

The Writer's Toolkit Year 2

Student Workbook Sample

These are the actual learner pages used by the companion Teaching Guide sample, in the same sequence. Sources, pictures, planning pages, writing pages, and review references are included wherever the selected lesson needs them.

Use this file with the Teaching Guide sample. Some teaching takes place through conversation, oral composition, or board work and has no workbook page. Those lessons are identified in the pairing index.

Two earlier pages are included as references, rather than presented as new activities: the Unit 3 Lesson 14 Day 2 review page and the cumulative Unit 5 Topic Sentences page.

These excerpts come from different points in a cumulative course. Earlier learning is assumed. The guide supports reading aloud, discussion, and adult writing where appropriate. This selection shows the instruction; it is not a placement assessment.

The original curriculum page numbers are retained. The index uses PDF viewer page numbers in this sample. Bookmark titles also identify each selection.

Sample Index

Selection	TG PDF pages	Workbook PDF pages
Unit 1 Lesson 3 Day 1	3-4	Board or paper
Unit 1 Lesson 3 Day 4	5-8	3-5
Unit 2 Lesson 9 Day 2	9-10	6
Unit 3 Lesson 14 Day 3	11-13	7-8
Unit 4 Lesson 16 Day 4	14-16	9-10
Unit 4 Lesson 17 Day 2	17-18	11
Unit 4 Lesson 17 Day 3	19-21	12
Unit 4 Lesson 18 Day 2	22-24	13-14
Unit 5 Lesson 21 Day 2	25-27	15-17
Unit 6 Lesson 28 Day 3	28-30	18
Unit 7 Lesson 29 Days 1 to 5	31-43	19-25

The Unit 3 reference page precedes Lesson 14 Day 3. The Topic Sentences reference precedes Unit 5. The Lesson 29 Day 5 revision reuses the beginning paragraph page from Day 4.

LESSON 3: DAY 4

The City of Melbourne

Color key when ☐ where ☐ Put a dot of the color you choose in each square.



Large bats called flying foxes sleep in the trees at Yarra Bend Park in Melbourne.



Melbourne is far south of the equator. Its seasons are the opposite of the seasons in places north of the equator. In January, it is summer in Melbourne.

Melbourne is a large city in Victoria, Australia. A river runs through the middle of the city. The river has two names. Many people call it the Yarra. The Wurundjeri people are Traditional Owners of the land along the river. They call it Birrarung.

In the morning, rowers row long boats on the river. Some boats hold eight rowers. Families walk their dogs beside the river. On Saturday, people shop for food at the Queen Victoria Market. Shoppers buy bread, cheese, and fish. At night, flying foxes wake up. They look for fruit and flowers to eat.

LESSON 3: DAY 4

Details from the Passage

- **My writing goal:** write three sentences using details from the reading, with the when detail at the beginning and the where detail at the end.

Use the passage and captions. Write the details. Write a sentence based on them.

1. Find two details

Statement: Rowers row.

when: _____

where: _____

My sentence: _____

2. Use the passage and caption

Statement: Flying foxes wake up.

when: _____

where: _____

My sentence: _____

LESSON 3: DAY 4

Details from the Passage

3. Choose a statement to expand using details from The City of Melbourne.

- ☐ Families walk.
- ☐ People shop.

My detail tells: when / where. Circle one.

My detail: _____

My sentence: _____

Check

- ☐ I can point to the information I used in the reading.
- ☐ My when detail goes at the beginning of my sentence.
- ☐ My when detail has a comma right after it.
- ☐ My where detail goes at the end of my sentence.
- ☐ My proper nouns start with a capital letter, even in the middle of a sentence.
- ☐ My sentences start with a capital letter.
- ☐ My statements end with a period.

LESSON 9: DAY 2

Which Topic Sentence?

- ☐ **My writing goal:** choose the topic sentence that each group of details tells more about.

Read the three details in each group. Circle the topic sentence in the box.

