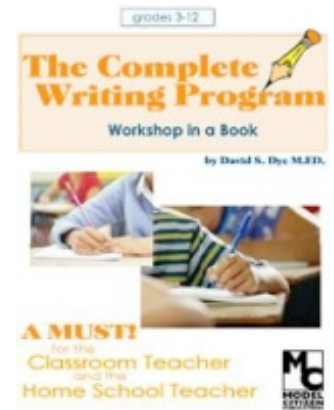


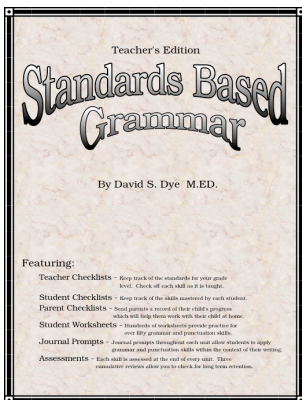
Complete Writing Program

Volume 1, Issue 4
Free Writing Tricks



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Grade 3
Grade 4
Grade 5
Grade 6
Grades 7-8
Home School Edition

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FREE WRITING TRICKS EXPLANATIONS

The Complete Writing Program comes complete with fourteen writing tricks. Many teachers find that this is more than enough for a year of instruction. However, having five more writing trick simply gives you more options throughout the year.


These new writing tricks have been my favorites for years. Below is a list of the five new writing tricks and a brief explanation describing ways that they've been used in the classroom. The following pages will contain your new free writing tricks.

Five New Writing Tricks:

1. Compound Sentence
2. Complex Sentence

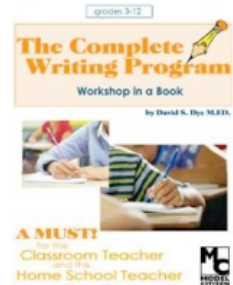
Students need to learn to write multiple paragraphs using a variety of sentence structure. Many students write using simple sentences. Occasionally they will throw in a complex sentence on accident. Often they use run-on sentences in an attempt to make longer sentences.

I enjoy these worksheets because it forces the students to see where the extra information fits in a basic simple sentence. In the compound sentence, the students are learning that it is fine to have two sentences together if they are joined by a coordinate conjunction. In the

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Compound Sentence #1

Compound: One thing made from two or more parts.

Compound Sentences: Two simple sentences can be joined by a coordinate conjunction to form one compound sentence. Be sure to put a comma at the end of the first sentence.

Example:

S P S P
We went to the beach, but we couldn't stay long.

Directions: Use a coordinate conjunction (and, but, or) to turn the two simple sentences into a compound sentence.

1. Jose pitched a great game. We won by six points.

2. You need to wash the dog tonight. I'll pay your brother to do it.

3. It was an exciting game. I couldn't see it.

4. I brought a pen and paper. The movie star signed an autograph.

5. The politician tried to explain. Some people started to scream.

6. We can wait in this line. We can get it tomorrow.

7. She did her homework. She forgot to turn it in.

8. Our family has a garden. We eat fresh vegetables all the time.

Compound Sentence #2

Name: _____

Directions: Use a coordinate conjunction (and, but, or) to turn the two simple sentences into a compound sentence.

1. The coach called three times. Nobody was home.

2. The students talked about their problems. They went away friends.

3. We can go to the movies. We can rent a movie.

4. The pilot flew the plane. The navigator checked their course.

5. Cover the food. Flies will get on it.

6. A band played music. Everyone started to dance.

7. The pitcher threw the ball to first. No one was there to catch it.

8. We better buy the clothes today. We'll have to pay full price.

9. She went to the store. It was closed.

10. We had a coupon. We saved 10%.

Extension: In the sentences above, circle the coordinate conjunctions. Put an S above the simple subjects and a P above the simple predicates.

* Remember, these are compound sentences so there will be more than one subject and predicate in each sentence.

Compound Sentence #3

Name: _____

Compound Sentence Review:

1. Write the definition of a compound sentence: _____

2. What joins the two sentences in a compound sentence? _____
3. List three coordinate conjunctions: _____

Compound Sentence Practice:

Directions: Make compound sentences out of the sentences below by adding a coordinate conjunction and an independent clause (sentence). Use and, but, or at least once.

1. Many people like swimming _____

2. Some roses grew in our garden _____

3. The bus arrives in an hour _____

4. My friend works at the theater _____

5. A doctor came to our school _____

6. The phone rang _____
7. She gave me a note _____

8. The girls did each other's hair _____

Complex Sentences #1

Name: _____

A **complex sentence** is a sentence that has a dependent clause and an independent clause.

1. An independent clause = I learned about complex sentences...
2. A dependent clause. = ... while listening to the teacher.

