

الدرس السادس الوحدة السابعة عرض تعليمي لدرس تدريب على كتابة القصص والمصادفات



تم تحميل هذا الملف من موقع المناهج السعودية

موقع المناهج ← المناهج السعودية ← الصف الثالث المتوسط ← لغة انجليزية ← الفصل الثاني ← عروض بوربوينت ← الملف

تاريخ إضافة الملف على موقع المناهج: 2026-01-20 14:43:09

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي للمدرس

المزيد من مادة
لغة انجليزية:

إعداد: نوريه الغامدي

التواصل الاجتماعي بحسب الصف الثالث المتوسط



صفحة المناهج
السعودية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف الثالث المتوسط والمادة لغة انجليزية في الفصل الثاني

إجابة مراجعة وتمارين تقوية لرفع مستوى التدني الوحدة التاسعة

1

مراجعة وتمارين تقوية لرفع مستوى التدني الوحدة التاسعة غير محلولة

2

الدرس 7 الوحدة 9 ورقة العمل التفاعلية لوحدة القواعد: الصيغة والمعنى والوظيفة

3

الدرس 7 الوحدة 9 شرح ورقة عمل عن أداة الاستئذان May

4

الدرس السابع الوحدة التاسعة شرح عرض بوربوينت لوحدة القواعد حول الصيغة والمعنى والوظيفة

5

U7

GOAL 3

| | | | |
|--------|---------------------|-----------------------------|----|
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الثالث متوسط

ENGLISH

TIME

for you



Reading

Writing

Listening

Speaking



Covid 19

😊 Avoid gathering !

😊 We must wear a mask before going out.

😊 Social distancing is not a choice, it is a must!

😊 Keep a distance of 2 meters to avoid accountability

😊 wash hands constantly.



I AM
WISE
BECAUSE
I LEARN FROM
MY MISTAKES



ارجو الالتزام بعدم كتابة أي تعليقات غير لائقة بالأدب العام.
علماً بأنه أي محادثة نصية او كتابية مسجلة تحت اسمك ورقم
هويتك



وعليه سيتم معاقبة من لم تلتزم بالذوق العام والسلوك الحسن
خلال تواجدك في المنصة او الفصول الافتراضية.



وذلك برفع شكوى وبلاغ رسمي ضدك بما تم كتابته او قولة
والتواصل مع ولي الأمر والمسؤولين لاتخاذ الاجراء اللازم مع
المخالفة.



ونتمنى وضع صورته في ملفك التعريفي لائقة بالمنصة
التعليمية

Virtual Classroom Rules



Be on time.



Act like you're at school.



Sit in I spot during class.



Keep yourself muted.



Turn off your video.



Raise your hand to talk.



Listen.



No eating during class.



HAVE FUN AND DO YOUR BEST!





Reminder!

في كل مكان

الله يراني

لأن الله بصير

Noreyah Alghamdi

العامية



(1) الشرك بالله

(2) السحر

(3) قتل النفس التي حرم الله إلا بالحق

(4) أكل الربا

(5) أكل مال اليتيم

(6) التول يوم الزحف

(7) قذف المحصنات المؤمنات الغافلات

... عن أبي هريرة، عن النبي صلى الله عليه وسلم قال:

