

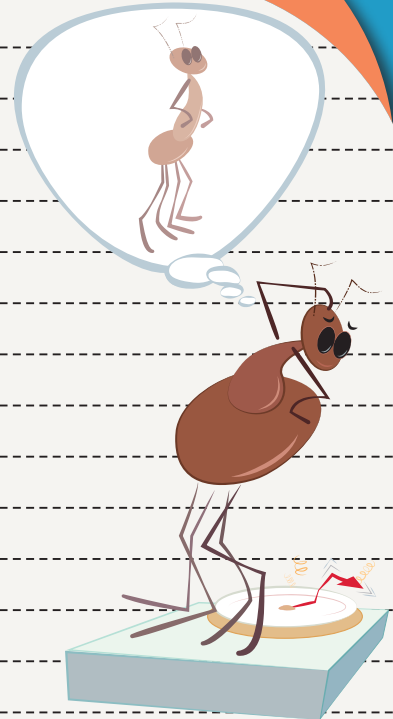
WRITING

Supporting details make a main idea stronger, and add color and interest to any story!

Beginning

Middle

End



Characterization



Table of Contents

Narrative Writing

Sensory Words #1 *
Sensory Words #2 *
Graphic Organizer
Identifying Action Verbs *
Using Action Verbs *
Using Details to Support the Main Idea #1 *
Using Details to Support the Main Idea #2 *
Using Details to Support the Main Idea #3 *
First Person Narrative
Third Person Narrative
Your Home, Supporting Details
Super Hero Supporting Details
Characterization
Writing a Paragraph
Write a Descriptive Paragraph
Beginning, Middle and End Worksheet
Draw Your Own Comic!
Dragon Story Prompt
Writing Page

Certificate of Completion

Answer Sheets

** Has an Answer Sheet*

Want more workbooks? Join [Education.com Plus](http://www.education.com/education-plus/) to save time and money.
<http://www.education.com/education-plus/>

Sensory Words

Name: _____ Date: _____

Fill in the circle next to the sentence that uses sensory words to make the writing more interesting

- a) Stacey was eating cereal.
 b) The towels smelled lemony fresh.
 c) The cafeteria was serving hamburgers.
 d) My mother drinks coffee in the morning.
- a) The cat's coat was silky soft, and smelled of kitty litter.
 b) I petted the cat for a long time.
 c) The cat was a Siamese.
 d) The cat scratched my face.
- a) I bought mittens when it got cold.
 b) They were on sale so I bought them.
 c) The scratchy mittens rubbed roughly against my hands.
 d) I never wore those mittens again.
- a) They had steak for dinner.
 b) I asked for mashed potatoes, gravy and peas.
 c) Our neighbors are barbequing hotdogs.
 d) The spicy, mouthwatering aroma came from their backyard.
- a) I go and see the fireworks every Fourth of July.
 b) Beaming flashes and showers of brilliant colors magically light up the night sky.
 c) Many people are watching them.
 d) One year, the fireworks were rained out.
- a) As I quietly tiptoed through the room, the bright lights flicked on.
 b) I was trying to sneak a couple of cookies.
 c) The neighbor's dog is loud.
 d) I dropped my backpack on the floor.

Fill in the circle next to the word that is the most specific verb or noun.

- a) go
 c) walked
- b) strolled
 d) went
- a) thoroughbred
 c) horse
- b) pony
 d) mare
- a) said
 c) asked
- b) spoke
 d) whispered
- a) ride
 c) Tilt-a-whirl
- b) tent
 d) food stand



Sensory Words

Name: _____ Date: _____

Good writers use sensory words which describe something according to one or more of the five senses: taste, smell, feel, sound and look.

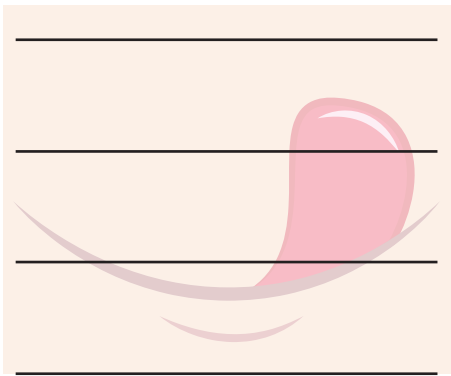
Sort each sensory word according to the sense that it relates to.

