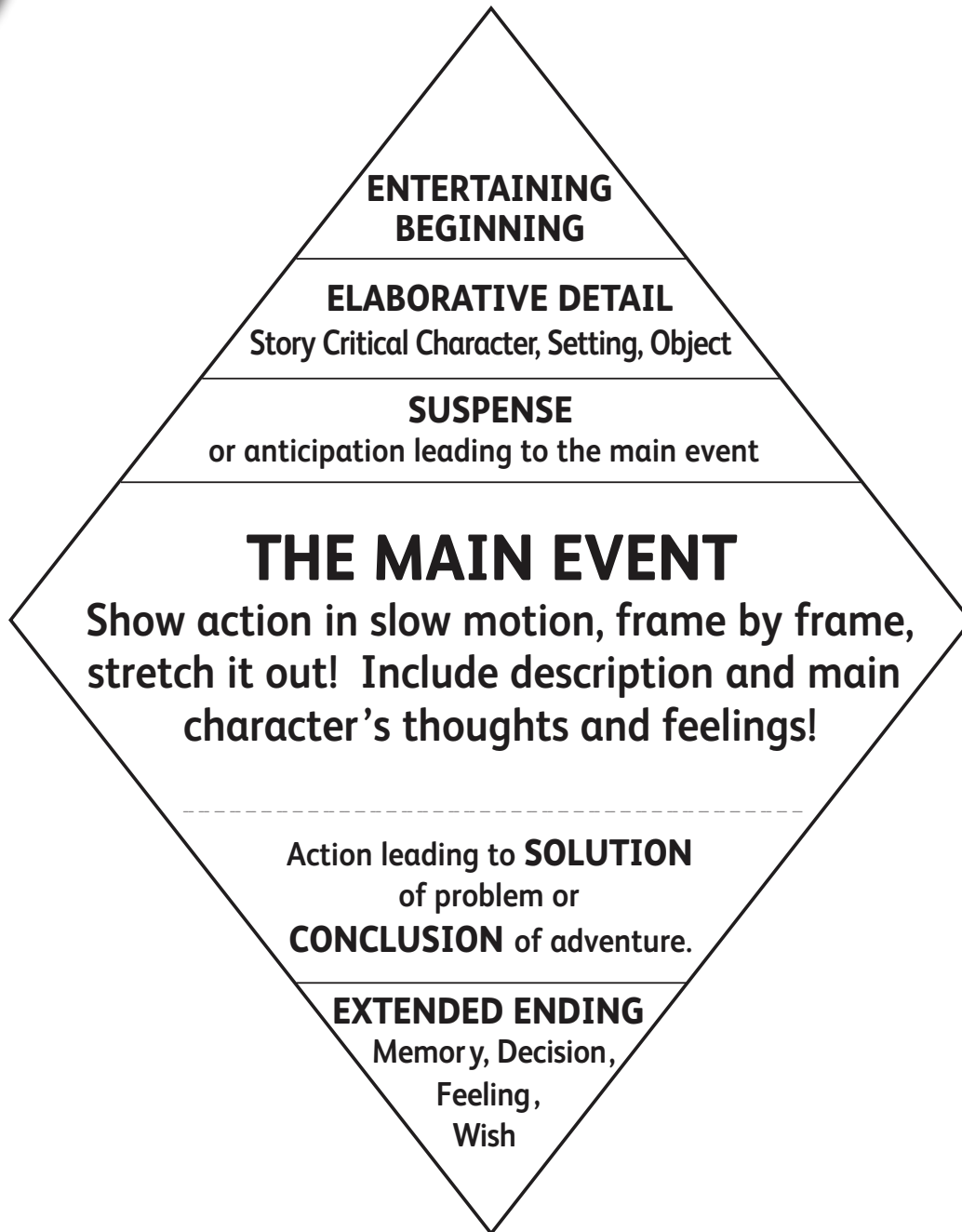
Right after school on Friday, Spencer and Mom set off for the grocery store. When they arrived there, they stopped first at the produce section for fruits and vegetables. Spencer picked out the bananas and berries he loved to eat on his cereal. His mouth watered as he imagined biting into a ripe banana. Mom chose lettuce, peppers, and tomatoes for salads. She also picked out potatoes and carrots for dinner.