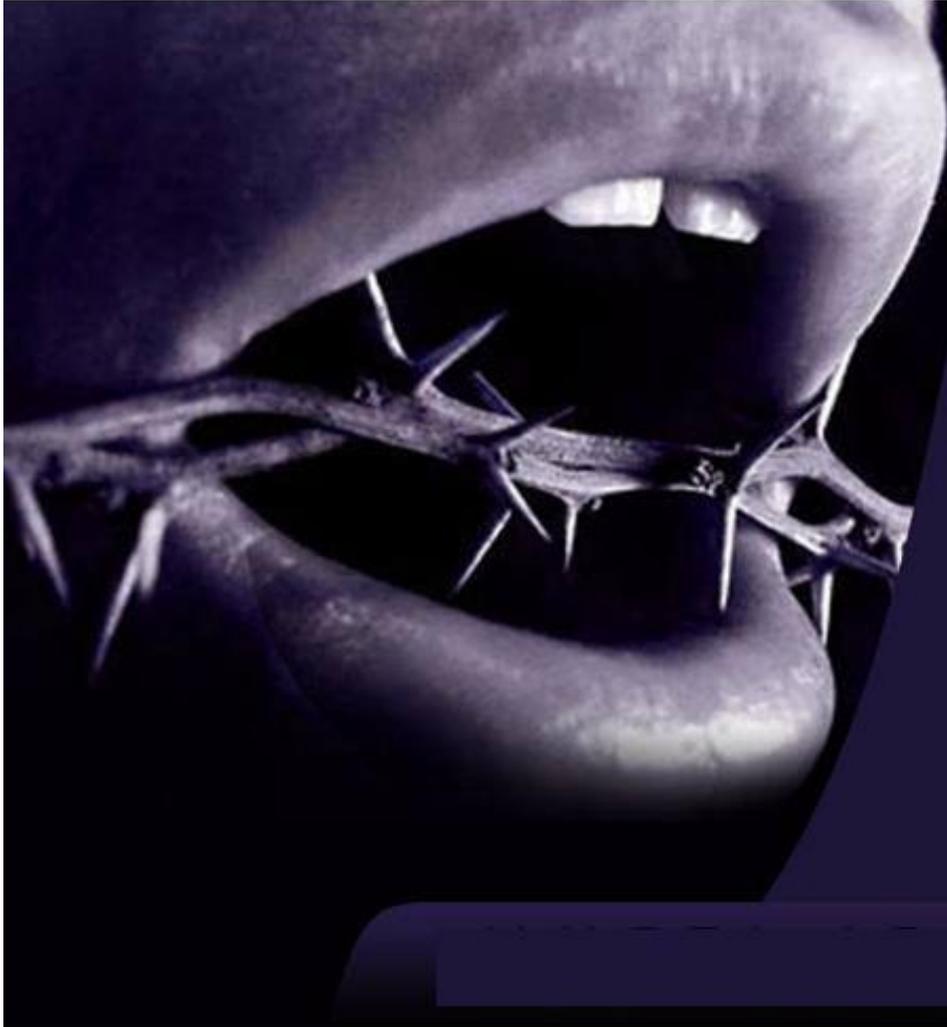
" اجْتَنِبُوا السَّبْعَ الْمَوْبِقَاتِ . قَالُوا يَا رَسُولَ اللَّهِ وَمَا هُنَّ قَالَ " الشُّرْكَ بِاللَّهِ،
وَالسُّحْرُ، وَقَتْلُ النَّفْسِ الَّتِي حَرَّمَ اللَّهُ إِلَّا بِالْحَقِّ، وَأَكْلُ الرِّبَا، وَأَكْلُ مَالِ الْيَتِيمِ،
وَالتَّوَلَّى يَوْمَ الزَّحْفِ، وَقَذْفُ الْمُحْصَنَاتِ الْمُؤْمِنَاتِ الْغَافِلَاتِ ."





7) قذف المحصنات المؤمنات الغافلات

THE DANGERS OF BACKBITING & SLANDERING





To put a feeling, idea, or principle gradually into someone's mind, so that it has a strong influence on the way that person thinks or behaves.

Seven Destructive Sins



**Stay away from these
sins**



Shirk

Magic

Riba

Murder

Eating Orphan Property

Slandering

Fleeing from battle

Unit Goals

Vocabulary

Housewares
and appliances
Tools

Functions

Talk about common
items at a garage sale
Confirm information
Describe abilities

Grammar

Tag Questions—
affirmative, negative
Negative Questions
Be Able To
Should/Can/Could and
Why Don't/Let's

Listening

Listen to a conversation
to explain a
misunderstanding

Pronunciation

Rising intonation
in tag questions

Reading

You Look Just Like Me!

Writing

Write about a strange
coincidence or
chance meeting

Project

Prepare an
advertisement for a
garage sale

i t's t i m e

T O L E A R N

E n G L I S H

الرجاء اختيار ٤ أعمدة من الكلمات
وكتابة ٤ كلمات من كل ٤ أعمدة
في كل وحدة دراسية



7 It's a Good Deal, Isn't It?

VOCABULARY

Nouns

| | | |
|-------------|---------------------|----------------|
| antique | hammer | pliers |
| broom | hose | rocking chair |
| cup | knife, knives (pl.) | saucer |
| fan | ladder | saw |
| fork | lamp | screwdriver |
| frying pan | lawn mower | spoon |
| garage sale | luggage | teapot |
| garbage can | plate | teddy bear |
| grass | pot | vacuum cleaner |

Verbs

guess
run on

Verb phrase

be able to

U7

EXPRESSIONS

Idiom

from around here

Disagreeing politely

I don't think so.

