

NAME _____

DATE _____

Webtivity #1

Page 8 Topic Problems

Whenever you write, you should have a good, strong topic. You should also do your best to avoid topic problems. One of the most challenging topic problems is a topic that is too big. Some topics are really interesting, however there is too much to write about in one story. Rather than throw it out, simply make your big topic smaller.

When a topic is about something specific, it's often the right size. But when a topic is very general or covers a large period of time, it's often too big.

Directions: For each topic below, decide if it's a good size or if it needs to be smaller. Place an X next to any topic you think is too big.

_____ The surprise ending of your last soccer game

_____ American history

_____ Space exploration

_____ Your favorite sport

_____ A visit to your Grandmother's house

_____ Summer vacation

_____ Your favorite hobby

_____ A weekend camping trip

_____ Australia

_____ Horses

_____ Your dog's new tricks

_____ Learning to play the drums

_____ Winter

_____ Baseball

_____ Your favorite beach at the Jersey Shore

NAME _____

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Webtivity #1

Page 8 Topic Problems – Answer Key

Whenever you write, you should have a good, strong topic. You should also do your best to avoid topic problems. One of the most challenging topic problems is a topic that is too big. Some topics are really interesting, however there is too much to write about in one story. Rather than throw it out, simply make your big topic smaller.

When a topic is about something specific, it's often the right size. But when a topic is very general or covers a large period of time, it's often too big.

Directions: For each topic below, decide if it's a good size or if it needs to be smaller. Place an X next to any topic you think is too big.

- _____ The surprise ending of your last soccer game
- X American history (too many years, too much information)
- X Space exploration (too many years, too much information, too many discoveries)
- _____ Your favorite sport
- _____ A visit to your Grandmother's house
- X Summer vacation (too much time, too much information)
- _____ Your favorite hobby
- _____ A weekend camping trip
- X Australia (too much information, too many options)
- X Horses (too much information, too many options)
- _____ Your dog's new tricks
- _____ Learning to play the drums
- X Winter (too much information, too many options)
- X Baseball (too much information, too many options)
- _____ Your favorite beach at the Jersey Shore

NAME _____

DATE _____

Webtivity #2

Page 9-10 Quick Shrinks – The Incredibly Shrinking Topic

Once you determine an interesting topic is too big, you should never throw it out. All you need to do is a quick shrink. Step one is a Quick List. It only takes a minute to break a big topic into smaller, more manageable topics. Depending upon the size of the topic, a Quick List may do the trick. If, after you complete a Quick List, your new topic is still a little too big, you can move that new topic to a Quick Word Web.

Directions: Create a Quick List for the following topics. The first has been done for you.

A. American History

B. Baseball

C. Summer

Famous Americans _____

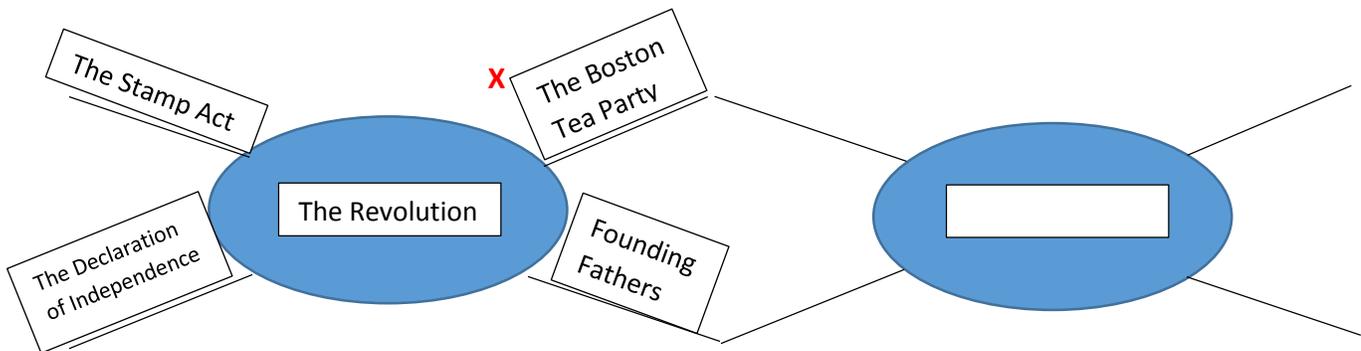
The Pilgrims _____

Explorers _____

The Revolution _____

The Great Depression _____

Now, look at your lists and select one new topic that could be made smaller. Insert that new topic into the middle of the Quick Word Web and think of four smaller topics. Next, select your new topic. The first has been done for you.