Group 1

We set up a table by the sidewalk.
I pour lemonade into cups.
My sister holds up a sign.

The lemonade is cold and sweet.

My sister and I sell lemonade.

Group 2

I sit in a tall chair.
The barber sprays my hair with water.
She snips the hair above my ears.

I get a haircut at the barbershop.

The barber has shiny scissors.

Group 3

We spread a big blanket over two chairs.
My brother puts pillows inside.
I bring in a flashlight.

We build a fort in the living room.

The blanket has blue stripes.

Group 4

I fold a sheet of paper in half.
I draw a cake on the front.
I write a birthday message inside.

The cake on the front is pink.

I make a birthday card for Grandma.

Check

- ☐ I read all three details before I chose.
☐ Every detail in the group tells more about the topic sentence I circled.

LESSON 14: DAY 2

Choose and Order Details

- ☐ **My writing goal:** cross out the details that are off topic, number the other details in order, and choose the kind of sentence for the concluding sentence.

Write the topic. Cross out each detail that is off topic. Then, number the other details in the order they happened. Then, write the concluding sentence.

Topic: _____

T.S.: We gave our dog a bath.

- _____ dried him with a towel
- _____ took him for a walk
- _____ scrubbed him with dog shampoo
- _____ bought him a new collar
- _____ rinsed off the soap

C.S.: _____

Check

- ☐ I crossed out each detail that does not tell more about the topic sentence.
- ☐ I numbered the other details in the order they happened.
- ☐ The detail numbered 1 happened first. Each detail after that happened later.
- ☐ My concluding sentence ends the paragraph and still connects to the topic.

LESSON 14: DAY 3

A Question as a Topic Sentence

- ☐ **My writing goal:** unscramble two topic sentences, choose one, and choose the details that tell more about it.

Unscramble each set of words and say the sentence.

1. breathe | dolphins | do | how
2. animals | playful | dolphins | are

Choose one sentence for your topic sentence, and write it on the T.S. line. Write the topic. Cross out the details that do not tell more about your topic sentence. Then, write a concluding sentence.

Topic: _____

T.S.: _____

come up for air

leap out of the water

breathe through a blowhole

chase each other

hold their breath underwater

ride on waves

C.S.: _____

Check

- ☐ My topic sentence tells what my writing is about.
- ☐ I crossed out each detail that does not tell more about my topic sentence.
- ☐ My concluding sentence ends the paragraph and still connects to the topic.

LESSON 16: DAY 4

The Children Who Bought a Rainforest

Color key details that tell more ☐ Put a dot of the color you choose in the square.



This rainforest grows in the mountains of Costa Rica.

In 1987, a class in Sweden learned about a rainforest. A **biologist** named Sharon Kinsman visited their class. She showed the children pictures of a rainforest in Costa Rica. The rainforest grows in the mountains near the town of Monteverde. Monkeys and sloths climb in its tall trees. Hundreds of kinds of birds live there.

People were cutting down the rainforest. Farmers needed land for

their cows, so they cut down trees. Other people cut down trees and sold the wood. Over many years, about half of all the rainforest in Costa Rica was cut down. A nine-year-old boy named Roland was worried because the rainforest was in danger. He wanted the class to buy part of the rainforest. Then, no one could cut down its trees. His classmates liked his idea. Before they could buy land, they needed money.

The children found many ways to get money. First, they baked cookies and sold them at a bake sale. After the bake sale, they painted pictures and sold them. They also made cards and crafts to sell. Some children asked for money for the rainforest instead of birthday presents. Their teacher and her husband started a group to help them. Soon, children at many other schools in Sweden joined the group.

Today, a big part of the rainforest is protected. The group in Sweden raised about two million dollars to buy and protect land. Over the years, children and adults in 44 countries helped too! This land is called the Children's **Eternal** Rainforest. No one is allowed to cut down its trees. If you visit the forest, you can walk on its trails.