Real Talk

How do you do?
I'll be happy to . . .
Is that so?
show someone around

11 Writing

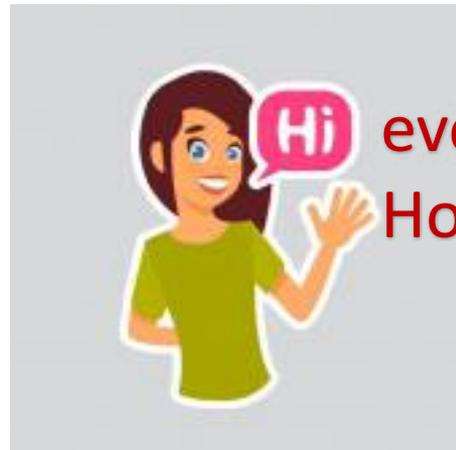


Today: Monday

Date:

14-6-1443 H

January 17th \ 2022



everyone,
How is everything going?

SG3 U7
Page 76





Learning Objectives

11 Writing



SG3 U7
Page 76



Reorder a paragraph



Differentiate between past tenses



Take notes in the event chain diagram.



Write about a strange coincidence or chance meeting.

Warm Up

You are going to read about a chance meeting at college.

*how the young men in the picture might feel.

(surprised)

☺ work in pairs to put the paragraphs in the correct order.

*To check comprehension,

Where is Sean from?

(Ireland)

Why is Sean in Chicago? (He's an exchange student.)

Who is Mike? (Sean's cousin)

Why was Sean surprised to see him? (He hadn't seen Mike in five years.)

New **vo·cab·u·lary**

For example

catch up (with someone) means to meet someone after a length of time and find out their news.

What a **small world!** is an expression used to show surprise that people or events in different places are connected.

*further examples

😊 read aloud:

I have to go now. I'll catch up with you later.

I didn't know you were in this class. What a small world!



S T R A T E G Y

WORD

Sunday 8\8\1442H
March 21st \2021

J O B

NOUN

INTERJECTION

PRONOUN

PARTS
OF
SPEECH

CONJUNCTION

VERB

PREPOSITION

ADJECTIVE

ADVERB

ARTICLE

العامية

Unit:7

Thursday 10\6\1443H
January 13th 2022



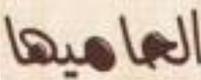
Writing

It's a Good Deal, Isn't It?

SG3 Page 76



What is the words job?

| paragraph | line | word | Part of speech | meaning |
|-----------|------|--|----------------|--|
| 1 | 2 | lonely | adjective | unhappy because you are not with other people: |
| 1 | 2 | confusing  | adjective | it difficult to know exactly what is happening or what to do.  |



© Can Stock Photo



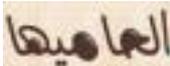
Anticipation guide

Writing



| Before Reading | | Statement | After Reading | |
|----------------|----------|--|---------------|----------|
| Agree | Disagree | | Agree | Disagree |
| | | Sean hadn't seen his cousin Mike in ten years. | | |
| | | Sean is an Irish. | | |
| | | Sean felt lonely most of the time. | | |
| | | Mike is studying economic in Chicago. | | |

<https://www.liveworksheets.com/1-il2248422ei>

T. Noureyah Alghamdi 



Write

It's a good one, Isn't It?

SG3 page 76

10/10



Anticipation guide

Writing



© Can Stock Photo

| Before Reading | | Statement | After Reading | |
|--------------------------|--------------------------|--|--------------------------|--------------------------|
| Agree | Disagree | | Agree | Disagree |
| <input type="checkbox"/> | <input type="checkbox"/> | Sean hadn't seen his cousin Mike in ten years. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | Sean is an Irish. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | Sean felt lonely most of the time. | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | Mike is studying economic in Chicago. | <input type="checkbox"/> | <input type="checkbox"/> |

<https://www.liveworksheets.com/1-il2248422ei>

T. Noureyah Alghamdi



11 Writing

A. Read about a coincidence. Number the paragraphs and the sentence in the correct order.

2 One afternoon, I was walking around the campus looking for a place to eat lunch when suddenly I heard someone call my name. I turned around. “You’re Sean, aren’t you?” said a familiar voice.

6 The three of us went for lunch that afternoon, and Mike and I did a lot of catching up. Since then, I hang out with him and Lee almost every day.

1 I arrived here in Chicago two months ago as an exchange student. During my first week at the college, everything was still a bit confusing. I felt lonely most of the time. Sure, I had met a few students in my classes, but I hadn’t made any friends yet.

