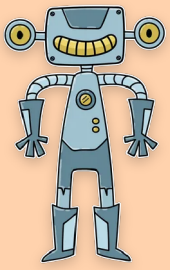
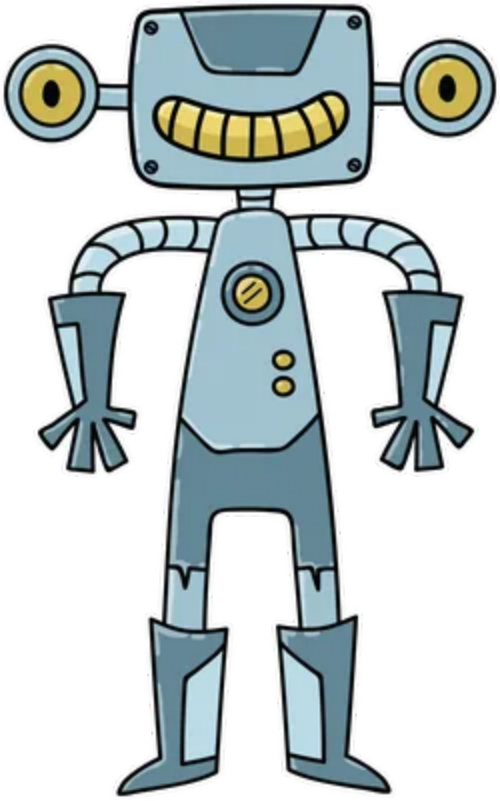
CREATIVE WRITING PROMPTS · GRADES K–1 · 1 OF 5

What Is the Robot Building?



The robot has a big plan. Draw what it is building. Then finish the sentence.

Name: _____ **Date:** _____



Draw what the robot is building

The robot is building a

Art © Kevin Coulston

CREATIVE WRITING PROMPTS · GRADES 1–3 · 2 OF 5

Where Did the Unicorn's Horn Go?



The unicorn woke up and her horn was gone! Plan your story, then write it.

Name: _____ **Date:** _____



Who took it?

Where is it hiding?

How does she get it back?

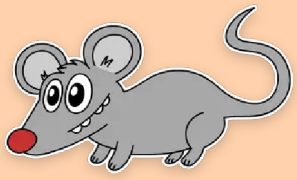
Write your story

One morning, the unicorn woke up and her horn was gone!

Art © Kevin Coulston

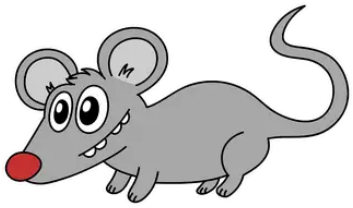
CREATIVE WRITING PROMPTS · GRADES 2–4 · 3 OF 5

A Day as the Class Mouse



You are the class pet mouse. Tell about one day in your classroom, from your little cage.

Name: _____ **Date:** _____



In the morning I saw

At lunch I heard

After school I

My day

I am the class mouse, and today was the strangest day.

Art © Kevin Coulston

CREATIVE WRITING PROMPTS · GRADES 3–5 · 4 OF 5

The Teddy Bear's Secret Diary



What does your teddy bear do while you are asleep? Write its diary entry for last night.

Name: _____ **Date:** _____



Need an idea? Check one or make up your own.

- ☐ a midnight snack
- ☐ a toy parade
- ☐ a trip under the bed
- ☐ a chat with the night-light
- ☐ a rescue mission
- ☐ a dance party

Dear Diary,

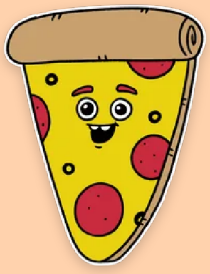
Last night, after the lights went out,

Love, Teddy _____

Art © Kevin Coulston

CREATIVE WRITING PROMPTS · GRADES 4–5 · 5 OF 5

Pizza Gets a Job



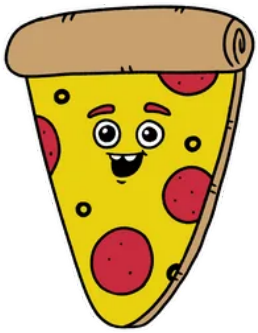
This slice of pizza just got its first job. Plan the story, then write it with a beginning, a middle and an end.

Name: _____ **Date:** _____

The job

What goes wrong?

