



When you write, your words have a voice.  
Your writing voice tells how you feel.

A. Trace over the word.

voice

B. Trace over each kind of voice.  
Read each sentence.  
Draw a line to its voice.

1. bored



•

• Let's have a party!

2. proud



•

• I will not do that again.

3. fun



•

• We won!

4. sorry



•

• I'm tired of this book.



### Convention

The words **hear** and **here**  
sound the same. They  
mean different things.

Finish the sentence.  
Write the word **hear**.

I \_\_\_\_\_ the proud team shout!



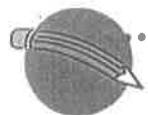
What you say tells how you feel.

A. Look at the pictures.  
What does each person say?  
Write a word from the box on the line.

Word Box			
Ick!	Whee!	Yikes!	Yum!



B. Say each word in the word box to a partner.  
Tell about a time you used one word.



**Convention**

The words **hear** and **here** sound the same. They mean different things.

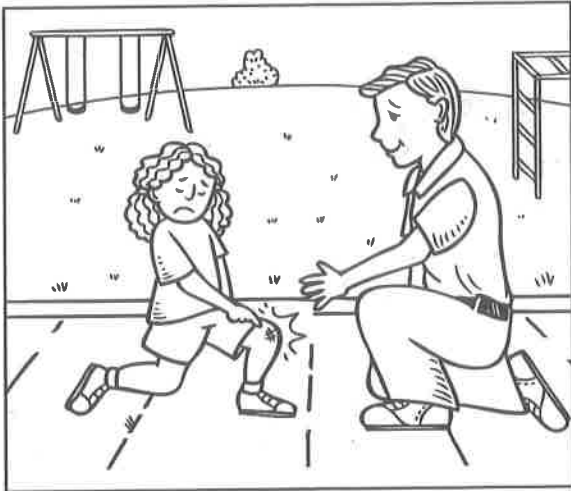
Finish the sentence.  
Write the word **here**.

My friend is \_\_\_\_\_.

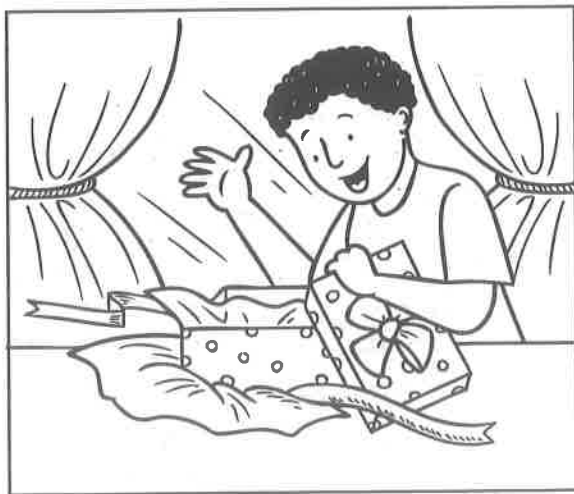


Use your own special voice when you tell about feelings and memories.

Look at each picture.  
What does it make you think about?  
Write your answers on the lines.



1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Convention**

The words **hear** and **here** sound the same. They mean different things.

Finish the sentences with **hear** or **here**.