BITTER BRIGHT BUZZING CHATTERING CLOUDY FRUITY

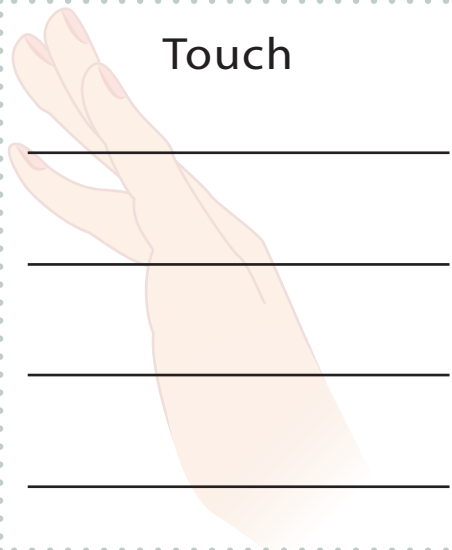
FRAGRANT SPARKLY RADIANT GOOEY HUMMING SALTY

SCENTED SCRATCHY STICKY ROUGH TANGY STINKY SWEET

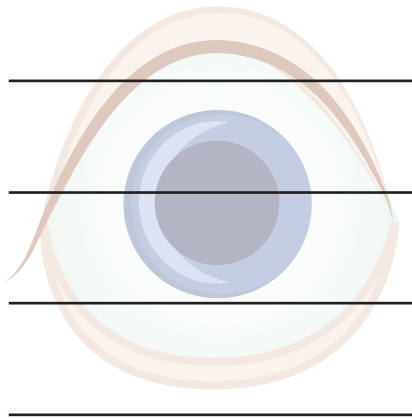
Taste



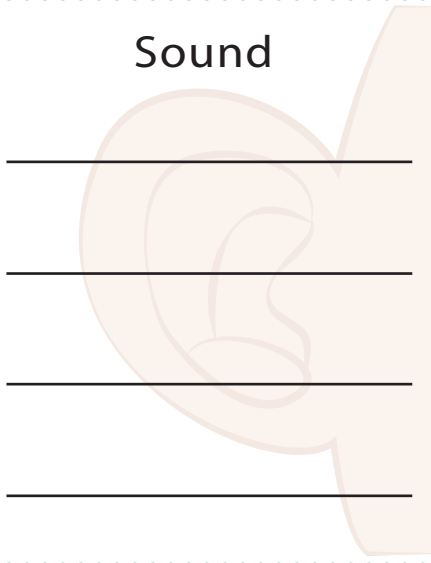
Touch



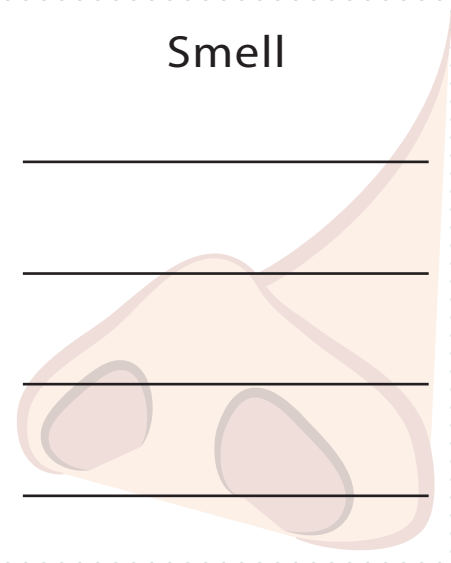
Sight



Sound



Smell



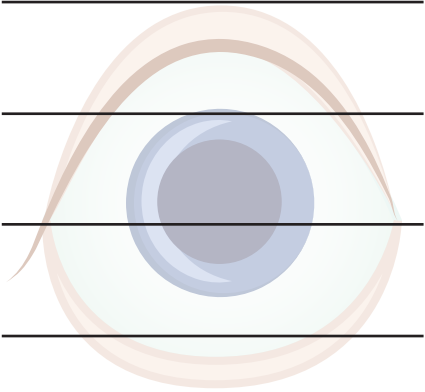
Graphic Organizer

Name: _____ Date: _____

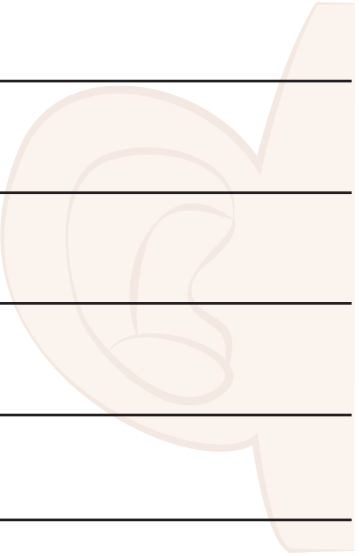
Graphic organizers help writers generate ideas before they begin to write. Use the graphic organizer below to list sensory words that you might use if you were writing about a visit to an amusement park.