The Boston Tea Party

NAME _____

DATE _____

Webtivity #3

Page 11 What You Like and What You Know

Sometimes the hardest part of writing is just getting started. Luckily, finding a topic isn't that difficult – if you know where to look. The best places to find ideas that will interest and excite you about your work are simply the things you like and the things you know about. When you have the opportunity to select your own topic, it can be exciting and scary at the same time. You can get rid of the fear with some solid strategies. The first thing you should do is create a list of things you like and know about. Once you have created the list, see if you can Quick Shrink any of your topics to create more than one.

Directions: Fill in the blanks below with things you like and know about. The first blank has been filled in for you.

<u>New Jersey</u>	_____
_____	_____
_____	_____
_____	_____
_____	_____

Next, select one idea and Quick List it to create five smaller topics. Use the Quick List on the left as a guide.

<u>New Jersey</u>	_____
1. <u>State Parks and Forests</u>	_____
2. <u>History</u>	_____
3. <u>Jersey Shore Beaches</u>	_____
4. <u>Colleges and Universities</u>	_____
5. <u>Businesses and Industry</u>	_____

Since writing is about being in the moment, fill in the blank with the topic that you like right now. If your topic is still too big, use a Quick Word Web to make it the right size.

<u>History</u>	_____
----------------	-------

NAME _____

DATE _____

Webtivity #4

Page 12 Calling All Characters

When you create your characters, you should think of them as people with individual character traits and personalities. Great characters are more than a name! You should also think about how your characters interact as a group. For this activity, you will create a group of people that are familiar to each other, such as a group of friends or a family.

Directions: Create unique characters for the individuals below, keeping their interactions and relationships in mind. Look at the example on the left as a guide.

Example Family

Parent: Mom, 40 years old, very busy,
likes to cook, hates to clean,
loves to sing, always late,
laughs very loud, happy

Child: boy, 12 years old, loves sports,
struggles with math, very shy,
helps with younger sister,
great bowler, hates waking up

Child: 5 year old girl, hates sports,
plays with dolls, talks a lot, has
bubbly personality, messy,
collects rocks, wants a pony

Grandparent: Grandmom, very active,
loves old movies, likes to watch
people, very smart, knows the
right thing to say, loves to bake

Family

Parent: _____

Child: _____

Child: _____

Grandparent: _____

By creating characters before you write and creating them together, you can set the scene for funny conflicts and differences, like the shy older brother and the messy little sister that talks too much. When a great idea for character interaction occurs, make sure you make a note.

Notes: Brother is studyng for a math test,
sister won't stop talking. Grandmom
trying to bake while mom cooks.

Notes: _____

NAME _____

DATE _____

Webtivity #5

Page 12 Calling All Characters

When you create your characters, you should think of them as people with individual character traits and personalities. Great characters are more than a name! You should also think about how your characters interact as a group. For this activity, you will create a group of people that are *not* familiar to each other.

Directions: Create unique characters for the individuals below, keeping their interactions and relationships in mind. Look at the example on the left as a guide.

Example Strangers on a Bus

Man: wearing a suit, carrying a big
briefcase, looks important,
keeps checking his watch,
stares straight ahead

Child: girl, 4 years old, loves dolls,
eating a lollipop, very sticky,
singing alphabet song over and
over, begging for a balloon

Lady: 35 years old, little girl's mom
looking for something in purse,
frustrated, chewing gum loudly,
trying to juggle shopping bags

Lady: Looks like a Grandmom, short,
carries a cane, big glasses, slow,
smiling at the little girl, starts to
hum, very pleasant

Strangers on a Bus

Man: _____

Child: _____

Lady: _____

Lady: _____

By creating characters before you write and creating them together, you can set the scene for funny conflicts and differences, like the quiet businessman with the talkative child and older lady. When a great idea for character interaction occurs, make sure you make a note.

