

# WeeklyWriter<sup>SM</sup>

## 2nd Grade

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# Week 1 - Let's Write!

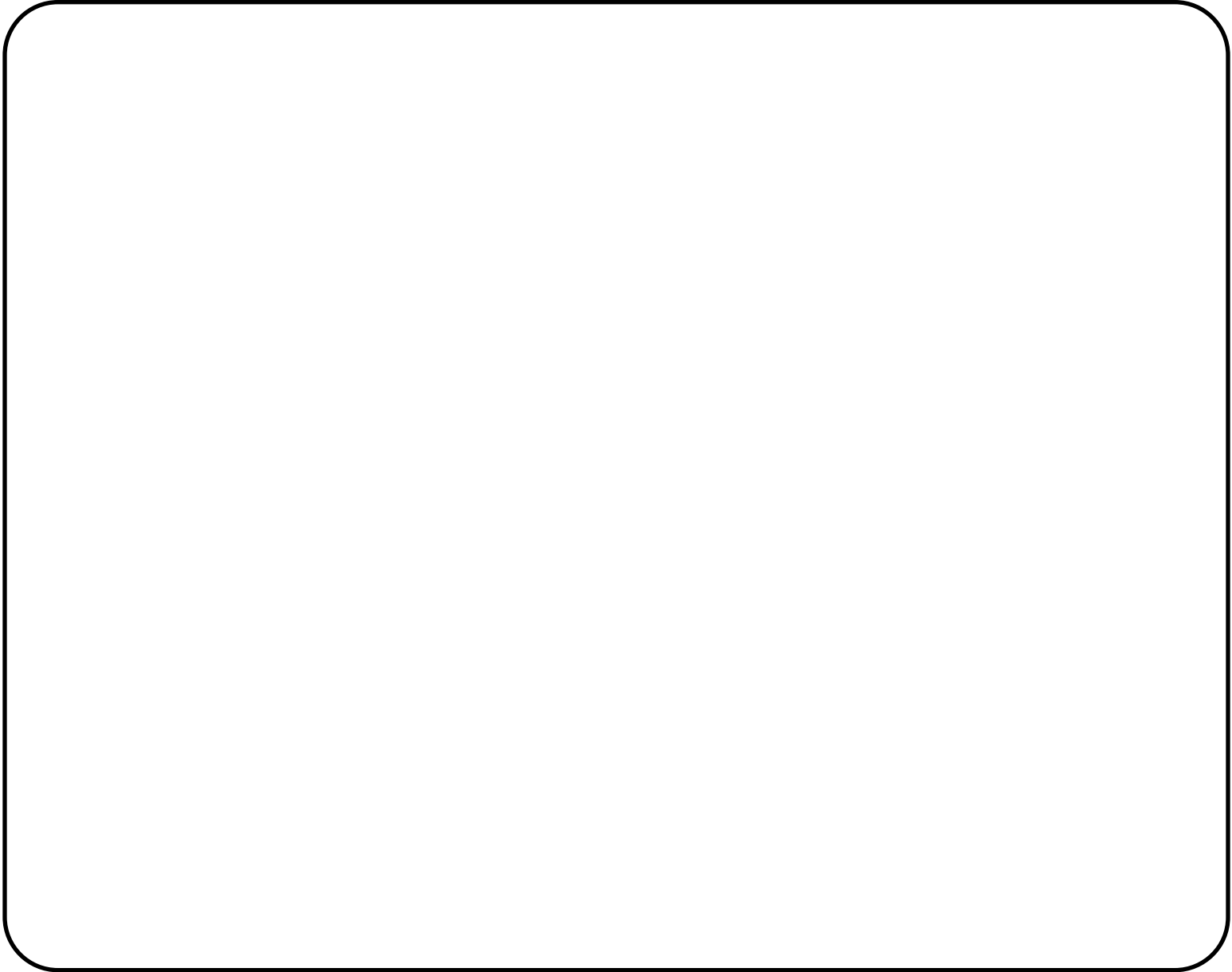


## Understanding:

Write three or more sentences on your own or with your teacher that describes a bowl of fruit. You can use ideas from the brainstorming session with Mr. Butler, or you can create new ones on your own. As you describe, be sure to follow the writing process of brainstorming, planning, writing, and revising and editing to create your sentences.

## Brainstorming:

## Planning:



## Writing Instructions:

Write three or more sentences describing the bowl of fruit.

## Revising & Editing:

Did you begin each sentence with a capital letter? Does each sentence end with a period, an exclamation mark, or a question mark? Does each sentence make sense? Did you use describing words — adjectives? action verbs?