Sight

Sight Words



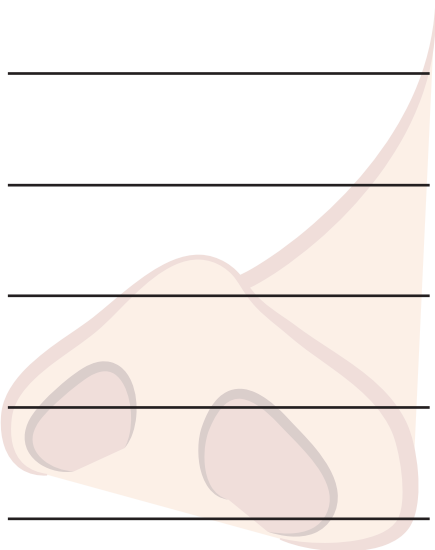
Sound Words



Sound

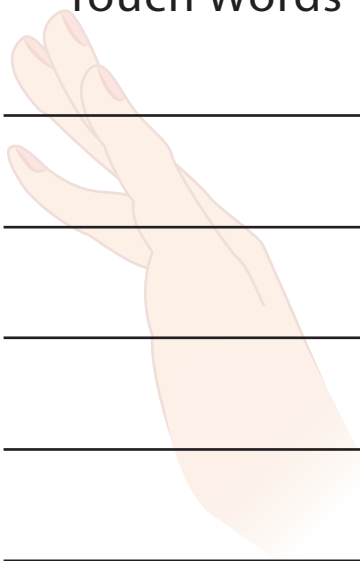
Smell

Smell Words



Touch

Touch Words



Taste

Taste Words

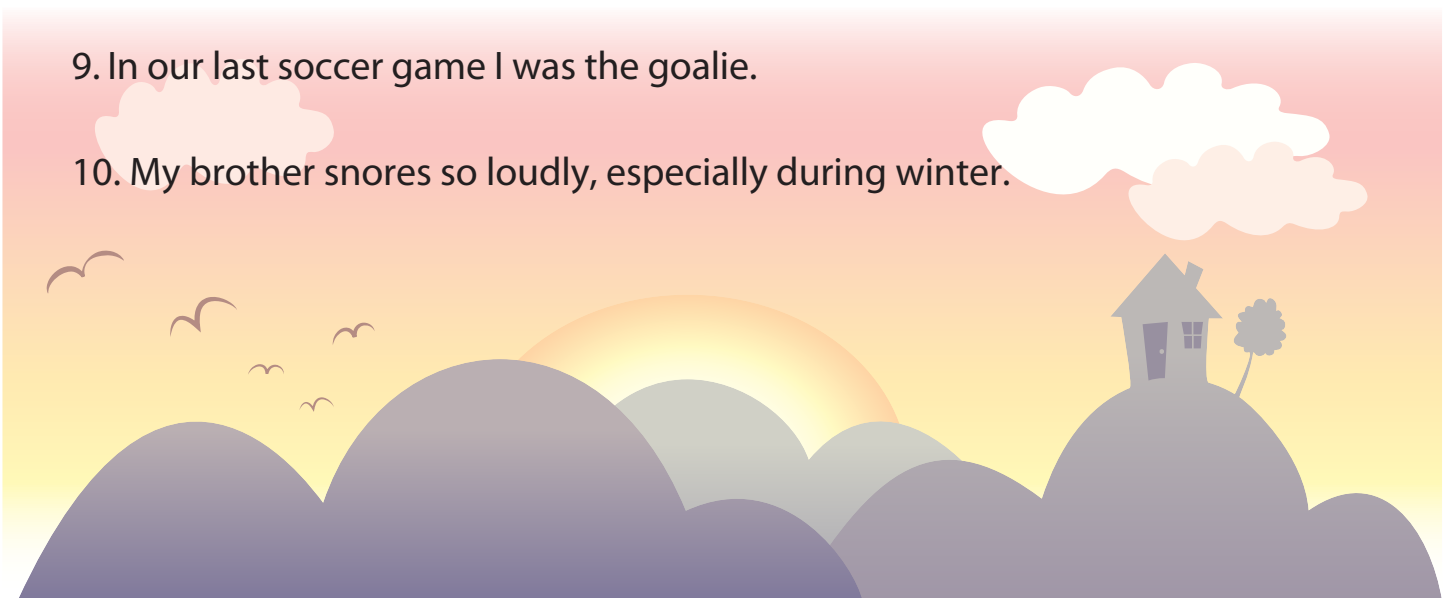


Identifying Action Verbs

It is important to understand the difference between action verbs and the verb “to be” in writing. All action verbs show *action*. The verb “to be” is a *stative verb*, which means that it describes a state of being – **is, am, are, was, were**.

Circle the action verbs in each sentence.
Underline the “to be” verbs in each sentence.

1. My parents are hard working people.
2. The horses waited patiently in the stable before the big race.
3. We were on the phone together for almost an hour.
4. The sun rises over those mountains every day.
5. We rushed to the bus stop, and my sister tripped on her shoelaces.
6. Tim and Mike always race to the lunch line for fun.
7. We were really scared during the storm.
8. The runner leaped over the last hurdle.
9. In our last soccer game I was the goalie.
10. My brother snores so loudly, especially during winter.



Using Action Verbs

It is important to understand the difference between action verbs and the verb "to be" in writing. All action verbs show *action*. The verb "to be" is a *stative verb*, which means that it describes a state of being – **is, am, are, was, were**.

It's okay to use stative verbs, but your writing will shine when you use action verbs instead of passive verbs.

Practice editing the sentences below by changing the "to be" verb to an action verb.

Sample sentence: The children are on the playing field.
 The children run on the playing field.

1. While waiting in line at the fair, my father was on his cell phone.

2. The crayons were on the floor in a big mess.

3. I made a funny face because the light was in my eyes.

4. We were on the leather couch.

Find and circle the correct action verb in each sentence below.

1. The mermaid swam away.

- | | |
|------------|---------|
| A. mermaid | C. away |
| B. swam | D. The |

2. Jerry hit a home run.

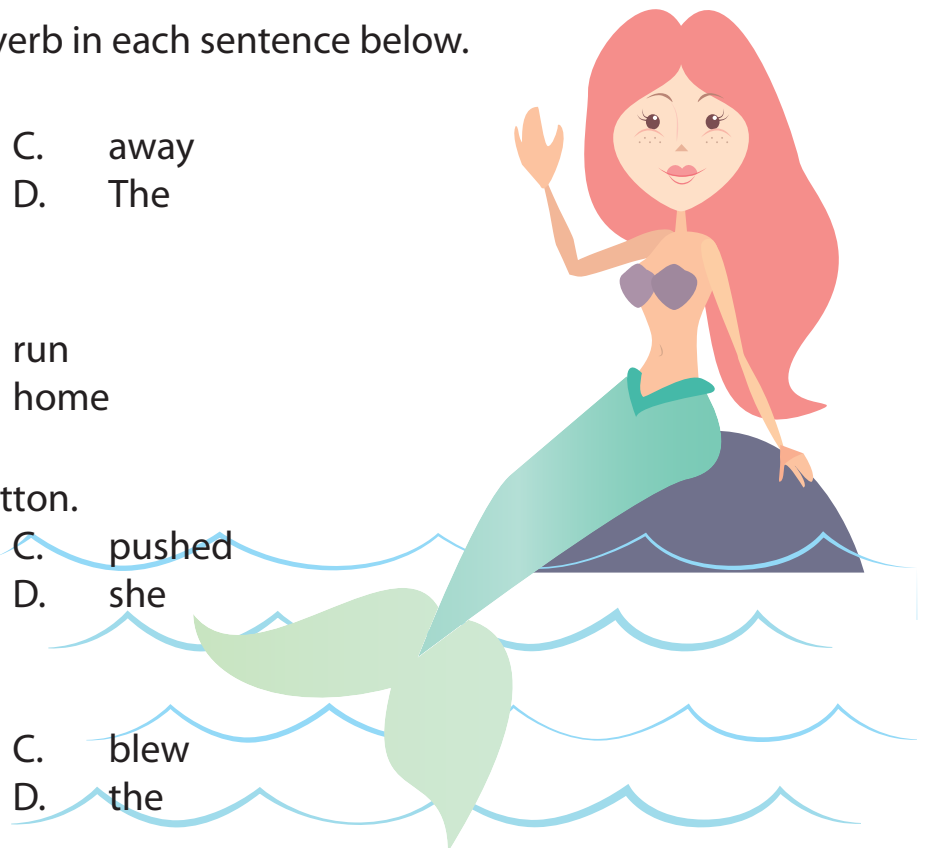
- | | |
|----------|---------|
| A. Jerry | C. run |
| B. hit | D. home |