Notes: Man's car broke down, late for an
appointment. Ignoring older lady and
little girl. Mom too busy to notice

Notes: _____

NAME _____

DATE _____

Webtivity #6

Page 13 Getting a Setting

Never miss the chance to add to your plot and your story by ignoring the setting. Too often, writers select a setting and never pay much attention to it. A good setting is more than just the name of the place where the story happens. A good setting transports the reader through details, making the story come to life.

Directions: Create a setting and then fill in the blanks to add details. Be creative!

	Setting	Setting	Setting
Location	<u>Train station</u>	_____	_____
Description	<u>Very quiet, empty</u>	_____	_____
Weather	<u>Cold, windy, damp</u>	_____	_____
Season	<u>Autumn</u>	_____	_____
Time of Day	<u>Early morning</u>	_____	_____
Sounds	<u>Dog barking</u>	_____	_____
Other	<u>One car in parking lot</u>	_____	_____
Other	<u>Coat sitting on bench</u>	_____	_____
Other	<u>Street lights flickering</u>	_____	_____

As you can see, the details we added have painted an amazing picture. Those details are important because they let the reader experience what the characters are experiencing. Include these details and your setting will come to life!

NAME _____

DATE _____

Webtivity #7

Page 14 Plotting a Plot

A plot is not just part of the story, *it is the story!* For a story to be a real story, something has to happen. There should be a conflict or a problem and of course, a solution. Your characters and setting add to your plot and match the direction you are taking the story. As a reader, you expect to read interesting stories. As an author, it is your responsibility to make your story interesting.

Directions: Take each simple plot and add details that create a conflict and a solution. The first has been done for you.

Plot: A woman leaves work early.

Detail: It's her birthday and she wants to get home and see her family.

Detail: She walks in and the house is dark. No one is home.

Detail: She's very disappointed and heads toward the kitchen.

Solution: When she walks in the kitchen, her family yells, "Surprise."

Plot: _____

Detail: _____

Detail: _____

Detail: _____

Solution: _____

Plot: _____

Detail: _____

Detail: _____

Detail: _____

Solution: _____

NAME _____

DATE _____

Webtivity #8

Page 15-16

Prewriting, or Planning the Party

Planning before you write is the best way to create a great story. It helps to have a checklist handy to make sure you don't forget anything important. Whenever you write stories, use this checklist to keep your details in order.

Characters

Name: _____ Details: _____

Name: _____ Details: _____

Name: _____ Details: _____

Name: _____ Details: _____

Setting

Location: _____

Season: _____

Time of Day: _____

Weather: _____

Sounds: _____

Other: _____

Other: _____

Other: _____

Plot:

Plot: _____

Detail: _____

Detail: _____

Detail: _____

Solution: _____

NAME _____

DATE _____

Webtivity #9

Page 17 Better Word Lists

Planning your story should always include using better words as they are one of the easiest ways to really improve your work. Plus, keeping a better word list handy also makes you more creative while you are writing.

Directions: Use a thesaurus to find one better word for the following dull words.

cover _____

make _____

lost _____

show _____

see _____

went _____

slow _____

dig _____

pull _____

return _____

walk _____

know _____

wash _____

hear _____

open _____

find _____

leave _____

hard _____

Bonus: Fill in the blanks with any better words to complete the sentences below.

The _____ found a _____ at the _____
of the _____.

_____, a _____ woke up everyone in the
_____.

NAME _____

DATE _____

Webtivity #10

Page 18 Goodbye Dull Words

While no one plans to use dull, boring words in their work, they can sneak up on you if you're not paying attention. The best way to avoid dull words is to get into the habit of using better words. The more you use them, the easier it will be to avoid them.

Directions: Use a thesaurus to find one better word for the following dull words.

more _____

less _____

all _____

none _____

some _____

most _____

saw _____

heard _____

felt _____

thought _____

had _____

gave _____

move _____

stop _____

match _____

put _____

think _____

better _____

Bonus: Fill in the blanks with any better words to complete the sentences below.

My _____ looked like a _____ at the
_____ of the _____.

I _____ at the _____ as I
_____.

NAME _____

DATE _____

Webtivity # 11

Page 19 Keep Your Handy-Dandy List Handy

When you replace a dull word with a better word, try not to use *that* better word again in your story. Instead, find *another* better word. Variety is important in writing and there are so many better words available that it isn't necessary to repeat those better words. If you keep a better word list handy, you will have no trouble finding other better words.

