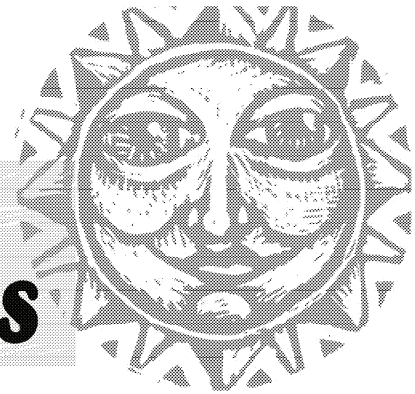


Daily *warm-ups*



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# WRITING

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PUBLISHER  
Portland, Maine

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J. Weston Walch, Publisher  
321 Valley Street • P.O. Box 658  
Portland, Maine 04104-0658

1 2 3 4 5 6 7 8 9 10

ISBN 0-8251-4485-X

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J. Weston Walch, Publisher

P.O. Box 658 • Portland, Maine 04104-0658

[www.walch.com](http://www.walch.com)

Printed in the United States of America



The *Daily Warm-Ups series* is a wonderful way to turn extra classroom minutes into valuable learning time. The 180 quick activities—one for each day of the school year—review, practice, and teach writing skills. These daily activities may be used at the very beginning of class to get students into learning mode, near the end of class to make good educational use of that transitional time, in the middle of class to shift gears between lessons—or whenever else you have minutes that now go unused. In addition to providing students with structure and focus, they are a natural path to other classroom activities involving writing skills. As students build their vocabularies and become more adept at composition, they will be better prepared for standardized tests, such as the PSAT and SAT.

*Daily Warm-Ups* are easy-to-use reproducibles—simply photocopy the day’s activity and distribute it. Or make a transparency of the activity and project it on the board. You may want to use the activities for extra credit points or as a check on the writing skills that are built and acquired over time.

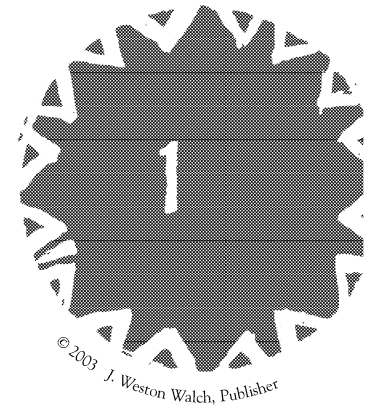
However you choose to use them, *Daily Warm-Ups* are a convenient and useful supplement to your regular lesson plans. Make every minute of your class time count!



**Writing is one** of the abilities that sets humankind apart from other animals. In China, Japan, and some Islamic cultures, writing can be an art form: calligraphy. In ancient Egypt, papyrus, a paperlike medium, was invented so that people would have something portable to write on.

Writing has a fascinating history, yet it is something we often take for granted. Think about writing in your daily life. Jot down all the types of writing you do in a typical day.

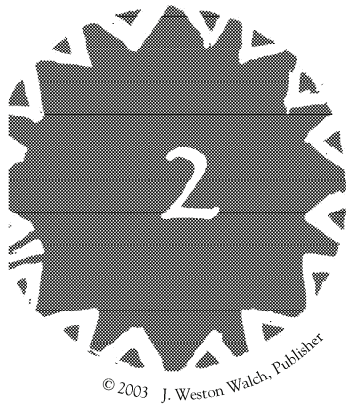
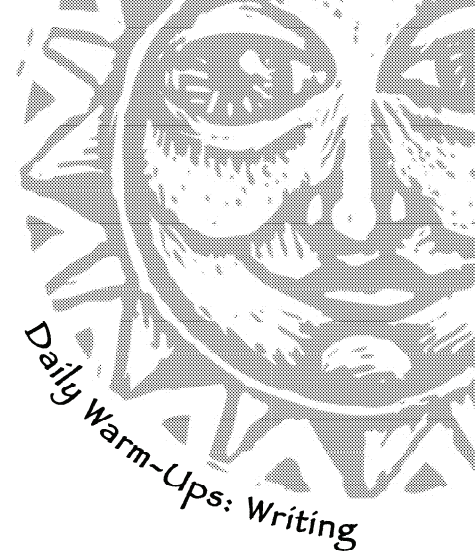
Now write a few sentences about what your life would be like if you were unable to write. Share your ideas with classmates.



**Do you remember** what a haiku is? It is a very controlled type of poem, usually about nature. It has three lines with the following syllable pattern: five syllables, seven syllables, five syllables. A haiku tries to capture the feeling of a moment, and it contains a season reference. Read the haiku below.