The baked goods section was where Spencer and his mother got bread for their sandwiches and toast. They also bought hot dog and hamburger rolls. As a treat, Mom let Spencer pick out a cake for dessert. Just looking at it made Spencer feel even hungrier.

At the checkout, Spencer's stomach let out a loud growl. Mom bought him a candy bar and they shared it on the way home. It was a sweet ending to their shopping trip.



Narrative Writing Diamond



Summarizing Framework

This story is about: Spencer .

The adventure was that: he got to go shopping with Mom .

The adventure concluded when: Mom bought him a candy bar .



Student Page

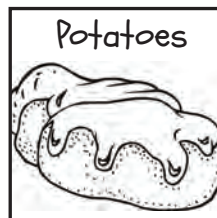
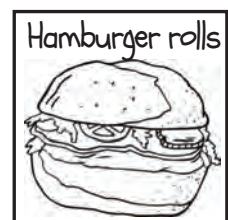
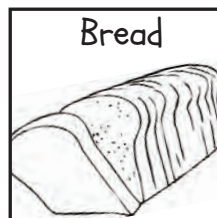
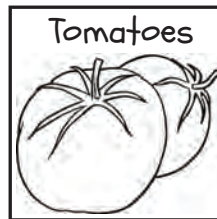
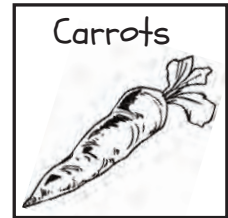
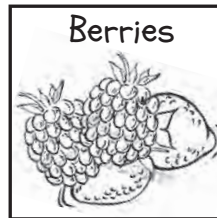
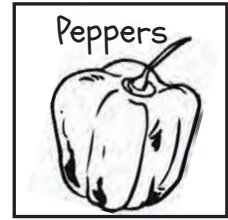
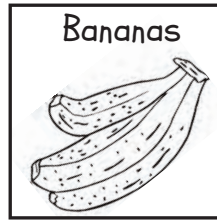
Name: _____

The Grocery List

Spencer's mom has made a grocery list. Each of the items can be found in one of two places in the grocery store. Please let Spencer's mother know which section of the grocery store she can find each item, by cutting and pasting.

BAKED GOODS	FRUITS & VEGETABLES

Grocery List





Student Page

Name: _____

AUTUMN SORTING

Marissa has made a collection of “fact cards” about topics she likes. Help Marissa sort her fact cards. Put a check (✓) on each fact card that is about the TOPIC autumn.

Leaves change color.

Dogs can do tricks.

There are different breeds.

It gets cooler.

Trees drop their leaves.

Pumpkins are picked.



Name: _____

Fact Card

Fact Card

Fact Card

Fact Card

Fact Card

Fact Card



Student Page

Name: _____

Marissa has made a collection of “fact cards” about topics she likes. Help Marissa sort her fact cards. Put a check (✓) on each fact card that is about the TOPIC autumn.

Birds fly south.

Days are shorter.

Dogs can protect us.

Squirrels bury nuts.

Dogs make good pets.

We celebrate Halloween.

BONUS: Cut out the cards and staple them together to make an autumn mini-fact book. Title and illustrate the cover. Look at the details that are NOT about autumn. Can you name the TOPIC?



Name: _____

Fact Card

Fact Card

Fact Card

Fact Card

Fact Card

Fact Card



Name: _____

Halloween



Halloween comes but once a year and everybody wants to join in the festivities! This special day falls at the end of October and it is a time for costumes, treats, and fun activities!

To enjoy Halloween, you're going to need a costume. Deciding what to be for Halloween is never easy, but always fun. Many boys and girls choose to dress up as spooky ghosts or scary witches to scare their friends. Others make people laugh by dressing as their favorite cartoon characters.