Directions: Use a thesaurus to find better words for the following dull words.

good

bad

slow

quick

dark

bright

far

near

Now, review the words you selected and for each dull word, circle the better word you think is the strongest.

NAME _____

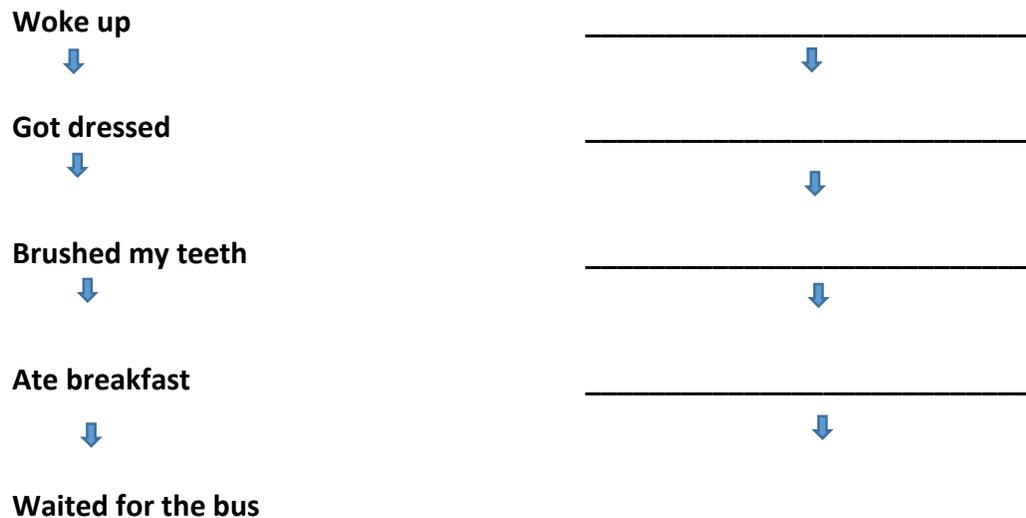
DATE _____

Webtivity # 12

Page 20 Twists and Turns

Each day, so many things happen in our lives that are pretty dull and routine. They are neither exciting nor much to write about. However, when you are writing fiction, you are allowed to exaggerate and include events that did not happen. *In fact, you are encouraged to exaggerate and include events that did not happen!*

Directions: For this activity you will write down the events of a dull event that happened in your life this week. Use a straight arrow map to keep everything in order. The arrow simply means next. Use the map on the left as a guide.



Now, create twists and turns by adding details that would make the story more interesting.

Detail 1: Woke up late because the _____
alarm didn't go off. _____

Detail 2: Waited one hour for the bus _____
before I realized it was Saturday. _____

Tip: Remember, when creating twists and turns, they should be clever and somewhat realistic. They should make sense with the events and characters. The reader should never see it coming!

NAME _____

DATE _____

Webtivity # 13

Page 21 Don't Miss the Twist

The best place to find clever twists quickly is in a picture book. Unlike novels or chapter books, the authors of picture books cannot waste any time keeping the story moving. If they did, their young readers would become bored and stop reading. While other authors can slowly build suspense, picture book authors must move quickly. That makes this type of book very helpful when you want to quickly analyze great twists and turns.

Directions: Select two picture books and, before you open the book, analyze the cover. Look for clues in the words and illustrations and then answer these questions before opening it.

Book 1

Title _____

What do you think the story is about?

How do you think the story ends?

Now, open the book, read the story and identify the twists and turns. These are the things you didn't think would happen.

Did the story end the way you thought it would when you had only looked at the cover?

Book 2

Title _____

What do you think the story is about?

How do you think the story ends?

NAME _____

DATE _____

Webtivity # 14

Page 23-26 Quick Map With Twists and Turns

A Quick Map is a great way to see and organize your ideas as you prewrite. The best part of a Quick Map is that it is quick! You shouldn't spend weeks prewriting a story. Think of your ideas, organize them, and start writing. The best way to become a better writer is to just keep writing. Use this map anytime you are about to write a story.

Directions: Use the Quick Map with Twists and Turns to construct an amazing story. It's best to write the main events first, think about it, and then go back to add your twists and turns.