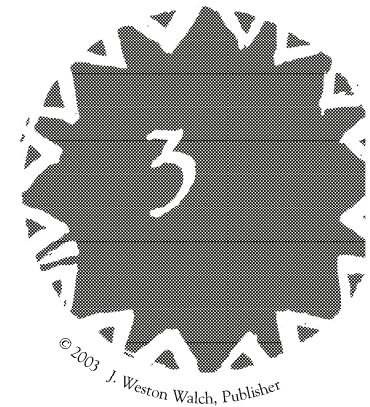
Bright green leaves bud out  
A promise of blooms to come  
Part of the cycle

Write a haiku about the end of summer.

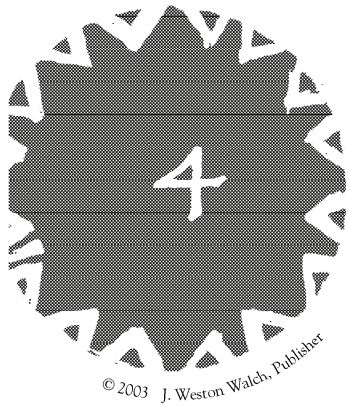
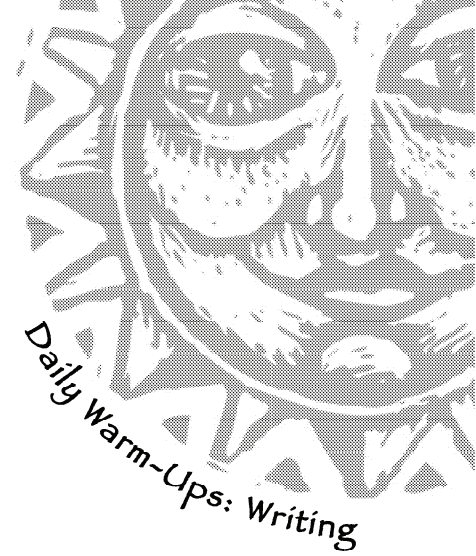




**Make a list** of all the words you think of when you hear the word *school*. Then write a sentence, using some of those words, that sums up your overall feelings about school.

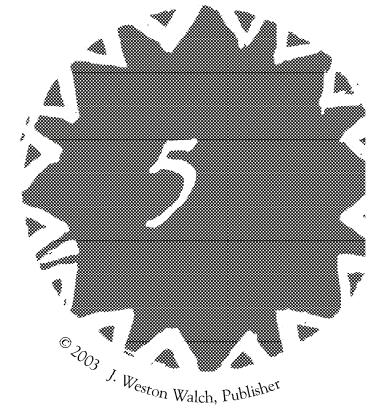


**Communication** plays a big part in life. When someone has the option of speaking or writing, when does he or she choose the latter? List the circumstances or situations in which writing is preferable to speaking, and why. Then see if classmates generated similar lists.





**Whenever you learn** or practice a skill, it is a good idea to keep some basics in mind. Let's review some grammar. Do you remember the parts of speech? There are eight. List as many as you can below. Then write an example of each.



**A noun is a word** that names a person, a place, an object, or an idea. Nouns can be common or proper; that is, they can name any object, or a very specific object. For example, *teacher* is a common noun. *Mr. Hernandez* is a proper noun. Proper nouns are always capitalized.

List five common nouns that name someone or something you see every day.

Now list five proper nouns that name someone or something you see every day.



What does including proper nouns (besides names of characters) do for a piece of writing? How does it help the reader?

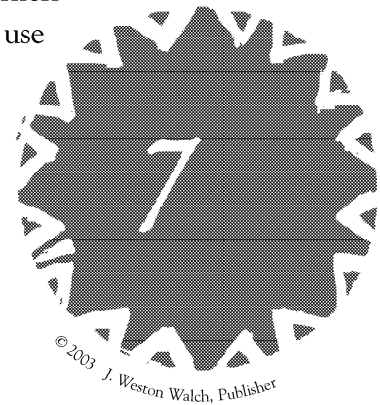


**Pronouns are words** that take the place of nouns. Personal pronouns include *I, we, you, he, she, they, and it.*

Fill in the blanks with the appropriate personal pronoun from the list above.

1. \_\_\_\_\_ ate breakfast before \_\_\_\_\_ brushed my teeth.
2. Jack borrowed my CD, but \_\_\_\_\_ never returned it.
3. Tyrone gave Jeanie a pencil, but \_\_\_\_\_ would have preferred a pen.
4. Alexander gave Lizzie his pencil because \_\_\_\_\_ prefers pens.

Look back at your answers. How did you know which pronouns to write? How can you ensure that you use the correct pronouns in your writing?