# Week 1 - Let's Write!



## ***Descriptive Writing***

Descriptive writing paints pictures with words. When you describe, the reader experiences what's in your imagination. You can describe a person, a place, a thing, or something that happens.

To brainstorm for ideas of what to write about, let's ask great questions:

- What do you see?
- What do you hear?
- What do you smell?
- What do you taste?
- How does it feel to touch?
- How does it make you feel inside?

Using your five senses and your emotions gives your writing lots of details about what you are describing.

In the video, Mr. Butler will walk you through the writing process of **brainstorming**, **planning**, **writing**, and **revising and editing**.

## What We Wrote Together

The bright red apple sits in the bowl by a juicy orange. A pale yellow banana has brown spots like a giraffe.

## Summary

In the video, you learned the keyword for descriptive writing is **describe**. When you see this word in directions, you will know you need to describe.

Mr. Butler helped you brainstorm ways to describe a bowl of fruit by using a web. RIP helped Mr. Butler make a plan for describing. They used bullets as a way to organize the plan. Sentence by sentence, Mr. Butler modeled complete sentences that described the bowl of fruit. Finally, RIP helped Mr. Butler revise and edit the paragraph.

## Your Turn!

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**Click here to view this week's video!**

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# Week 1 - Conventions



## Types of Sentences

In your *Let's Write* lesson, Mr. Butler and RIP created a descriptive paragraph about a bowl of fruit. Were the sentences complete? Or, were they fragments or run-on sentences?

A **complete sentence** is a group of words beginning with a capital letter and ends with a period, exclamation point, or question mark. The sentence is a complete thought. Here is an example:

*I enjoy reading in my hammock.*

A **fragment** is a group of words that does not express a complete thought. It may still begin with a capital letter and have ending punctuation but still not be a complete thought. Let's look at a fragment:

*The big brown dog.*

Notice how the fragment told what the sentence would be about, but never actually completed the thought.

A **run-on sentence** is a sentence made up of two or more complete thoughts that have not been connected properly. See if you can find what is wrong with this run-on sentence:

*I like to play soccer and I also like to play basketball and I like to play football.*

Run-on sentences can often be fixed by adding a comma and a conjunction (and, but, or) between complete thoughts or making each thought a complete sentence. In this case, there are too many thoughts connected by the word "and." The sentence could easily be fixed by writing:

*I like to play soccer, basketball, and football.*



## Checking for Understanding

Decide whether each group of words is a complete sentence, a fragment, or a run-on sentence. Label **CS** for complete sentence, **F** for fragment, and **RO** for run-on.

1. My favorite place to visit is the beach. \_\_\_\_\_
2. To the grocery store. \_\_\_\_\_
3. My dog ran across the yard my cat jumped the fence. \_\_\_\_\_
4. Since we were running late. \_\_\_\_\_
5. I left my backpack at school. \_\_\_\_\_
6. My Spanish teacher. \_\_\_\_\_
7. I didn't do well on my test I didn't study. \_\_\_\_\_
8. My mom made fried chicken for supper. \_\_\_\_\_

### Bonus!

*In your Let's Write lesson, these are the sentences Mr. Butler and RIP wrote with you. Are they complete thoughts and complete sentences? What makes them complete? Be ready to discuss this with your teacher and classmates.*

The bright red apple sits in the bowl by a juicy orange. A pale yellow banana has brown spots like a giraffe.

# Week 1 - Application



## **Describing Characters**

During your *Let's Write* lesson, you learned how to describe by asking questions. Asking great questions will help you find great details to use in your writing.

Soon, you will learn to write stories. You will need to describe the characters in your stories so the reader will have a clear picture in their imagination. Like this—

**Two blonde piggy tails bounced on Ellie's back as she skipped down the sidewalk. She stopped on the corner to make sure the road was clear. As she looked down, Ellie spotted a puddle of water, and her sparkling blue eyes stared back at her.**

In this paragraph, there are many ways Ellie was described. Can you answer these questions?

1. What color is Ellie's hair?
2. What words described her hairstyle?
3. What color are Ellie's eyes? How do you know?
4. Based on the passage, what kind of personality does Ellie have? What word or words in the passage gave you a clue?

Before we can describe a character in a narrative story, we need to create a character, and we need to practice describing them. Let's begin with you! Complete *The Character Worksheet* and the writing activity about yourself.