Trick or Treating is a great way to show off your costume and collect some tasty treats. Get together with your friends and start ringing doorbells. When somebody answers the door, shout "Trick or Treat." Your neighbors might be scared, but they'll always give you candy!

Trick or treating is fun, but it is not the only thing to do on Halloween. You could visit a haunted house for a scary thrill. Sitting around a bonfire telling ghost stories is another way to enjoy Halloween. Having a Halloween party is fun. You can bob for apples and gobble yummy treats!

Some boys and girls think that Halloween is the best night of the year. Put on your costume and get together with your friends. Go trick or treating or plan other Halloween activities. You'll have a great time!



Name: _____

Halloween

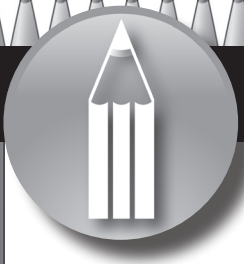
1. Number each *paragraph*.
2. Circle the *introduction*.
3. Box the *conclusion*.
4. Label the *topic*.
5. Underline each **MAIN IDEA**. Write a blurb (a word or two) in the margin next to the paragraph explaining what the entire paragraph is about.
6. Read this detail: *Some even dress up as well-known characters from books.*
Where does this detail belong? Paragraph # _____.
7. Read this detail: *Be sure to bring a bag for your candy.*
Where does this detail belong? Paragraph # _____.
8. Number the references to each main idea restated in the conclusion.
9. Fill in the summarizing framework/author's prewriting plan:

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____



Name: _____

All About Autumn

Autumn is an interesting season. In autumn, plants and animals get ready for winter. It is a season of special holidays and events. Let's talk about autumn!

We see changes in nature during the autumn. Leaves turn red and gold and fall from the trees. Small animals like squirrels gather nuts and grains to fatten up for winter. It is the time when farmers harvest their crops. The weather turns cooler and days are shorter.

Everyone enjoys autumn holidays and special events. When we see pumpkins and cornstalks, jack-o-lanterns and scarecrows, we know Halloween is near. Children look forward to Halloween costumes and trick-or-treating! Families go apple or pumpkin picking. Others enjoy hayrides at harvest fairs. Thanksgiving is another autumn holiday where family and friends gather for food and fun.

So, as days get shorter and cooler, get ready for autumn! You can look for signs of the season in your backyard, and look forward to autumn holiday fun. Autumn is a wonderful time of year!



Student Page

Name: _____

All About Autumn

1. Number each *paragraph*.
2. Circle the *introduction*.
3. Box the *conclusion*.
4. Label the *topic*.
5. Underline each **MAIN IDEA**. Write a blurb (a word or two) in the margin next to the paragraph explaining what the entire paragraph is about.
6. Read this detail: *Election Day takes place every November*.
Where does this detail belong? Paragraph # _____.
7. Read this detail: *Frost covers the grass in the morning*.
Where does this detail belong? Paragraph # _____.
8. Number the references to each main idea restated in the conclusion.
9. Fill in the summarizing framework/author's prewriting plan:

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____



Name: _____

Many Kinds of Gifts

Some lucky people see life as an amazing gift. Every day they get out of bed, look outside and say, “Ahh...the gift of a brand new day! What a lovely sky, what pretty trees and flowers!” When friends or family are kind and helpful, that is a gift. And, of course, there are the kinds of gifts that come in fancy boxes with bows. Most of us have received gifts of nature and service. We’ve also received gifts like toys and clothes. Let’s think about gifts!

Gifts of nature are free! Just look out your window. You’ll see birds, plants, and animals. If you get up early you can watch a beautiful sunrise. At night time you can see the sun set and the stars come out. Even trees are lovely to see. Trees are also gifts to the animals, birds, and bugs that live in their branches!

When people give us their time and energy it is a gift of service. Did someone wash and dry your clothes? That’s a gift of service. Did a family member make you breakfast and pack your lunch? Have you done a favor for anyone lately? Most of us give and receive gifts of service every day.