How Pizza fixes it



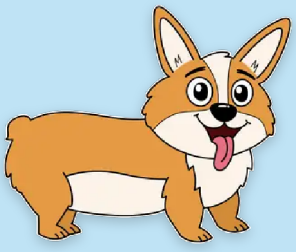
Write your story

Nobody ever expected a slice of pizza to get a job at

Art © Kevin Coulston

SENTENCE BUILDING · GRADES K–1 · 1 OF 5

Who Is Doing What?



A sentence tells who and what they do. Finish each sentence. Start with the word that is there.

Name: _____ **Date:** _____



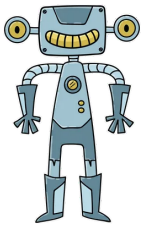
The bee



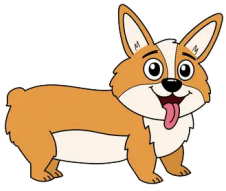
The lion



The monkey



The robot



The dog

Art © Kevin Coulston

SENTENCE BUILDING · GRADES 1–2 · 2 OF 5

Naming Part and Telling Part



Every sentence has a naming part (who or what) and a telling part (what they do). Draw a line to make each sentence.

Name: _____ **Date:** _____

Naming part	Telling part
The fish	zooms down the road.
A tall giraffe	chirps in the nest.
The snowman	reads us a story.
My teacher	melts in the sun.
The baby bird	swims in the pond.
The red car	eats leaves from the tree.

Write three of your sentences. Start with a capital letter and end with a period.

Art © Kevin Coulston

SENTENCE BUILDING · GRADES 1–2 · 3 OF 5

Sentence or Not?



A sentence tells a whole idea. Read each group of words. Circle Sentence or Not a sentence.

Name: _____ **Date:** _____

1.	The cat sleeps on my bed.	Sentence	Not a sentence
2.	Under the big tree.	Sentence	Not a sentence
3.	We ate pancakes for breakfast.	Sentence	Not a sentence
4.	Jumped over the puddle.	Sentence	Not a sentence
5.	My friend and I.	Sentence	Not a sentence
6.	The bus is late today.	Sentence	Not a sentence
7.	A very tall giraffe.	Sentence	Not a sentence
8.	Mom sings in the car.	Sentence	Not a sentence

Fix it! Pick two that are not sentences. Add words to make each one a whole sentence.

Art © Kevin Coulston

SENTENCE BUILDING · GRADES 2–3 · 4 OF 5

Stretch a Sentence

Make a short sentence longer and better. Answer the questions, then write the whole new sentence.



Name: _____ **Date:** _____

Example

- The dog barked. → The little dog barked at the mail carrier this morning because it wanted to play.

Start with: The T. rex ran.

What kind? (add a describing word) _____

Where? _____

When? _____

Why? _____

My stretched sentence:

_____

_____

_____

Start with: The cat slept.

What kind? (add a describing word) _____

Where? _____

When? _____

Why? _____

My stretched sentence:

_____

_____

_____

Art © Kevin Coulston

SENTENCE BUILDING · GRADES 2–3 · 5 OF 5

Join Sentences with And, But or So



Two short sentences can be one longer sentence. Circle the best joining word, then write the new sentence. Put a comma before the joining word.

Name: _____ **Date:** _____

1. It was raining. We took an umbrella.

and but so

_____

2. I like apples. I like pears.

and but so

_____

3. Sam wanted to play. He had to do his homework.

and but so

_____

4. The puppy was tired. It took a nap.

and but so

_____

5. Mia can swim. She cannot dive.

and but so

_____

6. We went to the park. We played on the swings.

and but so

_____

Art © Kevin Coulston

Answer key: Sentence building

Naming Part and Telling Part

1. The fish **swims in the pond.**
2. A tall giraffe **eats leaves from the tree.**
3. The snowman **melts in the sun.**
4. My teacher **reads us a story.**
5. The baby bird **chirps in the nest.**
6. The red car **zooms down the road.**

Sentence or Not?

1. **Sentence**
2. **Not a sentence**
3. **Sentence**
4. **Not a sentence**
5. **Not a sentence**
6. **Sentence**
7. **Not a sentence**
8. **Sentence**

Join Sentences with And, But or So

1. **It was raining, so we took an umbrella.**
2. **I like apples, and I like pears.**
3. **Sam wanted to play, but he had to do his homework.**
4. **The puppy was tired, so it took a nap.**
5. **Mia can swim, but she cannot dive.**
6. **We went to the park, and we played on the swings.**

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HANDWRITING · GRADES K–1 · 1 OF 5

Trace Lowercase Letters a to m

Trace the gray letters. Start at the top. Then write two on your own.

