

# Contents



## My Favorite Season

8

**Objective** Describing things to see and do in each season

**Writing Tip** The snow **falls**.



## Let's Eat!

14

**Objective** Listing common foods and drinks

**Writing Tip** She drinks **some** juice.



## Things for School

20

**Objective** Describing differences in basic school supplies

**Writing Tip** **His** crayon is long.



## My Clothes

26

**Objective** Describing items of clothing and colors

**Writing Tip** They are red **and** yellow.



## Ready for the Day

32

**Objective** Listing useful items for certain weather

**Writing Tip** I **need** my raincoat.



## To Eat or Not to Eat

38

**Objective** Explaining dishes served at one meal

**Writing Tip** Jane **likes** meat, but she **doesn't like** vegetables.



## An Interesting Class

44

**Objective** Explaining preference for classes and classroom activities

**Writing Tip** It **is easy**.



## Look at That Animal!

50

**Objective** Reporting usual color, size, and ability of animals

**Writing Tip** Parrots **can't** swim. But they **can** sing.

# 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.

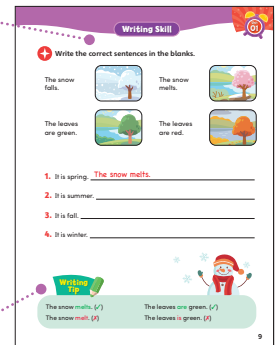
## New Words

The first 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.

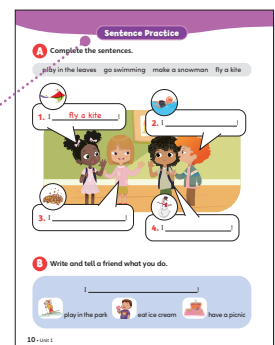


## Writing Tip

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

## Sentence Practice

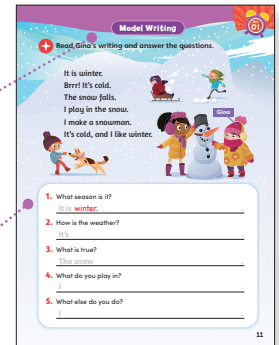
This page provides additional vocabulary items that can be used in the unit's target sentence structures. Here students practice grammar and writing as well as speaking. The goal of this page is for students to genuinely start generating their own ideas. If time permits, allow students to talk in small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

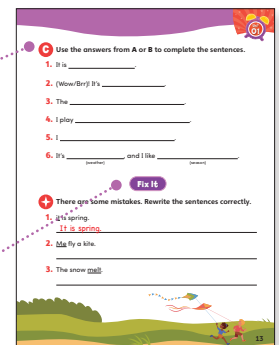
Activity A reintroduces the guiding questions from **Model Writing**. Here, students should match the questions with the correct words or phrases. For Activity B, students write the given words or phrases that correctly answer each of the guiding questions.



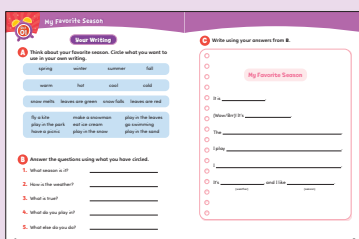
On the last page of the unit, Activity C wraps up **Writing Practice** by having students choose content from Activity A or B to complete sentence prompts that create a passage.

## 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.



# My Favorite Season

## New Words



Write two words under the correct pictures.

summer warm fall cold hot winter cool spring

1.



spring

warm

2.



3.



4.





Write the correct sentences in the blanks.

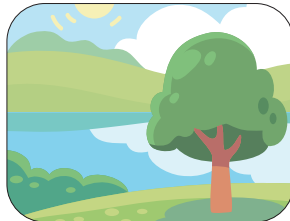
The snow  
falls.



The snow  
melts.



The leaves  
are green.



The leaves  
are red.



1. It is spring. The snow melts.
2. It is summer. \_\_\_\_\_
3. It is fall. \_\_\_\_\_
4. It is winter. \_\_\_\_\_

**Writing  
Tip**



The snow **melts**. (✓)  
The snow **melt**. (✗)

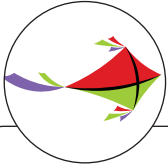
The leaves **are** green. (✓)  
The leaves **is** green. (✗)



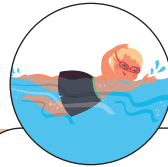
## Sentence Practice

**A** Complete the sentences.

play in the leaves   go swimming   make a snowman   fly a kite



1. I fly a kite !



2. I \_\_\_\_\_ !



3. I \_\_\_\_\_ !



4. I \_\_\_\_\_ !

**B** Write and tell a friend what you do.

I \_\_\_\_\_ !



play in the park



eat ice cream



have a picnic

## Model Writing

Unit  
01



Read Gina's writing and answer the questions.

It is winter.  
Brrr! It's cold.  
The snow falls.  
I play in the snow.  
I make a snowman.  
It's cold, and I like winter.



1. What season is it?

It is **winter**.

2. How is the weather?

It's

3. What is true?

The snow

4. What do you play in?

|

5. What else do you do?

|

## Writing Practice



**A** Look at picture A and match.

- |                         |   |                       |
|-------------------------|---|-----------------------|
| 1. What season is it?   | • | a. play in the leaves |
| 2. How is the weather?  | • | b. fall               |
| 3. What is true?        | • | c. cool               |
| 4. What do you play in? | • | d. leaves are red     |
| 5. What else do you do? | • | e. have a picnic      |

**B** Look at picture B and write the answers.

play in the sand

go swimming

summer

sun shines

hot

1. What season is it?

summer

2. How is the weather?

3. What is true?

4. What do you play in?

5. What else do you do?



**C** Use the answers from **A** or **B** to complete the sentences.

1. It is \_\_\_\_\_.
2. (Wow/Brr)! It's \_\_\_\_\_.
3. The \_\_\_\_\_.
4. I play \_\_\_\_\_.
5. I \_\_\_\_\_.
6. It's \_\_\_\_\_, and I like \_\_\_\_\_.  
(weather) (season)

### Fix It

**★** There are some mistakes. Rewrite the sentences correctly.

1. it is spring.  
It is spring.
2. Me fly a kite.  
\_\_\_\_\_
3. The snow melt.  
\_\_\_\_\_