↓

↓

↓

↓

↓

Now, look over your map and decide where you can add something interesting that the reader doesn't expect. List your twists and turns below and draw an arrow to the spot on the map above where you will insert them.

Twist 1 _____

Twist 2 _____

NAME _____

DATE _____

Webtivity # 15

Page 27 Words: The Building Blocks of Sentences

The art of writing is simply stringing the best words in the best order to make great sentences. The better your word choices, the better your sentences. The better your sentences, the better your stories. The better your stories, the better your grades! *It all comes back to those words.*

Now, the strength of a word, or a sentence, for that matter, has nothing to do with quantity, or the size and number of words. Small words and small sentences can be very powerful.

Directions: Complete the following two word sentences. Each sentence will consist of a subject (*who or what the sentence is about*) and a predicate (*what the subject does*). You will be given three subjects, Mary, Paul, and Bob, so choose your one word predicate wisely. The first have been done for you.

Mary exercised _____. Paul sobbed _____. Bob hurried _____.

Mary _____ . Paul _____ . Bob _____ .

Mary _____ . Paul _____ . Bob _____ .

Mary _____ . Paul _____ . Bob _____ .

Mary _____ . Paul _____ . Bob _____ .

Mary _____ . Paul _____ . Bob _____ .

Mary _____ . Paul _____ . Bob _____ .

NAME _____

DATE _____

Webtivity # 16

Page 28 Wanda's Kinds of Words

Words are amazing! They come in all shapes and sizes and there are so many to choose from. One mistake many young writers make, however, is only using adjectives to describe. Now, adjectives are amazing; they paint pictures using only words and really help us experience what is happening in a story. But, poor little adjectives shouldn't do all of the work by themselves. You can add so much detail with descriptive nouns, strong verbs, powerful adverbs, and the ever-so-helpful, prepositional phrases.

Directions: Use the chart below to connect great parts of speech and paint pictures with words. The first has been done for you. Use Box 1 for your dull sentence. Use Box 2 to replace your noun and verb and use Box 3 to include an adjective and adverb. Write your new sentence on the line below.

Box 1 The lady ran to the store.	Box 2 mother, hurried
	Box 3 frantically, busy

The busy mother frantically hurried to the store.

Box 1	Box 2
	Box 3

Box 1	Box 2
	Box 3

Box 1	Box 2
	Box 3

NAME _____

DATE _____

Webtivity # 17

Page 29 Switcheroo

Have you ever read a sentence that you, or someone else, wrote and thought it could be much better? Here is your chance to make those changes. Use descriptive nouns, strong verbs, creative adjectives and adverbs and don't forget those very important prepositional phrases!

Directions: Read the dull sentence below and using many better word types, transform it into an amazing sentence. The first has been done for you.

Dull: The coach came to the field.

Better: The **former** coach **arrived early** at the **newly-built** field **in his hometown**.

(Wow! What a difference. We inserted the adjective, *former*, the stronger verb, *arrived*, the adverb, *early*, the adjective *newly-built*, and the prepositional phrase, *in his hometown*.)

Dull: _____

Better: _____

NAME _____

DATE _____

Webtivity # 18

Page 30-31 Sentences: The Building Blocks of Paragraphs - Beginnings

The best way to approach any form of writing, whether it is a story, and article, or even a book, is one sentence at a time. After you have planned your story and it's time to start writing, it's too overwhelming to think of the whole thing at once. Concentrate on one sentence at a time and you will create those great paragraphs.

Directions: Create interesting beginnings to the following sentences. You will be given a predicate (*what is happening*) and you will supply the subject (*the who or what*). Remember, a subject and a predicate are usually more than one word! The first has been done for you.

1. _____ blew down the street and around the corner.

The brightly colored invitations blew down the street and around the corner.

2. _____ found a diamond ring.

3. _____ searched for hours.

4. _____ cheered with excitement.

5. _____ smelled the warm cookies.

6. _____ watered the flowers.

7. _____ ran home from school.

8. _____ delivered the good news.

9. _____ played the violin.

10. _____ washed the dog.