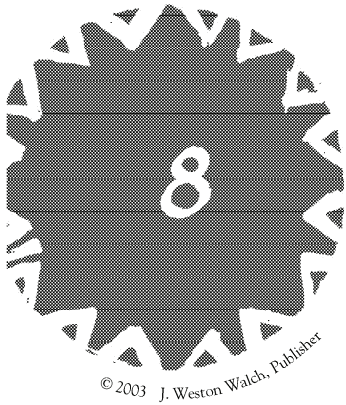
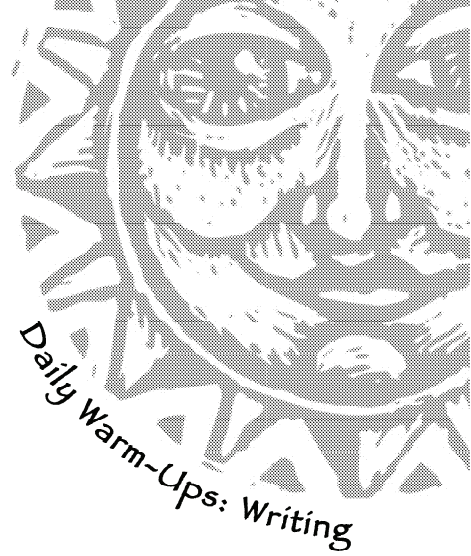


**Possessive pronouns** show possession, or ownership.

These are also a kind of personal pronoun. Possessive pronouns include *my*, *mine*, *our*, *ours*, *your*, *yours*, *his*, *hers*, *its*, and *theirs*.

Rewrite the following paragraph using personal pronouns in place of some of the nouns.

Esmeralda loved playing Esmeralda's clarinet. Although Esmeralda was talented, Esmeralda lacked the discipline to practice every day. Esmeralda's dream was to play professionally. Esmeralda's parents worried that Esmeralda's parents' daughter would not reach Esmeralda's goal if Esmeralda did not work harder.

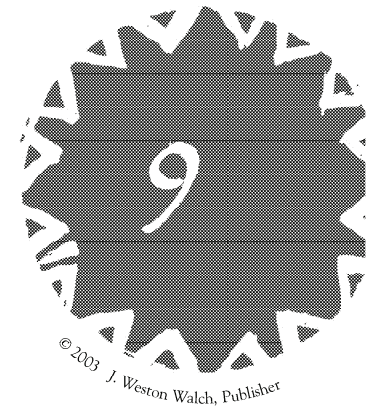




**Verbs are words** that show action or state of being.

*Run, walk, chew, study, and sleep* are all verbs. *Am, is, was, have, do,* and *own* are verbs, too.

Make a list of ten verbs that describe some action you have engaged in today. Choose verbs more interesting than forms of *to be*!

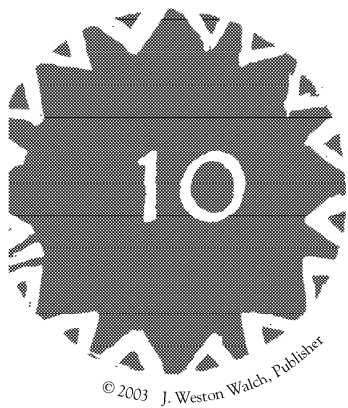
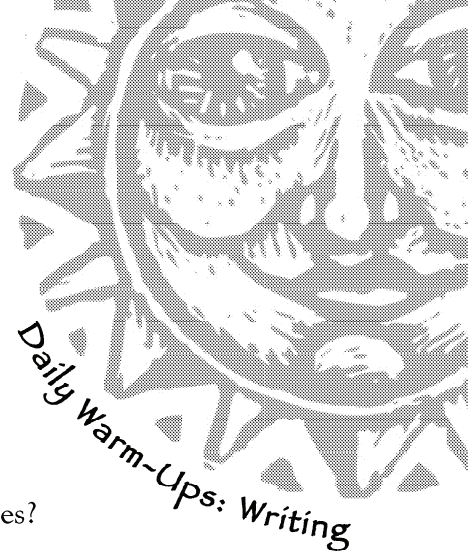


**Adjectives are words** that describe nouns or pronouns. Adjectives add detail and interest to writing.

Insert at least five adjectives in the paragraph below. Make other changes if necessary.

Justin wrote an essay about his vacation. It was three pages long. His topic was broad enough to fill the space, but it was not very interesting. It would have been more fun to read if he had described the people he met, the places he saw, and the things he did. Instead, he just talked about the things he ate.

Which version of the paragraph do you prefer—with or without adjectives? Why?





**Adjectives help** make a description more specific and real to the reader. Adjectives can appeal to any of the senses to help the reader experience what the writer is talking about.

Choose an object in your classroom. Write one adjective for each of the five senses (sight, hearing, taste, smell, touch) to describe that object. Then exchange lists with a classmate and see if you can guess each other's object.