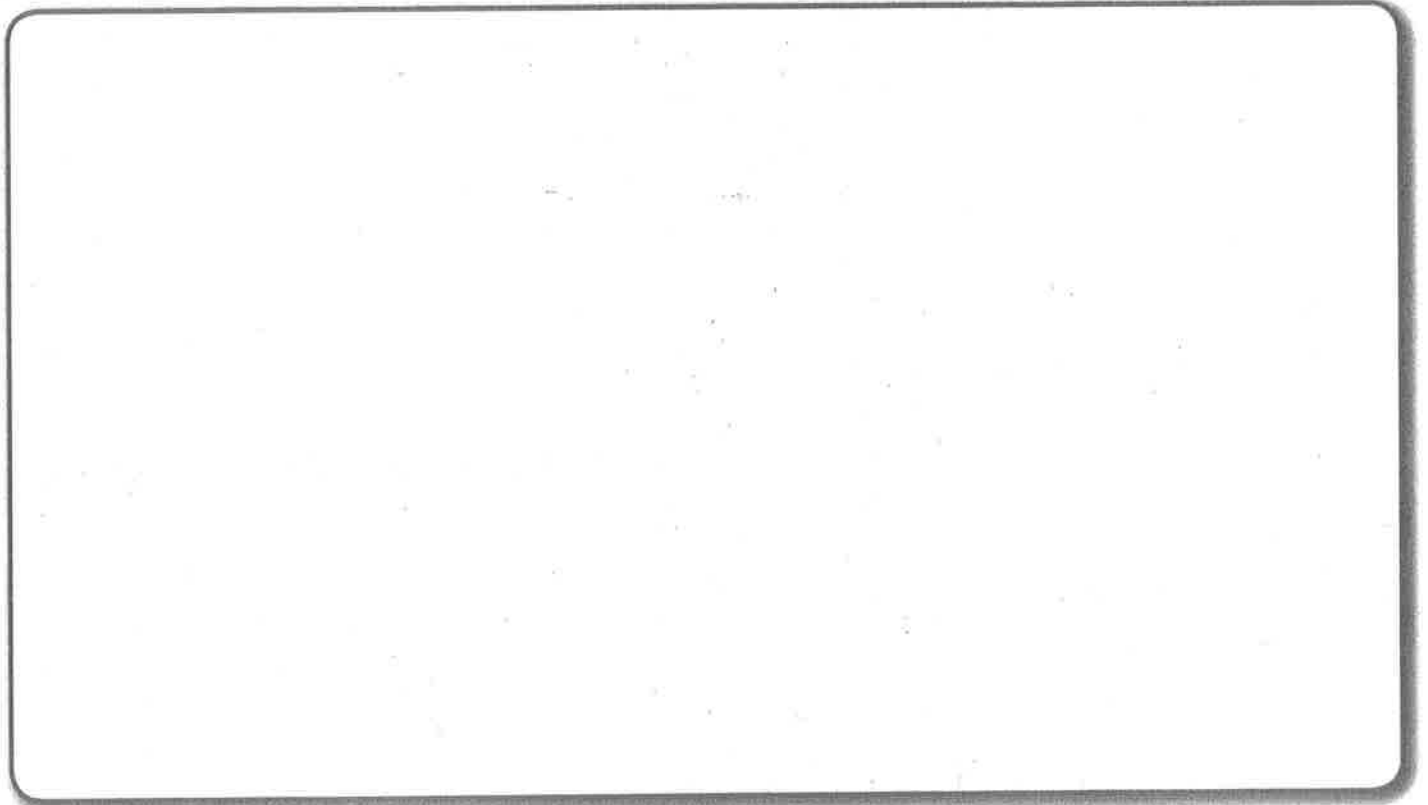
The bus is \_\_\_\_\_.

I \_\_\_\_\_ it outside.

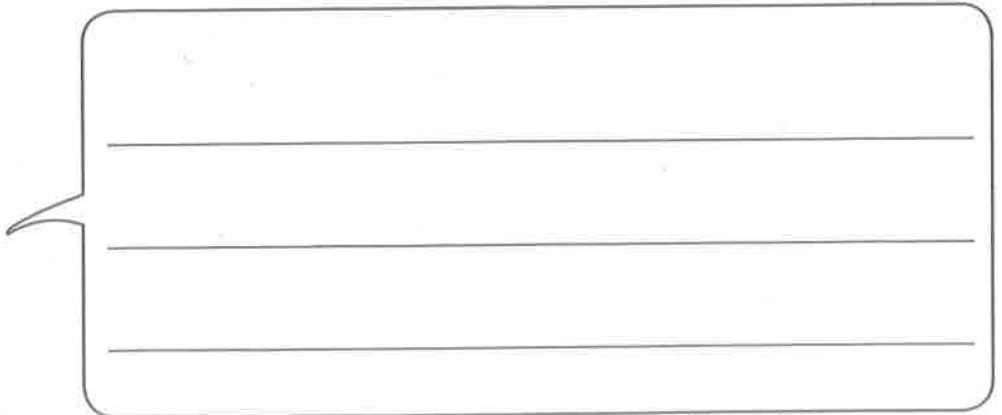
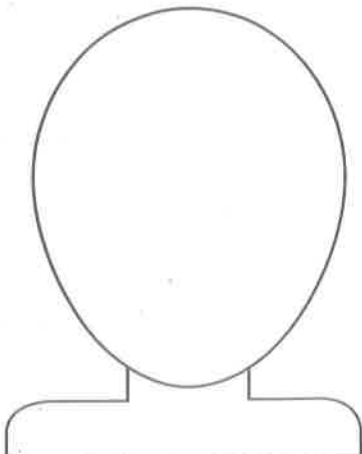


Use your own special voice when you tell about feelings and memories.