3. She pushed the yellow button.

- | | |
|-----------|-----------|
| A. button | C. pushed |
| B. yellow | D. she |

4. The wind blew the leaves.

- | | |
|-----------|---------|
| A. wind | C. blew |
| B. yellow | D. the |



Using Details to Support the Main Idea

Name _____

Date _____

Write an **X** next to each sentence that includes a detail about the main idea.

Main Idea: **The Earth has many different kinds of violent weather.**

- _____ 1. The largest storms are called hurricanes.
- _____ 2. My grandmother doesn't like ice and snow.
- _____ 3. The winds on Mars are very powerful.
- _____ 4. Tornadoes are the most destructive storms.
- _____ 5. Hailstones can cause a great deal of damage.
- _____ 6. It is fun to collect hailstones after a storm.
- _____ 7. Lightning can strike buildings and even people.
- _____ 8. A thunderstorm can cause widespread flooding.
- _____ 9. Blizzards can shut down roads and force people to stay indoors.
- _____ 10. We put a rain gauge in our yard to measure rainfall.

Write 3 details to support the main idea: **Computers can be good learning tools.**

Detail #1:

Detail #2:

Detail #3:

Using Details to Support the Main Idea

Name _____

Date _____

Write an **X** next to each sentence that includes a detail about the main idea.

Main Idea: **The Statue of Liberty is an important historic symbol.**

- _____ 1. The Statue of Liberty is one of the most popular New York tourist attractions.
- _____ 2. My grandmother took me to see the Statue of Liberty.
- _____ 3. The seven rays on the crown of the Statue of Liberty stand for the seven continents.
- _____ 4. The official dedication ceremony for the statue was held on Thursday, Oct. 28, 1886.
- _____ 5. The tablet held in her left hand inscribed with the date July 4, 1776.
- _____ 6. I bought a souvenir at the gift shop.
- _____ 7. The statue was a welcome sign to all immigrants coming to America, as well as a universal symbol of freedom.
- _____ 8. At the feet of the Statue of Liberty lie broken shackles, representing oppression.
- _____ 9. The ferry ride to Ellis Island was windy.
- _____ 10. The light green exterior of the Statue of Liberty is the result of natural weathering of the copper.

Write 3 details to support the main idea: **Reading increases your vocabulary.**

Detail #1:

Detail #2:

Detail #3:

Using Details to Support the Main Idea

Name _____

Date _____

Write an **X** next to each sentence that includes a detail about the main idea.

Main Idea: **The Sun affects life on Earth in many different ways.**

- _____ 1. The Sun gives light and warmth to the living things on Earth.
- _____ 2. I like to lay out in the sun to get a tan.
- _____ 3. The Sun's gravitational pull creates tides on Earth, just like the moon.
- _____ 4. The Sun's core is around 13600000 degrees Celsius!
- _____ 5. The warmth from the Sun on Earth causes wind to blow and clouds to form.
- _____ 6. Plants depend on sunshine to help them make food and grow.
- _____ 7. The Sun is by far the largest object in the Solar System.
- _____ 8. Because of its influence on Earth, early cultures saw the sun as a god.
- _____ 9. The sun allows us to keep track of time and the seasons.
- _____ 10. The Sun is orbited by nine major planets.

Write 3 details to support the main idea: **Vegetables are a healthy food group.**

Detail #1:

Detail #2:

Detail #3:

First Person Narrative

First-person narrative is a narrative mode where a story is narrated by one character at a time, speaking for and about themselves. First-person narrative may be singular, plural, or multiple and represents the point of view in the writing.

“I” is used to talk about yourself. “I” is always singular. “We” is used to talk about a group in which “I” is a member. “We” is plural.

Examples:

“I want to go shopping.”

“We’re hungry!”

“We thought he was joking.”

“I wonder where she is.”

Directions: Use your knowledge of first-person narrative to write 10 original sentences in first-person narrative.

Sentences:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Third Person Narrative

Third person narrative is one of the most common techniques used in storytelling. Third-person narrative can be identified by looking at the pronouns used in the narrative such as “he,” “she,” “it” and “they,” **not** “I” or “you.”

Third Person Pronouns	Plurality
He	Singular
She	Singular
It	Singular
They	Plural/Singular

Directions: Use your knowledge of third-person narrative to write 10 original sentences in third-person narrative.

Sentences: (Example: They took a walk to the park.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Your Home

Supporting Details



The Main Idea: The most important idea in a paragraph.

Supporting Details: Details that tell you more about the main idea.

Supporting details make your main idea stronger!

SUPPORTING DETAILS

What is your neighborhood like?
Do you live in a city, small town,
suburb, or the country?

SUPPORTING DETAILS

Who lives with you? Parents?
Brothers and sisters? Anyone else?

MAIN IDEA

What kind of home do you live in?
A house? An apartment? Describe it.

SUPPORTING DETAILS

What is outside your home? Do you
have a patio, yard or a garden?

SUPPORTING DETAILS

What is your room like?
Do you share your room? Describe it.



SUPER HERO

Supporting Details



The Main Idea: The most important idea in a paragraph.

Supporting Details: Details that tell you more about the main idea.

Supporting details make your main idea stronger!

SUPPORTING DETAILS

What are you like when you're not a hero? Are you an ordinary person? Do you hide out somewhere?

SUPPORTING DETAILS

What do you look like? Do you have a costume?