Facts from the Monteverde Conservation League, the Goldman Environmental Prize, TIME magazine, alive magazine, and the Food and Agriculture Organization of the United Nations

LESSON 16: DAY 4

Details from the Passage

Glossary **biologist:** A scientist who studies living things.
eternal: Lasting forever.



A sloth climbs in a tall tree.

- ☐ My writing goal: write a topic sentence for the topic of a paragraph, and find details for it in the passage.

Write a topic sentence for the topic. Reread the paragraph about the topic, and mark each detail that tells more about your topic sentence. Write key words for three details on the numbered lines. Then, write a concluding sentence on the C.S. line.

Topic: how the children got money

T.S.: _____

1. _____

2. _____

3. _____

C.S.: _____

Check

- ☐ My topic sentence is a question, an exclamation, or a sentence that starts with before, after, or if.
- ☐ My sentence that starts with before, after, or if has a comma after the first part.
- ☐ My topic sentence tells what the paragraph is about.
- ☐ My topic sentence is different from the first sentence of the paragraph.
- ☐ I marked each detail in the paragraph that tells more about my topic sentence.
- ☐ My details are key words, not sentences.
- ☐ My concluding sentence ends the paragraph and still connects to the topic.

LESSON 17: DAY 2

Write the Paragraph

- ☐ My writing goal: write the paragraph from my Lesson 16 plan to explain how the children raised money.

Use your Lesson 16 Day 4 SPO. Write the topic sentence first. Turn each detail note into a sentence, in an order that makes sense. Write the concluding sentence last. Use *after*, *before*, *because*, *but*, or *so* in at least one sentence to show how the ideas fit.

Check

- ☐ My topic sentence is first, and my concluding sentence is last.
- ☐ Each detail on my plan is a sentence in my paragraph.
- ☐ My details are in an order that makes sense.
- ☐ At least one of my sentences uses *after*, *before*, *because*, *but*, or *so* to show how the ideas fit.
- ☐ I used my notes to say the information in my own way, and my sentences keep the facts from the passage.

LESSON 17: DAY 3

Combine Sentences

- ☐ My writing goal: combine three sentences into one sentence, with commas in a list.

Combine the three sentences into one sentence. Use commas and the word and.

1. Priya rode the zip line. Luis rode the zip line. Aunt Bea rode the zip line.

2. Gia hums a silly song. Wren hums a silly song. Grandma hums a silly song.

My own sentence: _____

Check

- ☐ I found the words that are the same in all the sentences.
- ☐ I put commas between the words that are different, and the word and before the last one.
- ☐ My action verb matches whether the noun names one or more than one.

LESSON 18: DAY 2**Plan an SPO**

- ☐ My writing goal: plan an SPO about something that happened to me, and write the paragraph from it.

Write the problem on the Topic line. Write a topic sentence that tells the problem. Then, write key words for the beginning, the middle, and the end. Then, write a concluding sentence.

Topic: _____

T.S.: _____

1. beginning: _____

2. middle: _____

3. end: _____

C.S.: _____

Check

- ☐ My topic sentence tells the problem, and it is a question, an exclamation, or a sentence that starts with before, after, or if.
- ☐ My sentence that starts with before, after, or if has a comma after the first part.
- ☐ My beginning tells who, when, and where.
- ☐ My notes tell what really happened.
- ☐ My concluding sentence is written in a different way from the topic sentence.

LESSON 18: DAY 2

Write the Paragraph

- ☐ My writing goal: write the paragraph from my plan, and use she, he, it, or they after I name the person or thing.

Write the topic sentence from your SPO. Then, write a sentence for the beginning, the middle, and the end. Start the beginning sentence with the when detail. Then, write the concluding sentence..

Check

- ☐ My topic sentence is first, and my concluding sentence is last.
- ☐ My sentences tell the beginning, the middle, and the end, in order.
- ☐ My when detail is at the beginning of its sentence, with a comma after it.
- ☐ I named each person or thing before I used she, he, it, or they, so a reader can tell who or what each word means.