Of course we all love to receive presents in gift-wrapped boxes! On birthdays and holidays our family and friends might bring gifts of toys, books, or clothing. It is fun to try to guess what’s inside the box. We shake the box and feel its weight. Then we rip the paper and open it up. Surprise! The box could hold something we’ve always wanted!

Perhaps the best thing about gifts is giving them to someone else. Why not take a friend on a nature walk? Or, you could do a chore for someone in your family. And, you could make or buy a special gift for someone you love and wrap it up as a surprise. Giving and receiving gifts makes everyone feel good!



Name: _____

Many Kinds of Gifts

1. Number each **paragraph**.
2. Label the TITLE: *topic*
3. Circle the *introduction*.
4. Box the *conclusion*.
5. Bracket the *body* of the piece.
6. Underline each **MAIN IDEA SENTENCE** and write a **BLURB** in the margin that tells what the whole paragraph is about.
7. If you wanted to add this sentence to the piece, in which paragraph would it belong? *It can be fun to take a walk in a springtime rain shower.*

Expository/Informative Writing Summarizing Framework

TOPIC: _____.

MAIN IDEA #1: _____.

MAIN IDEA #2: _____.

MAIN IDEA #3: _____.

Summarize this piece:

This piece gives information about _____. The reader will learn about _____ and think about _____. Of course, the author also discusses _____.



Student Page

Name: _____

Egg Laying Creatures

Have you ever seen an egg? Do you know where eggs come from? When we go to the grocery store we buy eggs laid by chickens. But, not only birds lay eggs. Let's learn about other egg layers. Animals that lay eggs are called oviparous.

Most reptiles are oviparous creatures. If you see a lizard on a rock, most likely it hatched from an egg. Crocodiles and alligators are also reptiles that hatched from eggs laid in clutches of twenty or thirty. Turtles lay their eggs right on the ground, or in the sand. Most types of snakes also lay eggs.



Only the fish lays eggs!

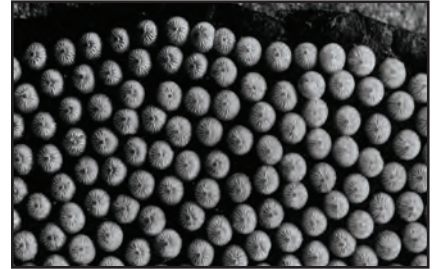
Fish also hatch from eggs. Fish don't lay eggs in a nest. Instead, the female fish either scatters her eggs or attaches them to something like a plant. Don't be fooled! Some creatures look like fish, but they are really mammals that don't lay eggs. Besides laying eggs, fish also breathe underwater with gills. Sea mammals do not lay eggs or breathe underwater – that is why they are not really fish! Dolphins and whales belong to the sea mammal group that does not lay eggs.

Another group of oviparous creatures are called amphibians. Frogs, toads, and salamanders lay their slippery eggs in the water or in wet places. Some hatch as tiny adults. Others begin more like fish and lose their gills as they grow.

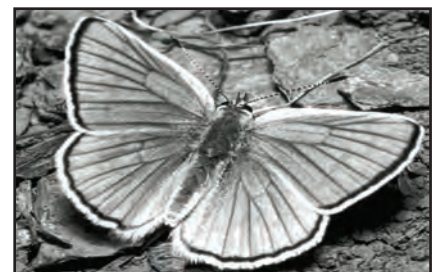


There are just a few egg-laying mammals. Most mammals do not lay eggs. But, in Australia and New Guinea we find the duck-billed platypus and spiny anteater. These egg-laying mammals hatch from eggs and feed their young with milk!

Of course, insects also hatch from eggs. Insects like ants, ladybugs, and bees begin as eggs. Most insects lay hundreds, even thousands of eggs. Many of these are eaten before they hatch. Often, the insect that emerges from the egg looks nothing like the adult insect. They continue to change after they hatch.



So, next time you walk past the cartons of eggs in the grocery store, stop. See if you can remember all the reptiles, fish, amphibians, and insects that hatch from eggs.