NAME _____

DATE _____

Webtivity # 19

Page 32 Sentences: The Building Blocks of Paragraphs- Endings

Just as your sentences need a strong beginning to grab a reader's attention, you need strong endings to hold their attention! The best part of writing is that, even after you write a sentence, you can change it. As you write, one sentence at a time, don't be afraid to use better words to change and improve your work.

Directions: Create interesting endings to the following sentences. You will be given a subject (*the who or what*) and you will supply the predicate (*what happens*). Remember, a subject and a predicate are usually more than one word! The first has been done for you.

1. The children at the park _____.

The children at the park screamed with delight when the ice cream truck arrived.

2. A small brown puppy _____

_____.

3. The long-lost friends _____

_____.

4. The strong winds and rain _____

_____.

5. The traffic on the turnpike _____

_____.

6. The immense garden _____

_____.

NAME _____

DATE _____

Webtivity # 20

Page 33 Fragments

Once you begin writing, it's often easy to lose control of sentences. Sometimes our thoughts and ideas come so quickly, we forget to focus on one sentence at a time. It's easy to begin thinking about the next sentence before completing the one we are working on. When that happens, you can end up with fragments. A fragment is an incomplete sentence which means it's not a real sentence. It is missing a subject or a predicate, or it is not a complete thought.

Directions: Read the following fragments and identify why they are fragments. On the blank, write MS for missing subject, MP for missing predicate, and IT for incomplete thought. Some will have more than one answer.

- _____ the lady next door
- _____ a bunch of ponies in the field
- _____ walked to the store
- _____ Mary thought about
- _____ when I come over
- _____ smiled too
- _____ in the van on the backseat
- _____ spilled coffee on the new rug
- _____ a vacant house
- _____ Nicky took
- _____ without knocking over the lamp
- _____ played the piano
- _____ a classroom full of kids

NAME _____

DATE _____

Webtivity # 21

Page 34 Run-Ons

While it's easy to get lost in our thoughts and include the dreaded fragments in our work, it's just as easy to include the equally dreaded run-ons. These sentences have so much to say that they must be broken into several smaller sentences. Run-ons can be very confusing and even frustrating, forcing readers to go back to the beginning many times to try to understand the meaning. When a sentence becomes too long, too complicated, or involves too many ideas to keep track of, it's time to break it up.

Directions: Read the following run on sentences. On the lines underneath each run-on, create smaller sentences. The first has been done for you.

1. This week my parents will bring us to the mall so we can get our school supplies and my mom promised I could get new sneakers because my sneakers have a big hole in them and my feet keep getting wet.

This week my parents will bring us to the mall so we can get our school supplies. My mom also promised to buy me new sneakers. My sneakers have a big hole in them and my feet keep getting wet.

2. I love to go to the beach because I love to swim and go on the boardwalk to play games and win prizes and get ice cream from my favorite ice cream shop.

3. My class won the prize for most school spirit and we will have a pizza party and ice cream sandwiches and then our principal will read us a story and then we will play bingo to win homework passes.

NAME _____

DATE _____

Webtivity # 22

Page 35 Simple Sentences

As you learn to avoid fragments and run-on sentences, your goal should be sentences that are *just right*; a subject, a predicate, a complete thought, and not too long. There are several types of *just right* sentences. This activity will focus on simple sentences. They have a subject, a predicate, and a complete thought. Simple, however, does not mean it has to be short! A simple sentence can even have a compound subject or a compound predicate as well as prepositional phrases.

Directions: Fill in the missing information for each sentence.

Add a subject.

_____ drove the bus. _____ walked home.

Add a compound subject (*more than one subject*).

_____ played soccer at recess.

_____ met at the restaurant.

Add a predicate.

My mom _____ . The snowstorm _____ .

Add a compound predicate (*more than one predicate*).

My best friend _____ .

Our principal _____ .

Add a prepositional phrase.

I walked to the store _____ .

I found a quarter _____ .

NAME _____

DATE _____

Webtivity # 23

Page 36 Compound Sentences

What do you get when you join two simple sentences? That's right, a compound sentence. That's all there is to it. A compound sentence is two sentences, usually joined together by a conjunction. To be a compound sentence they must be able to be split apart and still stand alone. Compound sentences help improve the flow and organization of our writing.

Directions: Use the following conjunctions to combine the simple sentences below into a compound sentence. The first is done for you.

and but or yet so nor for

Wanda woke up late. She missed the bus.