MAIN IDEA

If you could be a super hero, what would you be?

SUPPORTING DETAILS

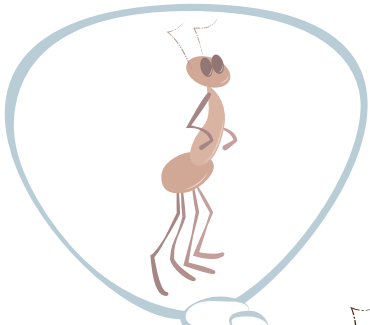
What do you do with your powers? How do you help people?

SUPPORTING DETAILS

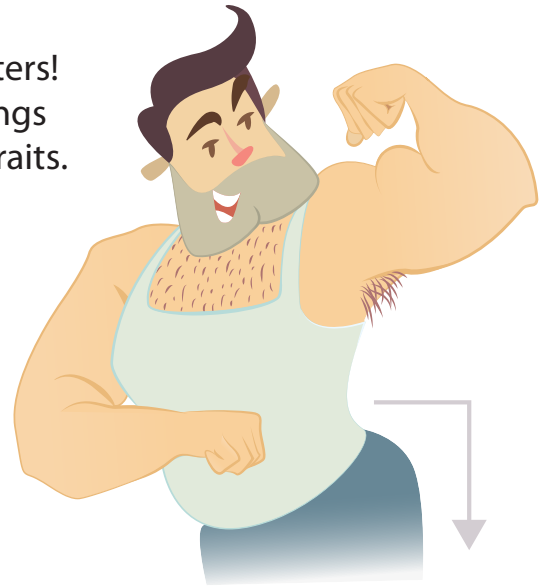
What are your super powers? What can you do that is special?

Characterization

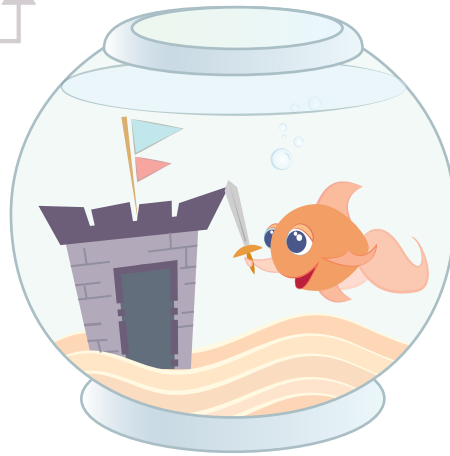
Brighten your writing by learning how to build great characters!
Take a look at the five characters below. Write down five things to describe their appearance, emotions, actions, and other traits.



A dotted rectangular box with five dots in a vertical line on the left side, intended for writing notes about the ant.



A dotted rectangular box with five dots in a vertical line on the left side, intended for writing notes about the muscular man.



A dotted rectangular box with five dots in a vertical line on the left side, intended for writing notes about the goldfish.



A dotted rectangular box with five dots in a vertical line on the left side, intended for writing notes about the grumpy cat.



A dotted rectangular box with five dots in a vertical line on the left side, intended for writing notes about the elderly woman.

Characterization

Now, let's write a short story. First, choose your favorite character. Then for the first paragraph: (1) You must name the character. (2) You must describe what the character is doing in the picture. (3) You must use at least three of the characteristics for the character that you provided on the previous worksheet.

Handwriting practice area for the first paragraph, consisting of ten horizontal lines within a dotted border.

For the second paragraph, you must describe *what the character is thinking* while she or he is doing what she or he is doing in the picture. You must use different details than what you used for the first paragraph.

Handwriting practice area for the second paragraph, consisting of ten horizontal lines within a dotted border.

Characterization

Finally, let's write a descriptive paragraph for your character that describes what he/she is doing tomorrow. You cannot use the picture in the previous paragraph for ideas. The character has to be doing something completely different the next day. Be creative!



A large rectangular area with a dotted border, containing 20 horizontal lines for writing a paragraph.

Writing a Paragraph

Name:

Date:

Choose one of the topics and fill in the graphic organizer by writing a topic sentence and three supporting details.

Topics: **Jungle** **School** **4th of July**

Topic Sentence: _____

Detail #1: _____

Detail #2: _____

Detail #3: _____

Write a complete paragraph using the topic sentence and details you wrote above.

Write a Descriptive Paragraph



Think of a moment when something very exciting happened to you. For example, it may be the moment you won an award or the time you jumped off the diving board for the first time ever.

What was your exciting moment?

In the box below, write or draw pictures of as many details as you can remember. Use all of your senses. What did you see, smell, feel, hear, taste? These are your **supporting details**.

Use your **supporting details** to write a paragraph about your exciting moment below.

Beginning, Middle, and End Worksheet

Every story has a beginning, middle and end! In this worksheet, you will use your imagination to create a beginning, middle and ending sentence to expand the one-sentence prompts into more elaborate stories.

Example:

description: Sammy the dog got out of the backyard.

beginning, middle, and end: "Sammy dug a hole under the backyard fence, and escaped into the neighborhood. He went from house to house looking for something to do. After two hours riding around the neighborhood in my father's car, we found Sammy a mile away in a church parking lot!"

Example:

description: My friend Patty had to go home from school early.

beginning, middle, and end: "When Patty arrived at school today she seemed happy and fine. After lunch she said she had an upset stomach. Her mother came and picked her up from school to take her to the doctor."

description: The batteries on the remote died.

beginning, middle, end:

description: I got an A on my essay!

beginning, middle, end:

description: The kids went swimming in the pool.

beginning, middle, end:

Beginning, Middle, and End Worksheet

description: The man left the store in a hurry.

beginning, middle, end:

description: There was a loud banging noise coming from the kitchen.

beginning, middle, end:

description: My new shoes got so dirty!

beginning, middle, end:

description: The dog howled at the moon.

beginning, middle, end:

Beginning, Middle, and End Worksheet II

Now that you've created some stories with a beginning, middle and end, it's time to elaborate even more. Choose one of your 3-sentence stories. Expand the beginning, middle and ending sentences into paragraphs. To help you find ways to elaborate, try asking questions like: How? Why? What was the character thinking?