Student Page

Name: _____

Egg-Laying Creatures

1. Number each paragraph. {Bracket} the **body** of the piece.
2. Circle the **title** of this piece. What is the **topic?** _____
3. Circle the **introduction** paragraph.
4. Box the **conclusion** paragraph.
5. What does *oviparous* mean? _____
6. Beside each **main idea sentence** write a blurb in the margin telling what the entire paragraph is about.
7. What did you learn from the illustrations and *captions*?
8. Fill in the **summarizing framework**, below:

Expository/Informative Writing Summarizing Framework

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____

MAIN IDEA #4: _____

- 9) What was the **author's purpose?** _____



Name: _____

FROGS

When you walk by a pond, lake, or stream, look around. You might see or hear a frog! Let's find out what frogs look like and learn about where they live.

Would you know a frog if you saw one? Frogs are small creatures with slick, smooth skin. They have bulging eyes that can look in all directions. This is important since frogs don't have necks to turn this way and that. Frogs have long, strong legs in back for jumping and short legs in front. Full-grown frogs do not have tails. They have long, sticky tongues for catching bugs. They also have tiny teeth in the roof of their mouths to hold onto prey. Frogs come in all different colors!

Frogs live everywhere except in Antarctica! They spend a lot of time in water, but some live on land. Most frogs live in warm climates and in rain forests. Some frogs live in trees! Others live in burrows underground. These long-legged leapers live near water where they can keep their skin moist and lay eggs. All frogs hatch from eggs laid in the water.

Be on the lookout for these interesting amphibians! You'll recognize frogs by their appearance and now you know where to find them. Frogs are amazing creatures!





Name: _____

TOADS

Have you ever spotted a toad in your garden or backyard? What do these amphibians look like and where do they live?

What do toads look like? These small, plump creatures have brownish skin that is dry and bumpy. Some people think their skin looks like it is covered in warts! Toads have short legs that they use for walking or hopping short distances. They have poison glands behind their eyes. Adult toads do not have tails. Unlike frogs, toads do not have teeth.

Let's explore the toad's habitat. Although toads are born in water they don't stay there. Toads live on dry land. You can find toads in forests or even in your backyard. During the day they like hiding under rocks, logs, and dry leaves. Toads are seen more often at night.

So, now would you recognize a toad if you saw one? Would you know where and when to look for a toad in its habitat? Toads are common, but interesting creatures.





Name: _____

DISCUSSION QUESTIONS - FROGS & TOADS

You have read two informative texts about Frogs and Toads. Write about one way the frog and toad are the same and one way that they're different.

1. Fill in the summarizing frameworks, below, for each text:



FROGS

TOADS

TOPIC: _____

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #2: _____

2. What do you notice about these main ideas? _____

3. What are the "givens" in the boxed assignment or the two things you MUST write about?

4. Go back to each text. Circle the similarity and difference that you plan to write about.

5. Fill in a SUMMARIZING FRAMEWORK that shows the main ideas you selected, one similarity and one difference.

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____



Name: _____

COMPARISON GRID

	FROG	TOAD
What they look like		
Habitat		



EXEMPLAR TEXT

introduction

After reading Frogs and Toads it is easy to compare them. I learned that frogs and toads are the same in some ways and different in others. Let's examine one similarity and one difference between these amphibians.

— citing text

In the texts the reader learns that both of these amphibians start life in the water.

similar

Water helps keep their skin moist. But frogs spend much more time in water than toads do. Toads live mostly on land.

— citing text

different

Frogs and toads have different kinds of legs. The author explains frogs have long, strong back legs for leaping into the water. Since toads live mostly on land they walk or hop short distances. So, toads' legs are shorter than frogs'.

There are more similarities and differences between frogs and toads. Read both Frogs and Toads to find out more!

conclusion



Student Reference Page

SUMMARIZING YOUR INDEPENDENT READING

What are you reading? After reading a story, highlight the important parts by completing the Narrative Writing Summarizing Framework below. If you're reading nonfiction, summarize what you learned from it using the Expository Writing Summarizing Framework.