LESSON 19: DAY 2

Topic Sentences

When you write a topic sentence, look at this page. Add each new word on a line.

Topic sentences can be...

- a statement .
- a question ?
- an exclamation !

Topic sentences can start with...

Before
If

After
When

LESSON 21: DAY 2

Plan an SPO

- ☐ My writing goal: plan an SPO that tells what happened and what happened as a result, and write a paragraph from it.

Write a topic sentence that tells what happened. Then, write key words for three results. Then, write a concluding sentence.

Topic: moving to a new house

T.S.: _____

1. _____

2. _____

3. _____

C.S.: _____

Check

- ☐ My topic sentence tells what happened.
- ☐ When my sentence begins with since, I put a comma after the first part.
- ☐ Each detail tells what happened as a result.
- ☐ My concluding sentence is written in a different way from the topic sentence.

LESSON 21: DAY 2**Write the Paragraph**

Write the topic sentence from your SPO. Then, write a sentence for each detail. Then, write the concluding sentence.

Check

- ☐ My topic sentence is first, and my concluding sentence is last.
- ☐ Each detail sentence tells what happened as a result.
- ☐ At least one of my sentences uses because, since, or so.
- ☐ When my sentence begins with since, I put a comma after the first part.
- ☐ A comma goes before so in my sentences.

LESSON 28: DAY 3

Revise with Directions

- ☐ My writing goal: follow each direction to revise a paragraph.

Read the paragraph. Follow each direction. Write the changes on the sentences. Then, read the paragraph aloud.

- 1 Our family had a picnic.
- 2 We ate good sandwiches.
- 3 We played a game.
- 4 Ants crawled onto our blanket.
- 5 It was a fun day.

- Directions**
1. Sentence 2: Change good to a precise word.
 2. Sentence 3: Add where.
 3. After sentence 3: Add a sentence that starts with For example.
 4. After sentence 4: Add a sentence that starts with As a result.
 5. Sentence 5: Write a new concluding sentence, in a different way from the topic sentence.

Check

- ☐ I followed each direction.
- ☐ My precise word tells exactly what I mean.
- ☐ My where detail is at the end of its sentence.
- ☐ When for example or as a result starts my sentence, a comma goes after it.

LESSON 29: DAY 1

My Story Ideas

- ☐ My writing goal: decide what to keep from my story plans and say the problem in my story.

Circle one.

1. I will write the story I planned.
2. I will keep most of my plan and change part of it.
3. I will write a new story.

What I am changing, or what my new story is about:

The problem in my story:

Check

- ☐ I circled how I am starting my story.
- ☐ My problem tells what my main character wants.
- ☐ My problem tells what makes it hard to get.

LESSON 29: DAY 1

A New Setting

- ☐ My writing goal: plan the setting of my new story.

Use this page only if you are writing a new story.