- A. Think of a time when you felt proud.  
Draw a picture of what happened.



- B. Finish the face.  
Show what you looked like when you felt proud.  
Write what you said.



**Voice**

Use words that match your voice.

- A. Trace over each kind of voice.  
Read the sentences next to it.  
Circle the word or words that show the voice.

1. cheerful

I can't wait for school to start!  
I will do many fun things.

2. grumpy

Peas are icky.  
I don't want to eat my dinner.

3. silly

I put on my funny wig and nose.  
I pretend I'm a clown!

4. serious

Be safe when you cross the street.  
Look out for cars.

- B. Read the words.  
Circle the word or words that do not belong with each voice.

1. **grumpy:** don't like      angry      yay2. **serious:** help me      yummy      careful



**Voice**

Tell about yourself.

A. Read this friendly letter from Max.

Underline what Max tells about himself.

Circle the capital letters in the **greeting** and **closing**.

Dear Cindy,

I have brown hair.

My sister's name is Kara.

I always dry the dishes at home.

I am grumpy in the morning!

I want to be a doctor.

Your new friend,

Max



B. Answer the questions.

Draw a picture of yourself.

1. How do you help at home?

\_\_\_\_\_

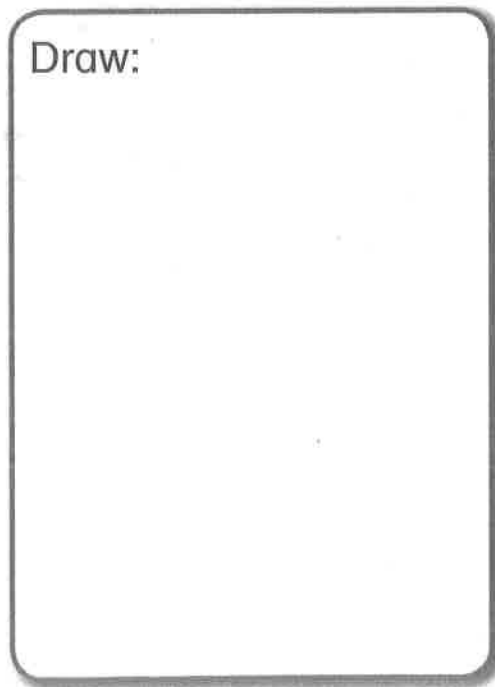
2. How do you feel in the morning?  
Cheerful? Grumpy? Silly?

\_\_\_\_\_

3. What do you want to be?

\_\_\_\_\_

Draw:





Use the right voice to tell about yourself.

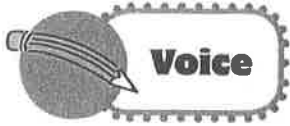
- A. Finish this letter to Grumpy Gary.  
Write the **greeting**.  
Tell what makes you feel grumpy!  
Write your name after the closing.

\_\_\_\_\_ Gary,  
Sometimes I feel grumpy, too!  
I don't like it when \_\_\_\_\_  
\_\_\_\_\_  
Have a grumpy day,  
\_\_\_\_\_



- B. Finish this letter to Silly Sandy.  
Tell what happens when you feel silly!  
Write the **closing** and your name.

Dear Sandy,  
I like to be silly! When I feel silly, I \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_,  
\_\_\_\_\_



Use the right voice to tell about your feelings.

Think about someone you like.  
Answer each question.  
Use a cheerful voice.



1. What is the person's name?

\_\_\_\_\_

2. How does the person make you feel?  
Use two feeling words.

\_\_\_\_\_  
\_\_\_\_\_

Feeling Words	
cheerful	happy
funny	proud
glad	silly

3. What does the person do that makes you feel cheerful?

\_\_\_\_\_  
\_\_\_\_\_

4. Write two describing words that tell about the person.

\_\_\_\_\_  
\_\_\_\_\_







All writing has a mood.  
A mood is how the writing makes you feel.