Complex Sentence: I learned about complex sentences while listening to the teacher.

* Note: When beginning a sentence with a dependent clause, place a comma before the independent clause.

Example: While the children were swimming, Dad made hotdogs.

Directions: Use the dependent clause in parentheses to turn the simple sentences below into complex sentences. Place each clause at the beginning of the sentence followed by a comma.

1. Dependent Clause: (as the shoppers entered the store)
The workers prepared for a busy day.

-
2. Dependent Clauses: (while Alex cleaned the windows)
It started to rain.

-
3. Dependent Clause: (before it starts to rain)
We need to finish the game.

-
4. Dependent Clauses: (after the coach handed out trophies)
The team captain gave a speech.

-
5. Dependent Clauses: (Because my brother received good grades)
He won a scholarship.
-

Complex Sentences #2

Name: _____

Write the definition of a complex sentence: _____

Part I – Write a dependent clause that turns the simple sentence into a complex sentence. Remember to place a comma after the dependent clause if it begins the sentence. Use the subordinate conjunctions in the extension below for ideas.

1. _____ I love to play in the sprinklers.
2. _____ the coach took us out for pizza.
3. _____ ants will get your food.
4. _____ the park will turn out the lights.
5. _____ clowns with big feet will come out.
6. _____ penguins will dive into the water.
7. I'll be in great shape _____.
8. Sailors will enter the city _____.
9. His bike fell apart _____.
10. People ran into the street _____.
11. We had to sleep in the tent _____.
12. We had a substitute teacher _____.

Extension: You wake up late and need to rush to school. However, many obstacles get in your way. Write a one paragraph story about trying to get to school on time. Use at least three (3) complex sentences. Use the subordinate conjunctions below for ideas.

after as because before if once since so unless
when whenever wherever whether while

Where / When Writing Trick #1

Name: _____

What is the Where / When Writing Trick?

This writing trick is a way to make your sentences, stories, and essays more powerful by adding setting. When you explain where and when something is taking place, the reader is able to understand and enjoy your writing on a much deeper level.

Example #1

The bear was searching for food.

Where: In the forest.

When: Early one morning

New Sentence:

Early one morning in a beautiful forest
a bear was searching for food.

Example #2

Hannibal began the Second Punic War by invading Italy.

Where: Crossing the Alps.

When: In 218 B.C.

New Sentence:

In 218 B.C. Hannibal began the Second Punic War by
Crossing the Alps and invading Northern Italy.

I. Write a phrase for each sentence that explains WHERE and WHEN the action in the sentence takes place.

1. The sprinter raced past three runners to win.

Where: _____

When: _____

2. The soldier hid in the bushes and spied on the enemy camp.

Where: _____

When: _____

3. The knight battled the dragon to save the beautiful princess.

Where: _____

When: _____

4. A medal was placed around the hero's neck.

Where: _____

When: _____

5. Smiles stretched across the faces of the proud parents.

Where: _____

When: _____

II. On a separate sheet of paper, rewrite the sentences above. Include the phrases that explain WHERE and WHEN the action takes place.

Where / When Writing Trick #2

Name: _____

What is the Where / When Writing Trick?

This writing trick is a way to make your sentences, stories, and essays more powerful by adding setting. When you explain where and when something is taking place, the reader is able to understand and enjoy your writing on a much deeper level.

Example 1: A bird chirped happily.

In the large oak tree outside my room a bird chirped happily in the cool summer breeze

(Where)

(When)



Example 2: British ships bombed Fort McHenry for hours.

Off the shores of Baltimore British ships bombed Fort McHenry for hours
in the early morning of September 14, 1814.



I. Directions: Fill in the blanks with a phrase that explains **where** and **when** the action in the sentence takes place.

1. _____ dozens of boys were playing soccer _____
_____.



2. _____ a wolf _____
_____ howled at the moon. (Example: At midnight / sitting at the edge of a cliff)

3. A submarine _____
_____ raised its periscope to focus on its target.

4. _____ the pirate looked _____
_____ for the perfect spot to bury his treasure.



5. The racecar driver _____ speed past the leader
_____ to win the race.

6. _____ we set up
our tent _____.



7. The principal stood at the microphone _____
ready to address the audience _____.



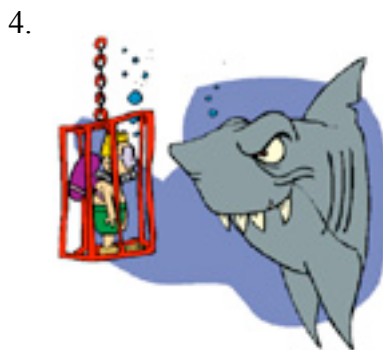
8. _____ the band marched past
the crowd _____.