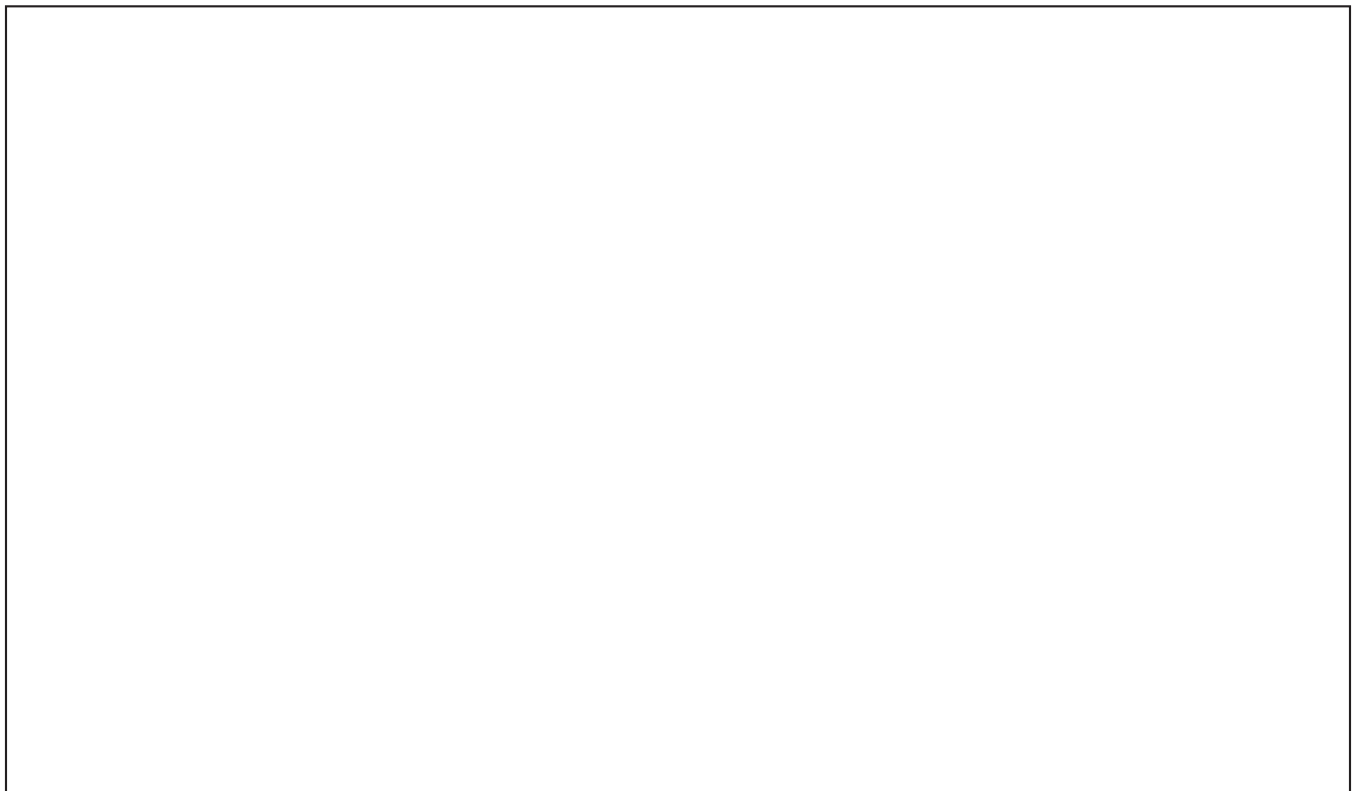
Circle one. My story will be: fiction nonfiction

when: _____

where: _____

what life is like there: _____

Draw your setting.



Check

- ☐ My setting tells when and where my story happens.
☐ My drawing shows what life is like there.

LESSON 29: DAY 1

New Characters

- ☐ My writing goal: plan the characters in my new story.

Use this page only if you are writing a new story.

