



# Writing Time

Kelly Daniels

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## Writing Time 2

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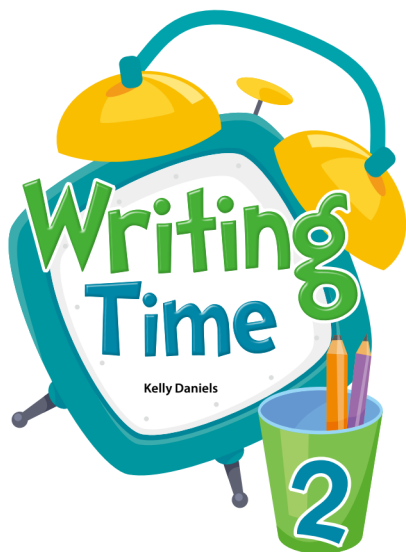
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## My Day

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**Objective** Listing routines for parts of the day

**Writing Tip** I go to bed **at** 10:30.



## Practice, Practice

38

**Objective** Describing a hobby that one practices

**Writing Tip** I **always** practice with my dad.



## Time to Shop

44

**Objective** Listing and describing purchases

**Writing Tip** We buy **a can of** soda.



## A Great Job

50

**Objective** Writing about a future dream job

**Writing Tip** I **want to be** a teacher.

# How to Use This Book

*Writing Time* is a fun, kid-friendly, three-book beginner series for elementary school students. It emphasizes a guided, model-writing approach to build the writing skills of English language learners. Each unit features writing questions with sample answers that present useful vocabulary and helpful sentence patterns for students to copy to create their own paragraphs. Students learn how to organize their thoughts, put sentences together, and edit their writing. Students who complete this series will develop stronger writing skills and gain confidence in their ability to communicate through writing.

## New Words

The first part of the page introduces useful vocabulary. Key words related to the unit's topic should be matched with pictures that provide context for vocabulary learning. Students should complete this activity on their own and then check their answers with a partner.



## Writing Skill

This page gives a simple pattern-practice activity for students to review a grammar structure useful for completing the final writing task of the unit. The easy substitution of target vocabulary can suggest creative personalization for the target pattern.

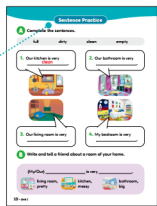


## Writing Tip

A helpful tip at the bottom of the page to reinforces student understanding of proper usage of the fundamental grammar point.

## Sentence Practice

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



## Model Writing

Here students read a model passage about the unit's topic. Encourage students to read the passage aloud.

After reading, students review the passage while studying the structure of the passage. They match guiding questions with sentences from the passage and write answers using words from the passage. This activity helps learners gain confidence and fluency in writing.



## Writing Practice

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

Activity A provides the same guiding questions from **Model Writing** that should be matched with the correct answers presented as only words or phrases. For Activity B, students write the given words or phrases that correctly answer each of the guiding questions.



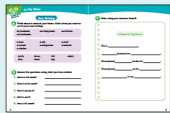
On the last page of the unit, Activity C wraps up **Writing Practice** by having students choose content from Activity A or B to complete sentence prompts that create a passage.



## Fix It!

The last activity in the unit practices students' editing skills. Throughout the series, these activities train students to watch out for careless mistakes of spelling, capitalization, punctuation, word choice, and grammar.

## Workbook



## Your Writing

In Activity A, students choose words and phrases related to the unit's topic to use in their own writing. Activity B then guides students to use their choices from Activity A in writing sentences. Then in Activity C, students refer to Activity B to complete sentence prompts to write about their own experiences or opinions.