9. The fans _____ cheered as the
dolphins _____ jumped through the flaming hoops.

10. _____ the lifeguard blew his whistle
to warn the swimmers _____ to be careful.



II. Directions: On a separate sheet of paper, make up a sentence about each picture below. Include a WHERE and WHEN phrase in each sentence.



Writing Trick Personification #1

Name: _____

Giving human qualities, feelings or actions to objects or animals is called personification.

Example #1: The wind whistled through the trees.

Action: The object "wind" performed the human action of whistling.

Example #2: What a joyful day!

Feeling: The human emotion "joyful" is describing the day.

Directions: In each sentence below, circle the object or animal being personified. Underline the personification. On the line, tell if the personification is an Action or a Feeling.

Example: action The playful puppy danced around the room.



_____ 1. The clock said that it was time to go home.

_____ 2. A sad morning began with the news of Kristine's accident.



_____ 3. This old house has a lot of memories.

_____ 4. A video camera witnessed the entire accident.

_____ 5. One lonely flower grew in the middle of a grassy field.

_____ 6. A bird outside my window sang a song just for me.



_____ 7. Our hearts rejoice when we win the game.

_____ 8. Angry rocks of hail pounded on our windshield.

_____ 9. In the tropical forest tiny drops of rain kissed our cheeks.

_____ 10. The sun was hiding behind the clouds.



Name: _____

Writing Trick Personification #2

Directions: Use the clues below to write a sentence using personification.

1. dishes / danced / earthquake

2. proud / flag



3. eating into savings / field trips

4. smoke / chimney / coughed



5. grateful / country

6. cling / branch / leaf /

7. screamed / fireworks / sky



8. marched / ants

Writing Trick Personification #3

Name: _____

Directions: Think of an Action or Emotion that would personify the following items. Write a sentence about each item using personification.

Remember: The personification can be a human action or human emotion.

Example:

water: The cool water begged the campers to jump into the lake.



1. leaf: _____

2. clouds: _____

3. chair: _____

4. sun: _____

5. mouse: _____

6. lights: _____

7. kittens: _____

8. door: _____

9. hat: _____

Onomatopoeia #1

Onomatopoeia! What a strange word. Any word that imitates a sound is an onomatopoeia. Many times, the writer can invent the spelling of these words. See the examples below.

Buzz

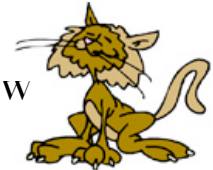


Chirp

Chirp



Meow

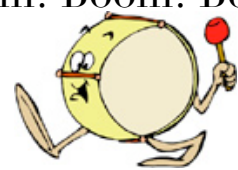


Ding

Dong!



Boom! Boom! Boom!



Examples:

The snake hissed as it slithered through the grass.

Ding dong! The door bell signaled the pizza's arrival.

The mail carrier stepped into the yard and was greeted with a geer from Rex.

I. Directions: Make a list of word sounds that might sound like the following:



1. chimes: _____



2. bell: _____



3. baby: _____



4. shoes: _____



5. Angry dog: _____



6. drums: _____

II. Write a sentence for each picture above. Use at least one onomatopoeia.

Onomatopoeia #2

Directions: Make a list of five (5) sounds that might be heard at each event or situation below. Next, write any three of those sounds in a sentence. Remember, you can invent the spelling of any sound you use.

I. Describe an exciting play at a sporting event:



Five Sounds: _____



1. _____

2. _____

3. _____

II. Describe what it is like on a bus that is taking students on a field trip:

Five Sounds: _____

1. _____

2. _____

3. _____



III. Describe the sounds around a dinner table:

Five Sounds: _____



1. _____

2. _____

3. _____



Name: _____

Onomatopoeia Poem

Drip! The rain falls on my head.
Drop! Beads of water plummet from my ears.
Squish! My socks are mushy inside my shoes.
This was my wet walk home from school.

Each line of the poem above begins with onomatopoeia. It is followed by an explanation of the sound. The last line describes the event surrounding the sounds.

Directions: Write your own onomatopoeia poems like the one above. Use the list of topics for ideas, or select your own topic.

Topics: Sporting Event / Camping / Shopping / Playing with Friends /
The Weather / Video Game / Animals / Chores / ????????????

Poem #1:

Onomatopoeia	Explanation of the Sound
_____ -	_____
_____ -	_____
_____ -	_____

Describe the event: _____

Poem #2:

Onomatopoeia	Explanation of the Sound
_____ -	_____
_____ -	_____
_____ -	_____

Describe the event: _____

Follow-up
On a separate sheet of paper, neatly write and illustrate your