main character: _____

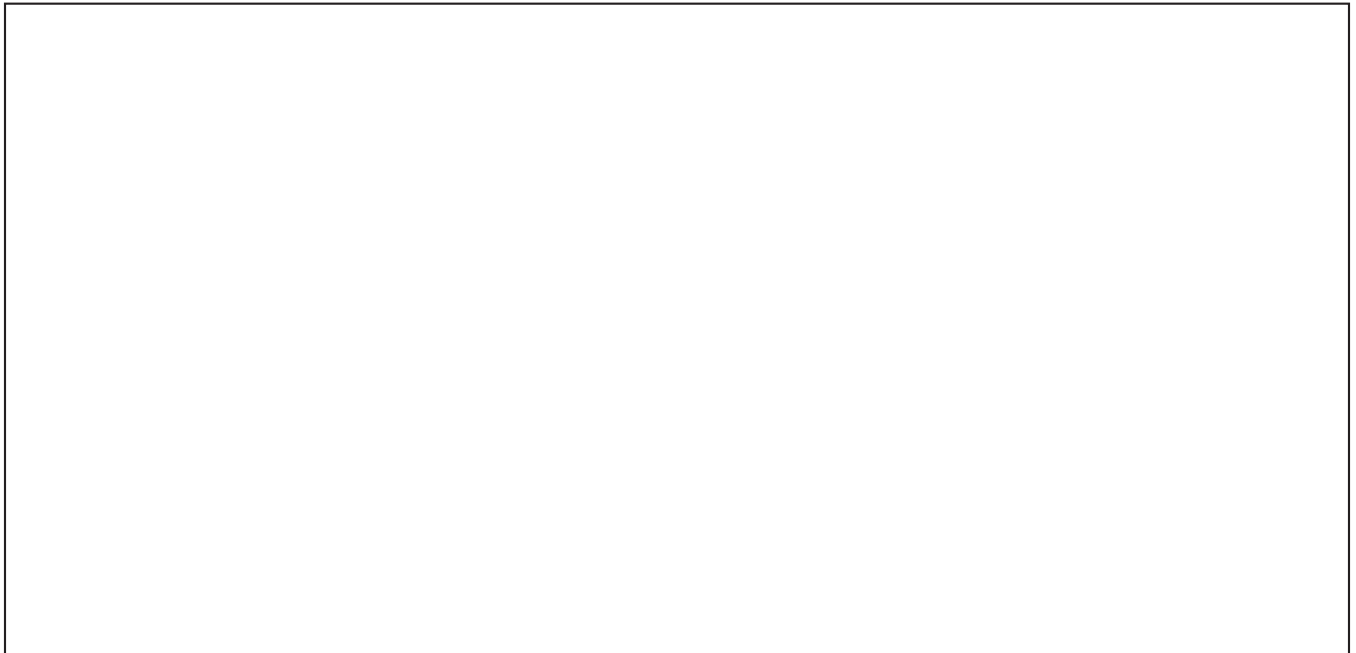
what my character is like: _____

what my character wants: _____

other character: _____

what the other character wants: _____

Draw your characters.

**Check**

- ☐ I named a main character and another character.
- ☐ I wrote what my main character wants.

LESSON 29: DAY 1

A New Mood and Words

Use this page only if you are writing a new story.

The mood of my story: _____

Precise words for my setting:

1. _____
2. _____
3. _____

My main character: _____

Precise words for my main character:

1. _____
2. _____
3. _____

Check

- ☐ I chose a mood for my story.
- ☐ My words are precise words.

LESSON 29: DAY 2**My Story SPO**

- ☐ My writing goal: plan the beginning, the middle, and the end of my story.

Write the topic sentence that tells the problem. Then write key words for the beginning, the middle, and the end, and a concluding sentence.

Topic: _____

T.S.: _____

beginning: _____

middle: _____

end: _____

C.S.: _____

Keep this page. You will use it in every lesson in this unit.

Check

- ☐ My topic sentence tells the problem.
- ☐ My details are key words, not sentences.
- ☐ My concluding sentence is written in a different way from my topic sentence.

LESSON 29: DAY 3

My Beginning Paragraph

- ☐ My writing goal: plan the beginning paragraph of my story.

Write the topic sentence from your story SPO. Then write key words for three details.

Topic: _____

T.S.: _____

1. _____

2. _____

3. _____

Check

- ☐ My topic sentence is the one from my story SPO.
- ☐ My details tell who is in my story, when and where it happens, and what the problem is.
- ☐ Each of my details tells more about my topic sentence.
- ☐ My details are key words, not sentences.

LESSON 29: DAY 4

My Beginning Paragraph

- ☐ My writing goal: write the beginning paragraph of my story from my SPO.

Write the topic sentence from your SPO. Then write a sentence for each detail.

Direction: _____

Check

- ☐ My paragraph starts with my topic sentence.
- ☐ Each sentence tells more about my topic sentence.
- ☐ One of my sentences starts with a when detail and has a comma after the first part.
- ☐ I named my character before I used she, he, it, or they.
- ☐ I followed the direction.