Narrative Writing Summarizing Framework

Title _____

Author _____

This story is about _____
Main Character

The problem, adventure or experience was that _____

Single significant main event

The problem is solved, adventure/experience concluded when _____

Solution/conclusion

Expository Writing Summarizing Framework

TITLE: _____

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____



Student Page

Name: _____

WHAT DOESN'T BELONG?

Read the paragraphs below. Then cross out the detail that is not about that main idea.

1. T-Rex was a fearsome dinosaur that lived more than 65 million years ago. It had 60 teeth, each one as big as a banana and as sharp as a razor. T-Rex was huge but had oddly tiny arms. Some dinosaurs were plant eaters.

What is the main idea of this paragraph?

2. The first day of April is a day when people play jokes on each other. It rains often in the spring. It is called April Fool's Day and it is celebrated around the world. In France, children tape paper fish to each other's backs and yell "April Fish" at them. It is silly and fun.

What is the main idea of this paragraph?

3. Many people are afraid of bats, but these flying mammals are rarely a danger to us. Owls have glowing eyes and sharp claws. Vampire bats do feed on blood, but most species of bats eat insects and fruit. All bats are active at night.

What is the main idea of this paragraph?



Student Page

Name: _____

NARRATIVE, EXPOSITORY, OR OPINION?

Read the paragraphs below and decide if each is an example of narrative, opinion, or expository writing. Circle your answer from the three choices below each paragraph.

1. Dogs can be more than just pets. Some of them really help people. Dogs can be trained to be the eyes or ears of people who have trouble seeing or hearing. They can be taught to help people in many other ways, too.

NARRATIVE

OPINION

EXPOSITORY

2. Without a doubt, dogs are the world's greatest animals. Not only are they the most lovable pets you could ever imagine, but they can be trained to do fun tricks. They are truly our best friends.

NARRATIVE

OPINION

EXPOSITORY

3. Dotty and Danny were a team. Dotty was a Spaniel who helped Danny, a boy with hearing loss. Danny took very good care of Dotty. One summer morning, Dotty jolted awake to the shrill wail of the fire alarm! She smelled smoke!

NARRATIVE

OPINION

EXPOSITORY



Name: _____

NARRATIVE, EXPOSITORY, OR OPINION?

Read the paragraphs below and decide if each is an example of narrative, opinion, or expository writing. Circle your answer from the three choices below each paragraph.

1. Jen unrolled her sleeping bag onto one of the six cots in the cabin. She felt uneasy as she waited for the other girls to arrive. "I hope they're nice," she thought. Jen was really hoping to meet a new friend at camp this summer.

NARRATIVE

OPINION

EXPOSITORY

2. Many boys and girls go to camp in the summer. For most, it is a good way to meet new friends. Some camps offer many activities. Others focus on sports or art. There are camps for soccer, dance or drama.

NARRATIVE

OPINION

EXPOSITORY

3. Summer camp is no fun at all. All you do from dawn to dusk is run around in the hot sun. You sleep in a crowded cabin and take cold showers. If you meet any new friends, saying goodbye to them at the end of the summer is sad.

NARRATIVE

OPINION

EXPOSITORY



A Camping Trip

A Day at the Beach

Birthday Parties

Rainy Day Activities



Tent	Swim goggles
Sleeping bag	Finger painting
Flashlight	Reading
Book of ghost stories	Presents
Firewood	Cake
Sun visor	Ice cream
Sunscreen	Games
Towels	Piñatas
Pail	Bathing suit
Shovel	Picnic basket
Bottle of water	Sled
Movies	Pencil
Board games	Shoes
Video games	Presents
Buckets	Party favors
Marshmallows	Beach ball
Umbrella	Elephant

***NOTE:** The details that do not fit into any of the Main Idea categories are: Sled, Pencil, Elephant and Shoes. These should be sorted into the ? shoebox.



Name: _____

HAVING A FISH TANK (1)

READ AND COMPARE.

Having a Fish Tank

Having a fish tank is fun. You can fix it up like underwater. You can have lots of fish and stuff. You have to feed the fish everyday but not too much. My friend has a fish tank in his room. You watch the fish and learn about them. There are big and small fish. They are blue, red, orange, gray, and black. Some are striped.