Name: _____ **Date:** _____



a a a a

b b b b

c c c c

d d d d

e e e e

f f f f

g g g g

h h h h

i i i i

j j j j

k k k k

l l l l

m m m m

Art © Kevin Coulston

HANDWRITING · GRADES K–1 · 2 OF 5

Trace Lowercase Letters n to z

Trace the gray letters. Start at the top. Then write two on your own.

Name: _____ **Date:** _____



n n n n

o o o o

p p p p

q q q q

r r r r

s s s s

t t t t

u u u u

v v v v

w w w w

x x x x

y y y y

z z z z

Art © Kevin Coulston

HANDWRITING · GRADES K–1 · 3 OF 5

Trace Capital Letters A to Z

Capital letters touch the top line. Trace the gray letters, then write one on your own.

Name: _____ **Date:** _____

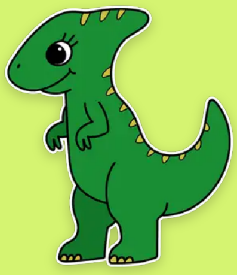


A A A A	B B B B
C C C C	D D D D
E E E E	F F F F
G G G G	H H H H
I I I I	J J J J
K K K K	L L L L
M M M M	N N N N
O O O O	P P P P
Q Q Q Q	R R R R
S S S S	T T T T
U U U U	V V V V
W W W W	X X X X
Y Y Y Y	Z Z Z Z

Art © Kevin Coulston

HANDWRITING · GRADES 1–2 · 4 OF 5

Tall, Small and Tail Letters



Tall letters touch the top line. Small letters fit under the dashed line. Tail letters hang below the bottom line. Sort the letters.

Name: _____ **Date:** _____

Word bank

b g a l y e h p o k j s d q m

Tall letters	Small letters	Tail letters

Trace each row. Then write the letters on the line below.

b d h k l t

a c e m o s

g j p q y

Art © Kevin Coulston

HANDWRITING · GRADES 1–2 · 5 OF 5

Copy the Silly Sentences

Copy each sentence in your neatest writing. Leave a finger space between words.

Name: _____ **Date:** _____



1 Six pigs jump in mud.

2 A zebra plays drums.

3 Five fox kits nap.

4 We wave at the yak.

Art © Kevin Coulston

Answer key: Handwriting

Tall, Small and Tail Letters

Tall letters: b, l, h, k, d

Small letters: a, e, o, s, m

Tail letters: g, y, p, j, q

Art © Kevin Coulston

PARTS OF SPEECH · GRADES 1–2 · 1 OF 5

Nouns: Person, Place or Thing?



A noun names a person, a place or a thing. Write each noun in the right column.

Name: _____ **Date:** _____

Word bank

teacher · park · ball · baby · school · pencil · farmer · beach · apple · doctor · kitchen · bike

Person	Place	Thing

Look around. Write a noun you can see.

A person: _____

A place: _____

A thing: _____

Art © Kevin Coulston

PARTS OF SPEECH · GRADES 1–2 · 2 OF 5

Circle the Action Verb



A verb tells what someone does. Circle the action verb in each sentence.

Name: _____ **Date:** _____

1. The frog jumps into the pond.
2. Maya kicks the ball.
3. Birds fly over the house.
4. The baby claps her hands.
5. We bake cookies with Grandpa.
6. The dog digs a hole.
7. I swim at the lake.
8. Leo paints a picture.

Write four action verbs you can act out.

1. _____
2. _____
3. _____
4. _____

Art © Kevin Coulston

PARTS OF SPEECH · GRADES 2–3 · 3 OF 5

Adjectives Describe It



An adjective tells more about a noun: what kind, what color, what size. Underline the adjective in each sentence.

Name: _____ **Date:** _____

1. The fluffy cat sleeps.
2. I have a red kite.
3. We saw a huge whale.
4. The soup is hot.
5. She wore shiny shoes.
6. It was a noisy party.



Write four adjectives that describe this blob.

1. _____
2. _____
3. _____
4. _____

Use two of your adjectives in a sentence about the blob.