Wanda woke up late and she missed the bus.

I'll go home early. Mary will stay over.

He tried to stay up and study. He fell asleep.

The snow fell hard. The schools were closed.

The temperature dropped. T-Bone put on a jacket.

Nicky went to math class. T-Bone went to history class.

NAME _____

DATE _____

Webtivity # 24

Page 37 Complex Sentences

What do you get when you join one complete sentence with one incomplete sentence? That's right, you get a complex sentence. I'm not sure why they gave such neat sentences such an awful and scary name, but don't let the name fool you. Unlike compound sentences, in a complex sentence, both sentences cannot stand alone; only one can.

Directions: Read each complex sentence. Draw one line under the part that could stand alone as a sentence. Draw two lines under the part that cannot stand alone. The first has been done for you.

1. The stars shone bright when the sun went down.
2. T-Bone started running as the bus passed him by.
3. Nicky was exhausted by the time he got home.
4. If the weather is stormy, they will reschedule the picnic.
5. They ran across the street after they looked both ways.
6. I'll take him to practice if you can pick up the dry cleaning.
7. We can leave when her mother gets home.
8. Tests can be hard if you haven't studied.
9. If you find a great story, reading can be the most exciting thing ever.
10. Since we were late, we missed the beginning of the movie.
11. I can bring you home, if your mom says it's okay.
12. While you were sleeping, we made brownies.

NAME _____

DATE _____

Webtivity # 25

Page 38 Paragraphs: The Building Blocks of Good Paragraphs

What is a paragraph? The easy definition is that it is a part of a writing piece that deals with a particular idea or thing. You probably know that paragraphs have a first sentence that introduces an idea, a body that supports the first sentence, and a last sentence that wraps it up and leads to the next paragraph. That sounds like a lot, but trying picturing five empty brown bags at the grocery store. One bag will hold all of the cans, one will hold the bottles, one will hold the fruit, one will hold the vegetables, and one will hold box foods. Your paragraphs work the same way. Like the brown bags, they should contain ideas that are alike.

Directions: Read the paragraph topics below, then read the sentences and decide where each would go.

- A. The history of baseball B. Famous players C. Championship Teams**

_____ Mickey Mantle gave one of the most famous speeches at Yankee Stadium.

_____ The first officially recorded baseball game was played in Hoboken, NJ in 1846.

_____ The last time the Washington Senators won the Championship it was 1924.

_____ The Boston Red Sox won the 2013 World Championship, their 8th.

_____ Baseballs were once made of shoe rubber and lemon peels.

_____ Babe Ruth is the single most famous baseball player in the entire world.

_____ Willie Mays hit four homeruns in one game and ended his career with 660 homeruns.

_____ Jackie Robinson was the first African American to play modern major league baseball.

_____ The NY Yankees are the winningest team in baseball with 27 world championships.

_____ As of 2013, the National League won 44 World Championships, the American won 62.

_____ Cal Ripken, Jr., the Iron Man, had the longest stretch of consecutive games: 2,632.

_____ The longest baseball game was 25-innings, played between the White Sox and Brewers.

NAME _____

DATE _____

Webtivity # 26

Page 39 Transition Words

You may be wondering how to move smoothly from one paragraph to another. It's a common question. The answer is easy; you use transition words. When you speak, you use them all of the time, *without even thinking about it*. When you write, you must connect paragraphs to make great stories.

Directions: Study the list of transitions below and add some transitions of your own.

Wanda's favorites

As soon as

At first

Meanwhile

Suddenly

Afterward

Besides

Nicky's favorites

Around the corner

behind the car

Another

Near the park

In addition

In conclusion

T-Bone's favorites

First

Second

Later

Finally

Following

Earlier

NAME _____

DATE _____

Webtivity # 27

Page 40 Dialogue

When your characters speak, it's more than just the words they are saying; it's how they are saying them. Dialogue is an amazing opportunity to paint a bigger picture for the reader. When you replace words like said, asked, and told with more descriptive words, it's as though the reader is listening to and seeing the actual conversation.

Directions: Using the dialogue words listed below, change the sentences to paint a picture.

Added	advised	confessed	gulped	hollered	imitated	hinted
Confided	begged	dared	joked	began	replied	started
Argued	corrected	reminded	stated	teased	recalled	warned

"Yes, I love cookies," _____ Barbara.