Maybe I will get a fishtank.



Student Page

Name: _____

HAVING A FISH TANK (2)

READ AND COMPARE.

Having a Fish Tank

Having a fish tank is a great way to learn about water creatures. You can watch these creatures up close. You must learn how to take care of them too.

What kind of creatures can you put in a fish tank? Besides colorful fish you can have snails. You can have small frogs too. You can try small crayfish or crabs. You can also have eels.

You have to take care of your fish tank. First you have to feed the fish. Don't feed them too much or the water gets dirty. You should have a filter to keep the water clean. You should have a light to see your water world better. You should empty the tank and clean it out sometimes.

Do you like the idea of having a fish tank? You can have interesting water creatures. But you have to take care of it.



Name: _____

HAVING A FISH TANK (3)

READ AND COMPARE.

Having a Fish Tank

Do you think having a fish tank would be fun? It is not only fun, but a great way to learn about water creatures. Taking care of a fish tank also is a big responsibility. Let's learn about the kinds of water creatures you can keep in a fish tank. Then we'll discover how to keep the tank clean and healthy.

In your fish tank you can set up a beautiful habitat for many water creatures. Fish of every color enjoy swimming between plants and rocks. An underwater fish tank cave is the perfect place for an eel to explore. Small African frogs can scoot along the gravel floor of your tank and skim the top of the water. Some fish tanks even have snails, tiny crabs, and crayfish to clean the bottom and sides of the tank.

There are a number of things to do to keep your fish tank clean and healthy. You must feed the fish everyday. Be careful not to feed them too much. If you do, the extra food can make the water dirty. Another way to keep the water clean is with an electric filter. This takes waste out of the water. There are special rubber scrapers used to clean the glass. If you live where it gets cold you might need a heater to keep the water warm. A fish tank light will help you to see your fish tank habitat better. But be sure to turn it off at night so your fish can sleep! All of these things will keep your water creatures happy and healthy.

Think about this underwater habitat! Imagine the creatures that could live there. And remember what you need to do to keep your tank healthy. Maybe keeping a fish tank would be a good hobby for you!



Plants

Introduction: There are many different plants in the world and they are very important to life on earth. Plants provide food for us to eat and add oxygen to our air. We can even make cloth from plant fibers. From the smallest flower to the tallest tree, plants all have the same basic parts: stems, leaves and roots.

Main Idea #1:

The stem of a plant is like an animal's skeleton.

Main Idea #2:

A plant is anchored to the ground by its roots.

Main Idea #3:

Plants breathe and absorb sunlight through their leaves.

Conclusion: Some plants have deep roots, thick stems and large leaves, but others are more fragile. However, all plants have these same basic parts and each plays an important role in keeping the plant alive.



Detail Sentences

Plants

.....
The stem holds the plant up.
.....

Water and nutrients travel up the stem to the other parts of the plant.
.....

Some plants have soft, bendy stems.
.....

Others have hard, rigid stems.
.....

The stem of a tree is called the trunk.
.....

The stems of some plants have thorns.
.....

The tree stem or trunk is covered with bark.
.....

The fibers that we make cloth from are usually found in the stem of the plant.
.....

Plants use their roots to get nutrients from the soil.
.....

We eat the roots of some plants, for example, carrots and beets.
.....

Other roots are used to make medicines.
.....

These are called root vegetables.
.....

(continued)

Detail Sentences



.....
Pumpkins and tomatoes are examples of plants with roots that grow deep into the Earth.

.....
The roots of flowers are usually closer to the surface.

.....
It you look closely at a leaf, you will see that it has veins.

.....
The roots of small plants can be surprisingly large.

.....
Roots are usually longer than they are wide.

.....
Just like blood flows through our veins, food and water flows through the veins of a leaf.

.....
Veins in the leaves move water and food to other parts of the plant.

.....
When we eat herbs, spinach, and lettuce, we are eating the leaves of the plant.

.....
Leaves come in many different sizes and shapes.

.....
The sharp spikes of a cactus are actually its leaves.