Example: On the previous worksheet the student wrote: "Sammy dug a hole under the backyard fence, and escaped into the neighborhood. He went from house to house looking for something to do. We looked for a long time and then found Sammy a mile away in a church parking lot."

Here are some ideas for how to expand each of the sentences into separate paragraphs...

Beginning: How long did it take Sammy to dig the hole? How did he dig it?

Middle: What did Sammy want to do? What did he find? Did he do anything?

End: Why did he go to the church parking lot? Was he on his way somewhere?

Beginning Sentence: _____

Beginning Paragraph: _____

Middle Sentence: _____

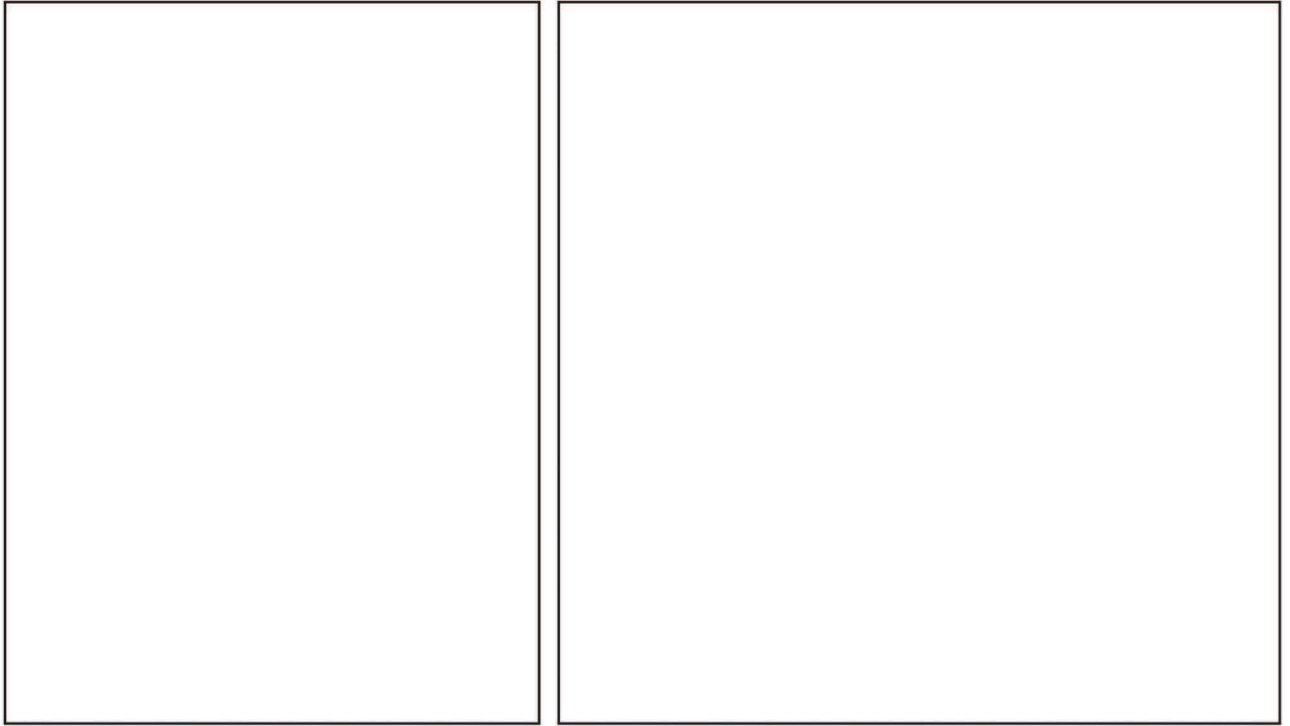
Middle Paragraph: _____

End Sentence: _____

End Paragraph: _____

DRAW YOUR OWN COMIC!

This brave knight has found his way to the dragon and its treasure! How did he get there?
It's your knightly duty to complete the tale, in whatever way you choose! You can even turn
the page over and continue the story on the back!



Creative Writing

The scenario below can give way to thousands of different stories. There are clearly two characters in an outdoor setting. Create a short story about what you see below, but to make things more interesting choose an item from the box to add to the story. You may choose as many as you want. Use another piece of paper to create your story. Good luck!

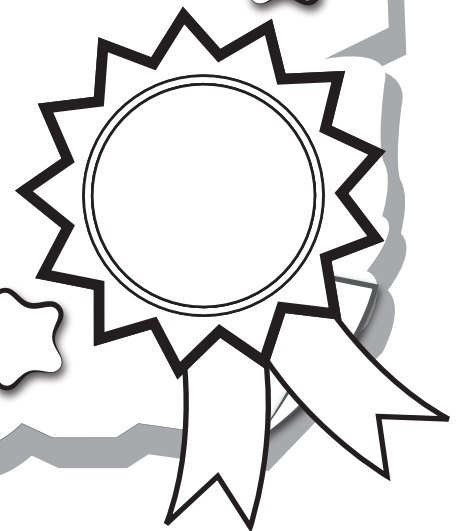


Once upon a time...

A series of 20 horizontal dashed lines for writing.

Great job!

is an Education.com writing superstar



Answer Sheets

Narrative Writing

Sensory Words #1

Sensory Words #2

Identifying Action Verbs

Using Action Verbs

Using Details to Support the Main Idea #1

Using Details to Support the Main Idea #2

Using Details to Support the Main Idea #3

Want more workbooks? Join Education.com Plus to save time and money.
<http://www.education.com/education-plus/>

Answer Sheet

Sensory Words

Name: _____ Date: _____

Fill in the circle next to the sentence that uses sensory words to make the writing more interesting.