4 “Mike, what are you doing here in Chicago?”

3 It took me a second to realize who it was. To my surprise, it was my cousin, Mike. I hadn’t seen him in five years because his family had moved to the U.S. He was with Lee, a student in one of my classes.

5 “Well, I live in Chicago and I’m studying economics here at the college. When Lee told me there was an Irish student in one of his classes, I had no idea it was you! What a small world!”



read aloud the sample sentences in 1.

😊 we use the simple past tense to describe things that happened and finished in the past, that is, completed actions.

☺ a volunteer read aloud the sample sentence in 2.

*the **past progressive** is used to talk about an action that started and was continuing in the past, but we use the simple past to talk about an action that ended in the past.

To form the past progressive (was/were + verb + -ing).

العامية

SG3 U7
Page 76

Writing Corner

1. Use simple past to talk about completed past events.

Suddenly I **heard** someone call my name. I **turned** around.

2. Use the past progressive* (*was/were* + verb-*ing*) to talk about actions that were in progress when another past event happened.

I **was walking** around the campus when suddenly I heard someone call my name.

3. Use the past perfect* (*had* + past participle**) to talk about an action that happened before another action in the past.

I **hadn't seen** him in five years because his family **had moved** to the United States.

* You will practice the past progressive in Unit 3 and the past perfect in Unit 6.

** See a list of irregular verbs and past participles on page 82.

11 Writing 

😊 To show that a continuous past action was interrupted by another action, we use the past progressive and a when-clause with a verb in the simple past. (*cook dinner / phone rang*)
(She was cooking dinner when the phone rang.)

sit in a café / saw an old friend
(I was sitting in a café when I saw an old friend.)

☹️ read aloud the sample sentence in 3.

*How the past perfect is formed
(had + past participle).

*We use the past perfect to show that the one action happened before another past action. In this case, *hadn't seen* and *had moved* are events that happened before Sean met Mike on campus. e.g.

he couldn't open the door because / forgot keys
(He couldn't open the door because he had forgotten his keys.)

train left / when I got to the station
(The train had left when I got to the station.)



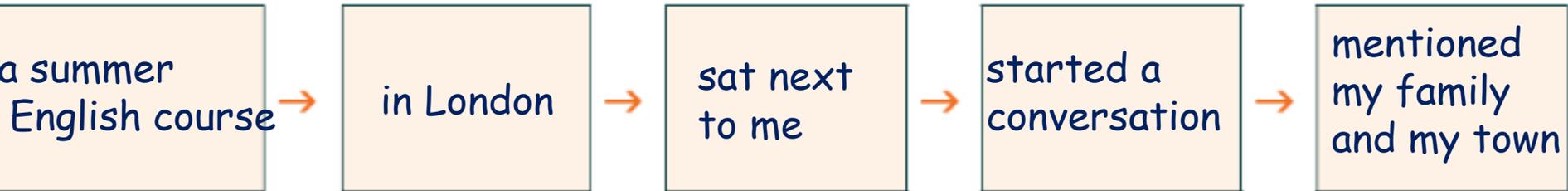
Writing Corner

- Use simple past to talk about completed past events.
Suddenly I **heard** someone call my name. I **turned** around.
- Use the past progressive* (*was/were + verb-ing*) to talk about actions that were in progress when another past event happened.
I **was walking** around the campus when suddenly I heard someone call my name.
- Use the past perfect* (*had + past participle***) to talk about an action that happened before another action in the past.
I **hadn't seen** him in five years because his family **had moved** to the United States.

* You will practice the past progressive in Unit 3 and the past perfect in Unit 6.
** See a list of irregular verbs and past participles on page 82.

Write about a coincidence.

B. Look at the writing task in C. Before you write, take notes in the event chain diagram.



C. Write about a strange coincidence or chance meeting. Here are some examples for ideas.

Coincidence = two events or more happening at the same time
events that happen at the same time by accident but seem to have some connection

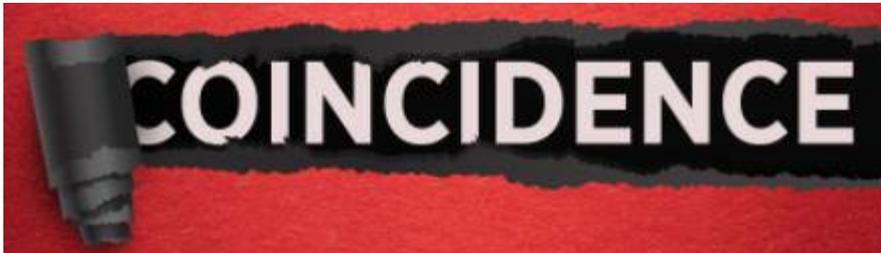
SG3 U7
Page 76

العاصي

1. I have a big family, and I don't know them all. One day when I was in a café...
2. I was taking a summer English course in London. A student sat next to me in class, and we started a conversation. The student mentioned...