# Apply It!

## The Character Worksheet

What is your character's name? \_\_\_\_\_

How old is the character? \_\_\_\_\_

What grade is the character in? \_\_\_\_\_

What color eyes does the character have? \_\_\_\_\_

What color hair does the character have? \_\_\_\_\_

Is it long or short? \_\_\_\_\_

Choose 3 words or phrases that describe the character. Think of things like: *happy, full of energy, bossy, friendly, loves sports, loves to sing, loves to dance.*

\_\_\_\_\_

Write three sentences describing your character:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Draw a picture of your character:

# Week 1 - *RIP* & Write



*"Read, Interpret, Predict"*

Reading to comprehend can be hard. Sometimes, you may read the words in a sentence, but you may not know what it all means. In *Let's Write*, Mr. Butler and RIP worked very hard to put words together to create complete sentences with details and descriptive language.

**RIP** is named after a reading strategy to help boys and girls be better readers. As you **read**, you will ask questions. We call that **interpret**. Then, you are going to think about what could happen next. We call that **predict**. The first letter of each word creates our furry superhero's name - **R-I-P**. Are you ready to RIP this passage?

## How Many Boats?

### **Read**

*Read one sentence at a time. As you read, remember to stop at the periods. Picture what's happening in your imagination. Read with expression even if you are reading in your mind!*

Steven and Amanda went to the marina to look at the beautiful sailboats. Steven saw six blue sailboats with four people in each boat.

### **Interpret**

*We're not finished reading the passage, but let's stop and interpret by asking some questions.*

- Where are Steven and Amanda?
- What are they doing there?
- Which words are descriptive?
- How many sailboats did Steven see? How many people were in each boat?
- Can you use mental math to find out how many people Steven saw all together?

### **Predict**

- What do you think will happen next?
- What do you think Amanda will see?
- Will she see more or less than Steven?

## **Read**

*Let's read the rest of the passage. Don't forget to stop at the periods, picture it in your mind, and use expression in your voice!*

Amanda saw eight red sailboats and two of those boat were parked at the dock. How many sailboats did Steven and Amanda see at the marina?

## **Interpret**

*We're finished reading the passage. Let's stop and interpret by asking some questions.*

- How many sailboats did Amanda see?
- How many were at the dock?

## **Predict**

*Look at the last sentence. What do you think you will have to do for an activity?*

## **Your turn!**

1. Name two descriptive words used in the passage:

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2. How many sailboats did Steven and Amanda see at the marina? Write a number sentence and solve the problem.

3. Write a complete sentence answering the question: *How many sailboats did Steven and Amanda see at the marina?*

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# Week 1 - Source Writing



Sources are different types of information. They can be fiction or non-fiction. When you **RIP** a passage, you are doing your best to understand what it says. Sometimes, your teacher will ask you questions about details in the passage. Other times, your teacher will ask you questions about what you think based on what you have read.

When you have two or more types of information to look at, the writing you create will be called source writing. You will compare the information from all of the sources to answer questions for your teacher.

To answer the questions, you will have to use your own words. If you copy the words from the sources, you are a copycat! To learn how to write from sources, you need to practice. In this lesson, you will use what you've learned this week to complete the writing activity.

## The Coming Rain

The soft, cool breeze tickles Tom's cheek. Drip, drop. Drip, drop. Droplets of rain fall on his head. Thunder echoes in the distance, and Tom spots a scared squirrel running for his home.

*Did you **RIP** the passage? What kind of questions did you ask? If the passage continued, what do you think would happen next?*

## Ellie's Walk Home

Ellie looks into the puddle, and her big, blue, sparkling eyes stare back at her. Far away, thunder rumbles, and Ellie takes out her bright pink umbrella. Dark, gloomy clouds roll across the sky, but Ellie is determined to make it home before it rains again.

*Did you **RIP** this passage? What kind of questions did you ask? If the passage continued, what do you think would happen next?*

## Let's Source Write

*It is important to write your answers in complete sentences. Do not answer "yes" or "no." Let's practice:*

***After reading passage #1 and passage #2, do you think these are descriptive passages?***

*If you answered, "yes," you would be correct, but the word "yes" is not a complete sentence.*

### **Answer:**

*Passage #1 and passage #2 are descriptive.*

### **Your Turn —**

1. In passage #1, which words helped you hear the rain?

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2. In passage #2, Ellie feels differently about the thunder than the squirrel did in passage #1. How did Ellie feel different?

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3. Using descriptive language, **ADD** two complete descriptive sentences to passage #1. Imagine the wind is causing the trees to sway.

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