- a) Stacey was eating cereal.
 b) The towels smelled lemony fresh.
 c) The cafeteria was serving hamburgers.
 d) My mother drinks coffee in the morning.
- a) The cat's coat was silky soft, and smelled of kitty litter.
 b) I petted the cat for a long time.
 c) The cat was a Siamese.
 d) The cat scratched my face.
- a) I bought mittens when it got cold.
 b) They were on sale so I bought them.
 c) The scratchy mittens rubbed roughly against my hands.
 d) I never wore those mittens again.
- a) They had steak for dinner.
 b) I asked for mashed potatoes, gravy and peas.
 c) Our neighbors are barbequing hotdogs.
 d) The spicy, mouthwatering aroma came from their backyard.
- a) I go and see the fireworks every Fourth of July.
 b) Beaming flashes and showers of brilliant colors magically light up the night sky.
 c) Many people are watching them.
 d) One year the fireworks were rained out.
- a) As I quietly tiptoed through the room, the bright lights flicked on.
 b) I was trying to sneak a couple of cookies.
 c) The neighbor's dog is loud.
 d) I dropped my backpack on the floor.

Fill in the circle next to the word that is the most exact verb or noun.

- a) go
 c) walked
 b) strolled
 d) went
- a) thoroughbred
 c) horse
 b) pony
 d) mare
- a) said
 c) asked
 b) spoke
 d) whispered
- a) ride
 c) Tilt-a-whirl
 b) tent
 d) food stand



Answer Sheet

Sensory Words

Name: _____ Date: _____

Good writers use sensory words which describe something according to one or more of the five senses: taste, smell, feel, sound and look.

Sort each sensory word according to the sense that it relates to.

BITTER BRIGHT BUZZING CHATTERING CLOUDY FRUITY
FRAGRANT SPARKLY RADIANT GOOEY HUMMING SALTY
SCENTED SCRATCHY STICKY ROUGH TANGY STINKY SWEET

Taste

bitter fruity

salty tangy

sweet

Touch

gooey scratchy

sticky rough

Sight

bright cloudy

sparkly radiant

Sound

buzzing humming

chattering

Smell

fragrant scented

stinky sweet

fruity

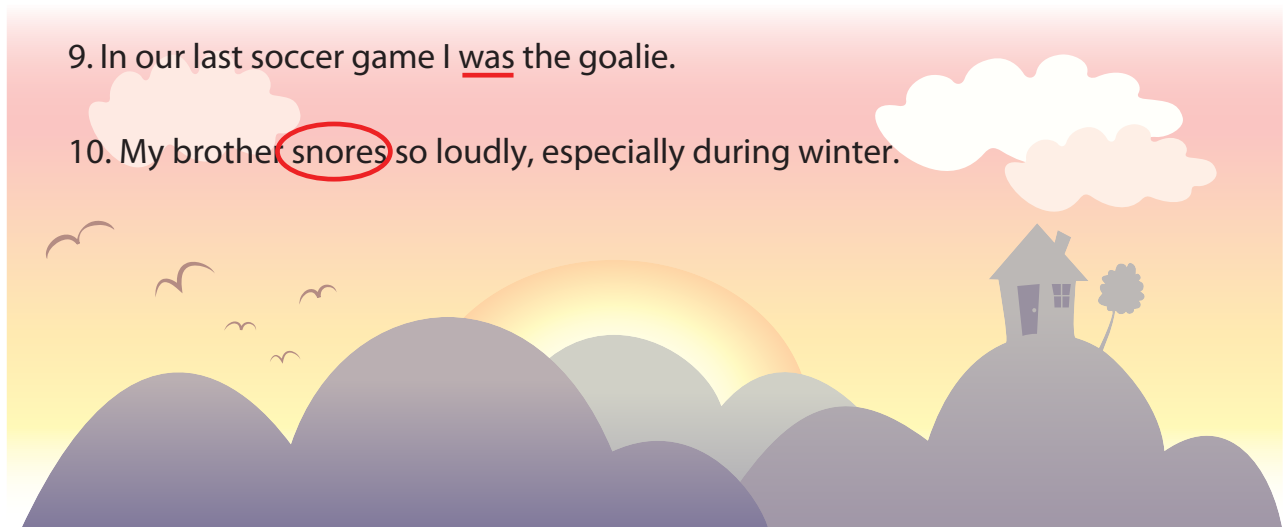
Answer Sheet

Identifying Action Verbs

It is important to understand the difference between action verbs and the verb "to be" in writing. All action verbs show *action*. The verb "to be" is a *stative verb*, which means that it describes a state of being – **is, am, are, was, were**.

Circle the action verbs in each sentence.
Underline the "to be" verbs in each sentence.

1. My parents are hard working people.
2. The horses waited patiently in the stable before the big race.
3. We were on the phone together for almost an hour.
4. The sun rises over those mountains every day.
5. We rushed to the bus stop, and my sister tripped on her shoelaces.
6. Tim and Mike always race to the lunch line for fun.
7. We were really scared during the storm.
8. The runner leaped over the last hurdle.
9. In our last soccer game I was the goalie.
10. My brother snores so loudly, especially during winter.



Answer Sheet

Using Action Verbs

It is important to understand the difference between action verbs and the verb “to be” in writing. All action verbs show *action*. The verb “to be” is a *stative verb*, which means that it describes a state of being – **is, am, are, was, were**.

It’s okay to use stative verbs, but your writing will shine when you use action verbs instead of passive verbs.

Practice editing the sentences below by changing the “to be” verb to an action verb.

Sample sentence: The children are on the playing field.
 The children run on the playing field.