1. I have a big family, and I don't know them all. One day when I was in a café, I saw one of my cousins.

2. I was taking a summer English course in London. A student sat next to me in class, and we started a conversation. The student mentioned. one of my family member and my town



My husband's birthday date is the 15th of July. His brother and sister are also born on the 15th of May but different years. Two of my children celebrate their birthday on the 15th.

C. Write about a strange coincidence or chance meeting. Here are some examples for ideas.

العامية

SG3 U7
Page 76

Coincidence?



A few years ago, I had a wonderful chance meeting my cousin.
It was the strangest coincidence of my life to meet her.

C. Write about a strange coincidence or chance meeting. Here are some examples for ideas.

1. What happened last week?
2. Who did you see or meet? Where?
3. How did you feel? Why?



A Strange Coincidence
A Chance Meeting

Last week, I went to the Red Sea mall. I saw an old friend. On a café. I was happy and surprised to see her after all these years. Because she was one of my best friend. It was the strangest coincidence of my life to meet her.

Writing



My sentences start with
capital letters.

⇒ My cat is little.



My sentences end with
punctuation.

My cat is little. ↵



I used finger spaces.

My cat is little.



I can write at least 3 sentences.

I went to the zoo. I saw a
snake. It ate a rat. Gross!

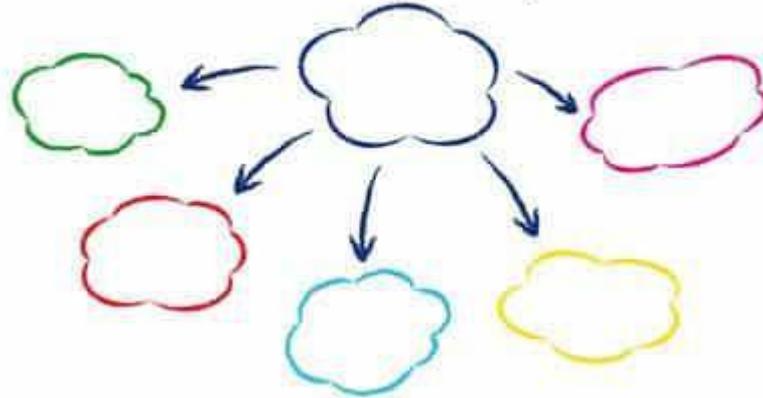


My story has a B-M-E.

B**M****E**

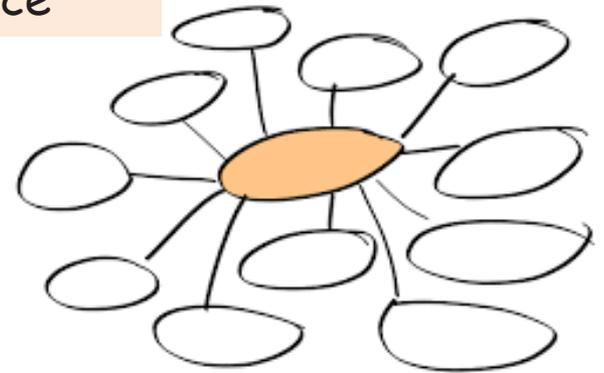
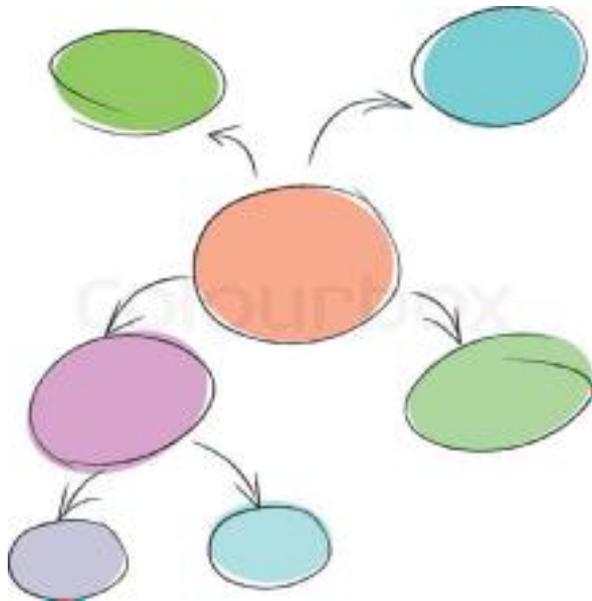