Trace over each mood.  
Look at each picture and read the sentences.  
Draw a line from the mood to its sentences.

1. spooky •

- Rex is lost.  
He howls for Leo.



2. sad •

- Oh, what a surprise!  
Cow and Pig exercise.



3. silly •

- Off we go!  
Let's find a new land!



4. exciting •

- I hug Grandma.  
I love her.



5. happy •

- The house is scary.  
Who lives there?



### Convention

A telling sentence  
ends with a period.




Finish the sentence with a period.

It was a sad movie \_\_\_\_\_



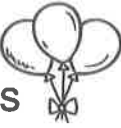


Use the right words to create a mood.




Read each row of words.  
 Circle the words that match the mood.  
 Think of other words that go with the mood.  
 Write them on the line.

1. **spooky:** ghost  bat  clown 

My spooky words: \_\_\_\_\_

2. **happy:** crying baby  pretty cake  shiny balloons 

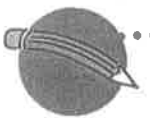
My happy words: \_\_\_\_\_

3. **sad:** hurt kitten  new bike  rainy day 

My sad words: \_\_\_\_\_

4. **silly:** walk  giggle  dance 

My silly words: \_\_\_\_\_



**Convention**

An asking sentence ends with a question mark.

Finish the sentence with a question mark.

Do you want to hear a silly story \_\_\_\_\_



Dialogue is what characters say in a story.  
Dialogue helps create a mood.

Look at each picture.  
What is the mood of the story?  
Write a word from the box.  
Write what you think the character says.

Moods	
exciting	silly
happy	spooky
sad	

1 Mood: \_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

2 Mood: \_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



**Convention**

Use an exclamation point to end sentences that show strong feelings.

Finish the sentence with an exclamation point.

I heard a spooky noise \_\_\_\_\_



Use the right words, actions, and dialogue to create a mood.

Create a spooky story!  
Fill in the web.

Who or what will your story be about?

\_\_\_\_\_

Write a spooky describing word about this character:

\_\_\_\_\_

Where will the story take place?

\_\_\_\_\_

Write a spooky describing word about this place:

\_\_\_\_\_

**Spooky Story**



What actions will happen in the story?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What will your character say?

“ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_”

\_\_\_\_\_



Rhyming words have the same sounds at the end.  
Some poems have rhyming words.

- A. Read each row of words.  
Circle the words that rhyme.  
Write another word that rhymes.

1. frog      rat      log      dog

2. bee      knee      wet      \_\_\_\_\_

3. huge      hug      bug      \_\_\_\_\_

4. tray      boy      play      \_\_\_\_\_



- B. Read each poem.  
Circle the words that rhyme.

1. **The Fox**

Do you see the fox  
Hiding in the rocks?



2. **My Note**

I found a funny note  
In the pocket of my coat.



**Convention**

A poem has a title. Start  
each important word in the  
title with a capital letter.

Read this title of a poem.  
Trace over the capital letters.

**Roses Are Red**



Some poems use rhyming words.

Read each poem.  
Find the words in the box that rhyme with the underlined word.  
Write the best word on the line.

Word Box			
take	clock	let	map
cake	sock	wet	nap

1. Get ready, get set.

It's time to get \_\_\_\_\_!



2. Jack uses his cap

To take his morning \_\_\_\_\_.



3. The birds in the flock

Sit on top of the \_\_\_\_\_.



4. Look out for the snake.

He's hiding in the \_\_\_\_\_!



**Convention**

You can start each line of a poem with a capital letter.

Trace over the capital letters in this poem.

There's a big black bug  
Swimming in my mug!



You can use rhyming words to write a poem.

Read the first line of each poem.  
Think of a word that rhymes with the underlined word.  
Use it to add a line to the poem.

1. When I looked under the log,

\_\_\_\_\_



2. There once was a bee

\_\_\_\_\_



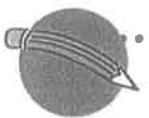
3. I hear the clock

\_\_\_\_\_



4. When we bother Dad,

\_\_\_\_\_



### Convention

Add a period, question mark, or exclamation point at the end of a poem.