1. While waiting in line at the fair, my father was on his cell phone.

ANSWERS WILL VARY

2. The crayons were on the floor in a big mess.

ANSWERS WILL VARY

3. I made a funny face because the light was in my eyes.

ANSWERS WILL VARY

4. We were on the leather couch.

ANSWERS WILL VARY

Find and circle the correct action verb in each sentence below.

1. The mermaid swam away.

- A. mermaid C. away
 B. swam D. The

2. Jerry hit a home run.

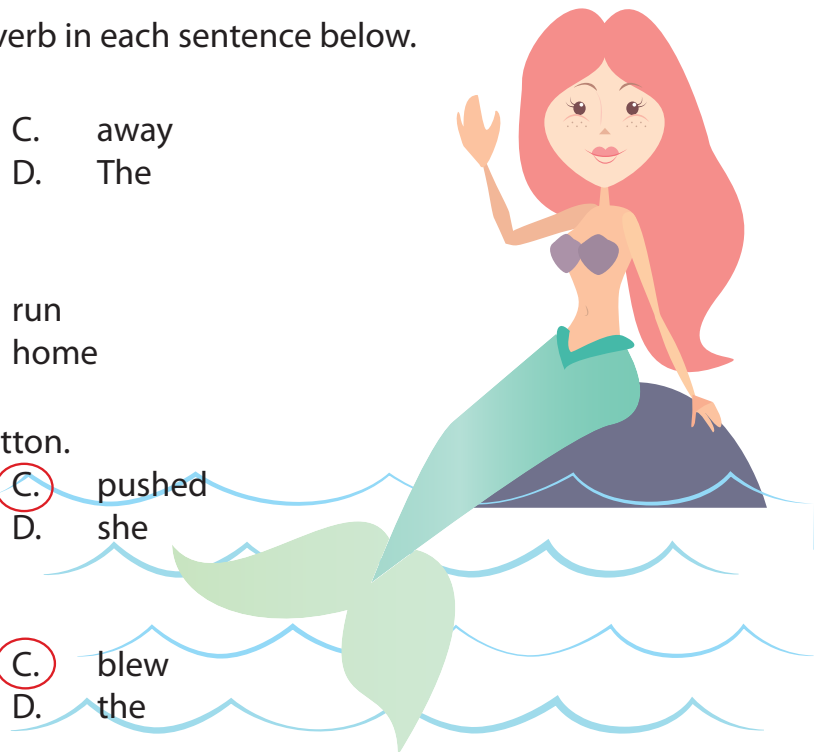
- A. Jerry C. run
 B. hit D. home

3. She pushed the yellow button.

- A. button C. pushed
B. yellow D. she

4. The wind blew the leaves.

- A. wind C. blew
B. yellow D. the



Answer Sheet

Using Details to Support the Main Idea

Name _____

Date _____

Write an **X** next to each sentence that includes a detail about the main idea.

Main Idea: **The Earth has many different kinds of violent weather.**

- X 1. The largest storms are called hurricanes.
- 2. My grandmother doesn't like ice and snow.
- 3. The winds on Mars are very powerful.
- X 4. Tornadoes are the most destructive storms.
- X 5. Hailstones can cause a great deal of damage.
- 6. It is fun to collect hailstones after a storm.
- X 7. Lightning can strike buildings and even people.
- X 8. A thunderstorm can cause widespread flooding.
- X 9. Blizzards can shut down roads and force people to stay indoors.
- 10. We put a rain gauge in our yard to measure rainfall.

Write 3 details to support the main idea: **Computers can be good learning tools.**

Detail #1: *answers will vary*

Detail #2: *answers will vary*

Detail #3: *answers will vary*

Answer Sheet

Using Details to Support the Main Idea

Name _____

Date _____

Write an **X** next to each sentence that includes a detail about the main idea.

Main Idea: **The Statue of Liberty is an important historic symbol.**

- _____ 1. The Statue of Liberty is one of the most popular New York tourist attractions.
- _____ 2. My grandmother took me to see the Statue of Liberty.
- X** _____ 3. The seven rays on the crown of the Statue of Liberty stand for the seven continents.
- X** _____ 4. The official dedication ceremony for the statue was held on Thursday, Oct. 28, 1886.
- X** _____ 5. The tablet held in her left hand inscribed with the date July 4, 1776.
- _____ 6. I bought a souvenir at the gift shop.
- X** _____ 7. The statue was a welcome sign to all immigrants coming to America, as well as a universal symbol of freedom.
- X** _____ 8. At the feet of the Statue of Liberty lie broken shackles, representing oppression.
- _____ 9. The ferry ride to Ellis Island was windy.
- _____ 10. The light green exterior of the Statue of Liberty is the result of natural weathering of the copper.

Write 3 details to support the main idea: **Reading increases your vocabulary.**

Detail #1:

answers will vary

Detail #2:

answers will vary

Detail #3:

answers will vary

Answer Sheet

Using Details to Support the Main Idea

Name _____

Date _____

Write an **X** next to each sentence that includes a detail about the main idea.

Main Idea: **The Sun affects life on Earth in many different ways.**

- _____ 1. The Sun gives light and warmth to the living things on Earth.
- _____ 2. I like to lay out in the sun to get a tan.
- _____ 3. The Sun's gravitational pull creates tides on Earth, just like the moon.
- _____ 4. The Sun's core is around 13600000 degrees Celsius!
- _____ 5. The warmth from the Sun on Earth causes wind to blow and clouds to form.
- _____ 6. Plants depend on sunshine to help them make food and grow.
- _____ 7. The Sun is by far the largest object in the Solar System.
- _____ 8. Because of its influence on Earth, early cultures saw the sun as a god.
- _____ 9. The sun allows us to keep track of time and the seasons.
- _____ 10. The Sun is orbited by nine major planets.

Write 3 details to support the main idea: **Vegetables are a healthy food group.**

Detail #1:

answers will vary

Detail #2:

answers will vary

Detail #3:

answers will vary