Mindmap



A Chance Meeting

A Strange coincidence



A Chance Meeting

A coincidence



😊



5. Why did you feel that way?

😊



😊



4. How did you feel? Why?



😊

1. What happened last week?



😊

2. Who did you see or meet? Where?

😊



3. Where did you see or meet?





Prewriting

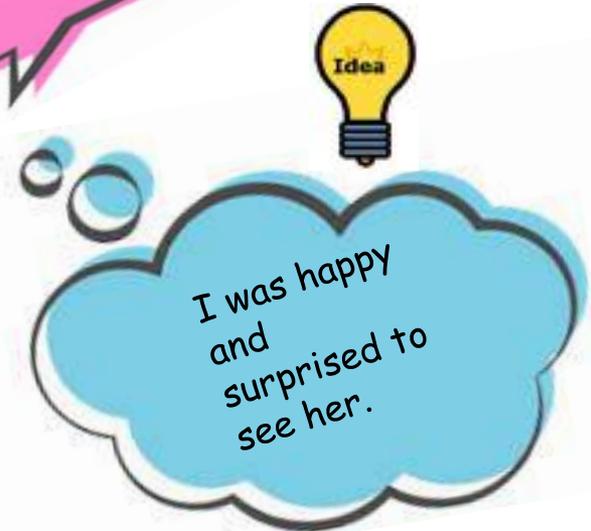
1. Choose a topic and plan it out.
2. Find your **ideas**/Brain storming.
3. Talk about it.
4. Draw a picture.
5. Make a web.
6. Planning. الجامعة
7. Organize your ideas.



A Strange coincidence



Because she was one of my best friend.





Revising

Arms

1. Add:

2. Remove:

3. Move:

4. Substitute:



Last week, I went to the Red Sea mall. I saw an old friend. On a café. I was happy and surprised to see her after all these years. Because she was one of my best friend. It was the strangest coincidence of my life to meet her.



Editing

4

1. Edit and check your writing.
2. Reviewing and correcting



Capitalization

ABCDEF
GHIJK
LMNOP
QRSTU
VWXYZ

Usage(grammar)

!verb;?!
“adjective”
noun?

Punctuation



Spelling



الجامعة
Nooreyah Alghamdi



Last weik, I went to the red Sea mall. I saw an old friend. On a café. i was happy and surprised to see her after all these years. because she was one of my best friend. It were the strangest coincidence of my life to meet her



Publishing



1. type your writing

or copy it neatly onto new paper

2. 😊 Sharing final writing with others.

I ♥ Publishing



Last week, I went to the Red Sea mall. I saw an old friend. On a café. I was happy and surprised to see her after all these years. Because she was one of my best friend. It was the strangest coincidence of my life to meet her.



11 Writing

C. Write about a strange coincidence or chance meeting. Here are some examples for ideas.

A Strange Coincidence
A Chance Meeting

SG3 U7
Page 76



A Strange Coincidence



One day last week. My father and I were out shopping in town. We were looking for a present for my uncle. So, we went to a mug shop. My father saw a nice mug on the shelf. My father said your uncle will like that because he drinks a lot of tea. I picked it up to look for the price and it was the shop assistant's own mug. I was very happy to know that the shop assistant is my cousin. It was the strangest coincidence of my life to meet him.

A Strange Coincidence

I was going for an interview. While I was walking to the building. I saw a man drop an empty sweet packet out of his car. I picked it up and gave it back to him. The man looked embarrassed and said sorry. Then I went to the interview. When I arrived there, I recognized the interviewer. He was the same man, and I was sure he recognized me, but he didn't say anything, and the interview carried on as normal.

At the end, he shook my hand and thanked me. He seemed to be smiling about something and he said he would contact me, So I don't know whether I got the job or not.