Finish the poem with a period, question mark, or exclamation point.

Did you see Zack  
With a lizard on his back \_\_\_\_\_



Use rhyming words to write a poem about yourself.

Write your favorite thing on the line.  
Think of rhyming words.  
Write them on the lines.



My favorite toy:

\_\_\_\_\_

Rhyming words:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My favorite thing to do:

\_\_\_\_\_

Rhyming words:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_







When you tell how you feel, your writing has a good voice.

**A. Finish the sentences.**



1. When school begins, I feel \_\_\_\_\_

\_\_\_\_\_

2.



I feel cheerful when \_\_\_\_\_

\_\_\_\_\_

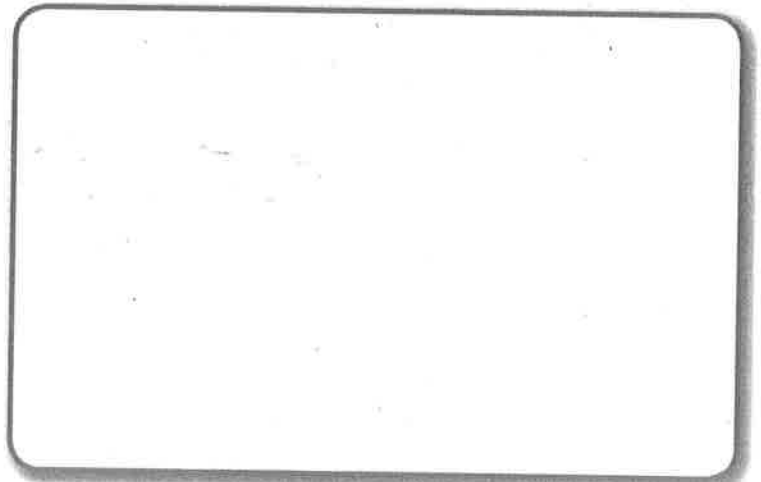
3.



I felt sorry when I \_\_\_\_\_

\_\_\_\_\_

**B. Draw a picture to go with one of the sentences above. Show your feelings on your face.**



**Convention**

Use a comma to separate the date from the year.

Add a comma to this date.

September 4 2012

Name: \_\_\_\_\_



Use your voice and rhyming words to tell how you feel.

- A. Write the name of someone you love.  
Write two describing words.  
Write words that rhyme with the describing words.

Name: \_\_\_\_\_

Describing words: \_\_\_\_\_  
\_\_\_\_\_

Rhyming words:

♥ \_\_\_\_\_

♥ \_\_\_\_\_

♥ \_\_\_\_\_

♥ \_\_\_\_\_

- B. Choose a rhyming pair from above.  
Write a poem about the person you love!

Title: \_\_\_\_\_

Poem: \_\_\_\_\_  
\_\_\_\_\_



**Convention**

Use a comma after the greeting of a letter.

Add a comma to this greeting.

Dear Alana \_\_\_\_\_



Use the right words to create a mood.

Read each letter.

Choose the best words in the box to tell about the mood.

Write the words on the lines.

Word Box

balloons

happy

spooky

ghosts

played

yelled

Dear Al,

I had a very \_\_\_\_\_ Halloween.

Mom and Dad dressed up as \_\_\_\_\_.

I \_\_\_\_\_ when I saw them!

Your cousin,

Kristin



Dear Kristin,

My birthday was a \_\_\_\_\_ day.

There were red and blue \_\_\_\_\_!

We \_\_\_\_\_ games all day.

Love,

Al





Use your writing voice to create a mood.

Think about a day when you had an **exciting** adventure.  
Answer the questions below.  
Use exciting words to help your readers feel the mood.



1. Where was your adventure?

\_\_\_\_\_

2. What happened that day?  
Write two action words.

\_\_\_\_\_

3. How did you feel?

\_\_\_\_\_

4. Write two describing words to tell about the day.

\_\_\_\_\_

5. If you were to tell one person about this day, who would it be?

\_\_\_\_\_



**Convention**

Use a comma after  
the closing of a letter.

Add a comma to this closing.

Your friend\_\_\_\_\_