"You can't catch me," _____ Joey.

"I'm sorry. I broke the vase." _____ Jake.

"Please, can I stay up longer?" _____ Mark.

"I'm coming!" _____ Jenny.

"I'm telling mom!" _____ Sarah.

"That's not what my book said," _____ Billy.

"I remember that street," _____ Mary.

"Don't forget your coat," _____ mom.

"Look both ways when you cross the street," _____ Grandmom.

"Never go near train tracks," _____ my teacher.

NAME _____

DATE _____

Webtivity # 28

Page 41 Writing to Inform

When you write to inform, you are providing information. Whether it is information you know from experience or information you are researching, it is very important that you make sure your information is accurate. To ensure accuracy, check your facts...*twice*. You must also keep your audience in mind. A book about changing tires for experienced mechanics will be written differently than it would be for people who have never changed a tire!

Directions: Use the form below to create an informative piece.

Topic _____

Audience _____

Information Sources: (check all that apply)

___ personal experience ___ books ___ websites ___ interviews ___ visit

Subtopics

_____	_____
_____	_____

Subtopic 1 Details

_____	_____
_____	_____

Subtopic 2 Details

_____	_____
_____	_____

Subtopic 3 Details

_____	_____
_____	_____

Subtopic 4 Details

_____	_____
_____	_____

NAME _____

DATE _____

Webtivity # 29

Page 42 Writing to Persuade

When you write to persuade, you are trying to influence how someone thinks or acts. When it comes to the art of persuasion, you must know your audience and you must have facts that will support your position. Avoid veering off topic as that will weaken your argument.

Directions: Use the form below to create a persuasive piece.

Topic _____

Audience _____

Information Sources: (check all that apply)

____ personal experience ____ books ____ websites ____ interviews ____ visit

Positions

Position 1 Details

Position 2 Details

List supporting details in order of importance

1. _____
2. _____
3. _____
4. _____

Introduction Sentence

Conclusion Sentence

NAME _____

DATE _____

Webtivity # 30

Page 43 Writing to Entertain

Writing to entertain is not always about jokes, gags, and punch lines. In fact, the most entertaining writing is usually more subtle. It uses things like exaggeration, irony, and unique character traits as well as relatable situations. Remember, entertainment writing is so popular, you can use it alone or with informative and persuasive writing.

Directions: Fill in the blanks below to help organize your thoughts.

Audience

Character 1 Traits

Character 2 Traits

Unique Setting or Relatable Situation

Plot

Notes

NAME _____

DATE _____

Webtivity # 32

Page 47 Sharing Your Work

When you write, you have an opportunity to express your deepest thoughts and you are able to do something not possible when speaking; you can revise. Having said that, there is also a different opportunity that is attached to writing; the decision as to whether or not you want to share your work. Of course, school assignments must be shared with your teacher, but the writing you do when you are not in school is yours, and yours alone. The decision to share a particular work is yours and comes with many options.

Directions: Use the chart below to guide you as you decide the best possible 'home' for your work.

Type of work and your feelings about it	Options
Short story or poem. You are really proud of it and would be happy to share with others.	Research magazines that look for work from young authors. Use a program that allows you to print your story and add illustrations. Send it to a company that binds your story and order copies for family and friends. Enter it in a writing contest.
Short story or poem. You are proud of it, but do not wish to make it public.	Send it to a company that binds your story and order a copy for yourself. Print it and share copies with close friends and family.
Essay about current events. You feel passionately about an issue and have done your research and checked your facts. You'd like to share it with others.	Send it to your local newspaper. Send it to your school newspaper. Send it to lawmakers. Share it with family and friends.
Personal story. You have created a work that includes many of your deepest thoughts and while you are happy with it, you prefer not to share it with anyone. That's okay!	Print a copy and keep in a private binder or folder.

These are just a few examples of the options available and the questions you should ask yourself before you share your work. There is one option that you should avoid and that is the internet. Do not share stories of a personal nature online. You cannot control who sees these stories and passes them along. Also, anything written while you may be sad or angry can live on the internet long after the feelings have passed. If you decide to post your work online, only do so if your parents have checked the site and you have their permission. No matter which path you choose, just make sure you keep writing.