التقييم Evaluate and assess the Writing Skills

RUBRIC



| Power Looking at How I write | | |
|---|-------|------|
| Ideas | Yes 😊 | No 😞 |
| I wrote the ideas that related to the topic | | |
| I wrote my opinion | | |
| Structure (grammar) | | |
| I used grammar correctly | Yes 😊 | No 😞 |
| Spelling | | |
| I used correct spelling | Yes 😊 | No 😞 |
| Capitalization | | |
| I used correct capitalization | Yes 😊 | No 😞 |
| Punctuation | | |
| I used correct punctuation | Yes 😊 | No 😞 |



7 It's a Good Deal, Isn't It?

LIVEWORKSHEETS

Do the live Worksheet Exercise
then upload the photo of the completed activity.

live worksheet\

بعد حل ورقة العمل
يتم ارسال صورة لذلك
في قسم الإثراءات
على المنصة



يكتفى بصورة واحدة لتمرين واحد فقط 😊



activity



7 It's a Good Deal, Isn't It?

HOMWORK

SCHOOL PLATFORM



Platform

HOMWORK



Choose the correct form of verb to complete this sentence: I
.the water glass by mistake

drop

dropped

was dropping

واجب المنصة

● للتذكير

7 It's a Good Deal, Isn't It?

Workbook

بعد حل الواجب
يتم ارسال صورة لذلك
في قسم الأنشطة
على المنصة

Page 214 \ I and J



يكتفى بصورة واحدة لتمارين واحد فقط 😊

activity



7 It's a Good Deal, Isn't It?

homework



Homework



Assign page
214 for
writing
practice
Ex **I** and **J**

Workbook



Assign page 214 for additional writing practice.

7 It's a Good Deal, Isn't It?



I Think about several things you are learning to do. For example, are you learning to play a sport or to speak a new language? Write them on the lines below.

 *I'm learning to speak English.*

~~I'm learning to play tennis.~~ _____

~~I'm learning to cook.~~ _____

~~I'm learning to surf.~~ _____

Now complete the chart with information about one of the things you are learning to do.

| Past | Present | Future |
|---|--|---|
| <p>What was I able to do?</p> <p> <i>I was only able to say the alphabet.</i></p> | <p>What am I able to do now?</p> | <p>What will I be able to do?</p> |
| <p>What wasn't I able to do?</p> <p><i>What I was able to do?</i> I was only able to say the alphabet. <i>What wasn't I able to do?</i> I wasn't able to speak English.</p> | <p>What am I not able to do now?</p> <p><i>What am I able to do now?</i> I am able to have a conversation in English. <i>What am I not able to do now?</i> I am not able to understand every word.</p> | <p>What won't I be able to do?</p> <p><i>What will I be able to do?</i> I will be able to speak fluently. <i>What won't I be able to do?</i> I won't be able to speak without an accent..</p> |

Now write a paragraph about what you are learning to do. Use the information from your chart above.

I Am Able to Do That!

Three years ago I wasn't able to speak English. I was only able to say the alphabet. Now I'm able to speak English and have a conversation. It's fun! I'm still not able to understand every word. But I'm patient. Soon I'll be able to speak fluently. I know I won't be able to speak English exactly like an American because I'll always have an accent. But that's OK. It's still a lot of fun!

أتمنى الاهتمام بمتابعة الدروس
في قنوات **عين** الرسمية من
وزارة التعليم



T.Noureyah Alghamdi

The end



Irregular Verbs

| Base Form | Simple Past |
|-----------|-------------|
| be | was/were |
| become | became |
| buy | bought |
| come | came |
| cut | cut |
| do | did |
| draw | drew |
| drink | drank |
| drive | drove |
| eat | ate |
| fight | fought |
| find | found |
| get (up) | got (up) |
| give | gave |
| go | went |
| hang | hung |
| have | had |
| hear | heard |
| know | knew |
| leave | left |
| lend | lent |
| make | made |

| | |
|------------|------------|
| mean | meant |
| meet | met |
| read | read |
| ride | rode |
| run | ran |
| say | said |
| see | saw |
| sell | sold |
| send | sent |
| sing | sang |
| sit | sat |
| sleep | slept |
| speak | spoke |
| spend | spent |
| sweep | swept |
| swim | swam |
| take | took |
| teach | taught |
| think | thought |
| understand | understood |
| wake (up) | woke (up) |
| wear | wore |
| write | wrote |