.....
Many leaves are flat and wide.

.....
In the autumn, some leaves turn bright shades of red, gold and orange.



The Blue Whale

Introduction: What is smarter than your pet dog and bigger than a school bus? It spends its life in the ocean. There aren't many of these creatures left in the world. Can you guess what it is? If you guessed "whale" you're right. Let's learn about the blue whale – what it looks like, how they talk to one another, and why they are endangered.

Main Idea #1:

There's not a creature on Earth as big and unusual as the blue whale!

Main Idea #2:

Blue whales are smart enough to communicate with one another.

Main Idea #3:

It is sad to think that there are not many blue whales left in the world.

Conclusion: The blue whale is a big, beautiful, smart creature. Hopefully we can keep on protecting them from hunters and other dangers!



Detail Sentences

The Blue Whale

.....
When blue whales are kept in aquariums they can be taught to do tricks and tasks.
.....

.....
These ocean giants weigh over 100 tons!
.....

.....
Long ago people killed whales for their blubber, whale oil, and meat.
.....

.....
Blue whales make sounds called *clicks* that send signals to one another.
.....

.....
Their brains are bigger than human brains.
.....

.....
Whale bones were used to make carvings called *scrimshaw*.
.....

.....
Other men hunted whales for their bones.
.....

.....
If you measured a blue whale you'd see that they can be up to 100 feet from nose to tail!
.....

.....
For hundreds of years men hunted these whales.
.....

.....
Besides being killed by hunters, blue whales also die from polluted water.
.....

.....
They are bigger than a dinosaur!
.....

(continued)

Detail Sentences



Now it is against the law to kill a blue whale.

Blue whale's skin is shiny and smooth.

These whales don't use words when they communicate.

Of course the skin is a blue-gray color.

Whale's clinking helps them stay together in *pods* or groups.

This giant swimmer has a big, wide tail that helps it turn.

This whale also has large flippers on its sides for swimming.

When the blue whale jumps out of the water you might see its blowhole.

Their brain size is one reason they are so smart.

Another way blue whales show how smart they are is how well they care for their babies.

Water shoots out of the blowhole into the air.



Halloween

Introduction: Do you enjoy scary things? Does a walk in a dark fall night sound like fun? Do you like seeing bats, black cats, and ghosts? Do you love candy? Do you think dressing in a costume is exciting? If you said “yes” then you must love Halloween!

Main Idea #1:

At Halloween people like to put scary decorations around their houses.

Main Idea #2:

Halloween is all about costumes!

Main Idea #3:

What most kids like best about Halloween is the candy!

Conclusion: So, when October comes, get out the decorations! Plan your costume! And think about all the candy you’ll get! There’s nothing like Halloween!



Detail Sentences

Halloween

Chocolate bars are yummy.

Use your mom's old clothes and jewelry for a gypsy outfit.

Many people carve jack-o-lanterns for their front steps.

Colorful gummy bears are fun too.

Get black pants and a black shirt and cape and be a vampire.

You can make a scarecrow and put it in your yard.

Snickers or peanut butter cups are favorites.

It's easy to make a robot costume out of boxes and tin foil.

Every Halloween kids get candy corn and sweet, sticky popcorn balls.

Other people use an old sheet to make a ghost and hang it in a tree.

At the store you can buy black cats and bats to put in your windows.

Big black spiders in a web are fun to hang in a doorway.

(continued)

Detail Sentences



.....
They also sell fangs, wigs, and monster claws to make your Halloween outfit more scary.

.....
Some people put plastic gravestones on their lawn.

.....
If you're really lucky you might get a candy apple on a stick.

.....
Make-up adds the finishing touch to any costume.

.....
Trick or treaters might even get gum, chocolate kisses, or peppermints.

.....
Some kids make their own costumes.

.....
Other people decorate with a witch in a black dress on a broom.

.....
Of course, you can also buy a costume and mask at the store.

.....
You can even get strings of small orange lights for around your front door.

.....
Your Dad can lend you clothes to be a lumberjack.

.....
Children yell, "Trick or treat!" and people give them candy.