Irregular Verbs

| Base Form | Simple Past | Past Participle |
|-----------|-------------|-----------------|
| be | was / were | been |
| become | became | become |
| blow | blew | blown |
| buy | bought | bought |
| come | came | come |
| cut | cut | cut |
| do | did | done |
| drink | drank | drunk |
| drive | drove | driven |
| eat | ate | eaten |
| fall | fell | fallen |
| feed | fed | fed |
| fight | fought | fought |
| find | found | found |
| fly | flew | flown |
| get | got | gotten |
| give | gave | given |
| go | went | gone |
| hang | hung | hung |
| have | had | had |
| hear | heard | heard |
| hold | held | held |
| hurt | hurt | hurt |
| know | knew | known |
| leave | left | left |
| lend | lent | lent |
| lose | lost | lost |
| make | made | made |
| mean | meant | meant |
| meet | met | met |
| pay | paid | paid |

| | | |
|-----------|-----------|------------|
| put | put | put |
| read | read | read |
| ride | rode | ridden |
| run | ran | run |
| say | said | said |
| see | saw | seen |
| sell | sold | sold |
| send | sent | sent |
| sing | sang | sung |
| sit | sat | sat |
| sleep | slept | slept |
| speak | spoke | spoken |
| spend | spent | spent |
| steal | stole | stolen |
| swim | swam | swum |
| take | took | taken |
| teach | taught | taught |
| think | thought | thought |
| throw | threw | thrown |
| wake (up) | woke (up) | woken (up) |
| wear | wore | worn |
| win | won | won |
| write | wrote | written |

Inferring is using the text and your background knowledge to "put the pieces together."
"What do YOU think?"



Stop-and-Jot

Good readers will take time to stop and jot while they are reading. This means they pause to think about their reading and make a few notes.

When should I stop and jot?

| Fiction | Non-Fiction |
|--|---|
| <ul style="list-style-type: none">• When a character's traits or feelings change• When you can make a personal connection to the text• When the climax of the story occurs• When the major problem is resolved• When you have a prediction about what will happen next | <ul style="list-style-type: none">• When you learn a new fact or detail• When you come to the end of a section• When you learn a new word• When you read something interesting• When you have a question about something you read |

Don't stop and jot on every page!

Don't take too much time to jot down your thoughts. Make it quick!

Don't worry about spelling.

Jot

To make a quick short note

Guided Writing Summary (fiction)

The story _____ written by _____

is about _____ in _____.

First, _____ Next, _____

Then, _____ Finally, _____

The problem was _____ The solution was _____

* The message/lesson I learned from the story is _____

* Summaries do not include your opinion.

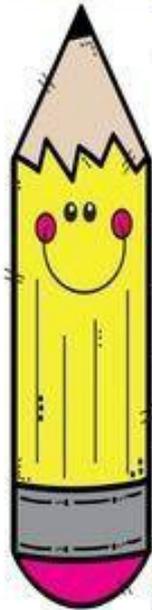
* This is just a model. Add additional compositional risks to make your summary SPARKLE & SHINE!

Writing

| | |
|---|--|
|  | My sentences start with capital letters. ⇒ My cat is little. |
|  | My sentences end with punctuation. My cat is little. ↵ |
|  | I used finger spaces. My cat is little. (with three finger icons) |
|  | I can write at least 3 sentences. I went to the zoo. I saw a snake. It ate a rat. Gross! |
|  | My story has a B-M-E. (B)  (M)  (E)  |

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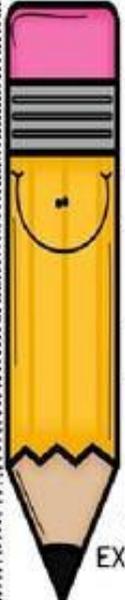
Writing Checklist



- Use a capital letter at the beginning of my sentence.
ex.) The dog is big.
- Use finger spaces. 🖐️
ex.) I see the bat.
- Use ending punctuation. ❓
ex.) My dad is tall.
- Use the word wall to spell words.
ex.) I like cats and dogs.

| | | |
|-----|----|-----|
| Ad | ib | Co |
| to | or | on |
| me | at | out |
| are | | |

Writing Checklist



- Use a capital letter at the beginning of a sentence.
EX: The tree is tall.
- Use finger spaces. 🖐️
EX: I _swim_ at _the_ pool.
- Use ending punctuation. ❓!
EX: Do you have a pet? ❓!
- Use the word wall to help you spell.
EX: I fell down.

writing checklist

- My name is on my paper.
- I started all my sentences with a capital letter.
- All my sentences end with a punctuation mark. (. ? !)
- I put spaces between each word.
- I checked my spelling.
- My writing makes sense.
- I used some "wow" words.