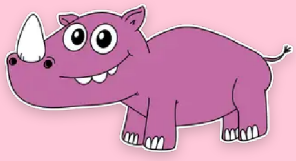
_____

_____

Art © Kevin Coulston

PARTS OF SPEECH · GRADES 2–4 · 4 OF 5

Pronoun Swap



A pronoun takes the place of a noun. Write a pronoun from the bank in place of the bold words.

Name: _____ **Date:** _____

Word bank

he **she** **it** **they** **we** **him** **her** **them**

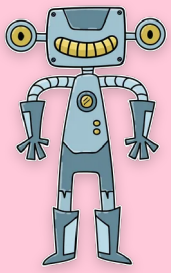
1. **Grandma** baked a pie. _____
2. **The boys** played tag. _____
3. **The kite** flew high. _____
4. **Carlos** found a shell. _____
5. **Ava and I** read a book. _____
6. I gave the ball to **Ben**. _____
7. We waved to **the twins**. _____
8. Dad hugged **Lily**. _____

Write a sentence about a friend. Then write it again with a pronoun.

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PARTS OF SPEECH · GRADES 3–5 · 5 OF 5

Parts of Speech Sort



Is it a noun, a verb, an adjective or an adverb? Write each word in the right column.

Name: _____ **Date:** _____

Remember

- Noun: a person, place, thing or idea
- Verb: an action
- Adjective: describes a noun
- Adverb: tells how, when or where (often ends in -ly)

Word bank

river · explore · gentle · quickly · city · borrow · tiny · softly · puppy · build · noisy · always · idea · forget · fuzzy · loudly

Noun	Verb	Adjective	Adverb

Write one sentence that uses a word from every column.

Art © Kevin Coulston

Answer key: Parts of speech

Nouns: Person, Place or Thing?

Person: teacher, baby, farmer, doctor

Place: park, school, beach, kitchen

Thing: ball, pencil, apple, bike

Circle the Action Verb

1. **jumps**
2. **kicks**
3. **fly**
4. **claps**
5. **bake**
6. **digs**
7. **swim**
8. **paints**

Adjectives Describe It

1. **fluffy**
2. **red**
3. **huge**
4. **hot**
5. **shiny**
6. **noisy**

Pronoun Swap

1. **She**
2. **They**
3. **It**
4. **He**
5. **We**
6. **him**
7. **them**
8. **her**

Parts of Speech Sort

Noun: river, city, puppy, idea

Verb: explore, borrow, build, forget

Adjective: gentle, tiny, noisy, fuzzy

Adverb: quickly, softly, always, loudly

Art © Kevin Coulston

CAPITALIZATION AND PUNCTUATION · GRADES 1–2 · 1 OF 5

Capital Letter Detective



Find the words that need a capital letter. Write each sentence the right way.

Name: _____ **Date:** _____

Use a capital letter for

- the first word in a sentence
- the word I
- names of people, pets and places

1. my dog is named max.

_____

2. can sam come to my house?

_____

3. i like to swim.

_____

4. we live in texas.

_____

5. mom and i went to the zoo.

_____

Art © Kevin Coulston

CAPITALIZATION AND PUNCTUATION · GRADES 1–2 · 2 OF 5

Period, Question Mark or Exclamation Point?



Read each sentence. Write the end mark it needs in the box.

Name: _____ **Date:** _____

End marks

- . A period ends a telling sentence.
- ? A question mark ends an asking sentence.
- ! An exclamation point shows strong feeling.

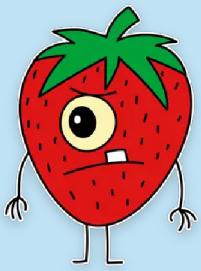
1. Where is my hat ☐
2. I have two sisters ☐
3. Hooray, we won the game ☐
4. Do you like pizza ☐
5. The sun is hot today ☐
6. Wow, that is a huge cake ☐
7. What time is it ☐
8. We walk to school ☐

Write one asking sentence and one telling sentence.

Art © Kevin Coulston

CAPITALIZATION AND PUNCTUATION · GRADES 2–3 · 3 OF 5

Capitalize Names, Days and Months



Names of people, places, days, months and holidays start with a capital letter. Write each sentence correctly.

Name: _____ **Date:** _____

1. my birthday is in july.

2. we have art on tuesday.

3. aunt rosa lives in chicago.

4. thanksgiving is in november.

5. on monday, ella read a book about mars.

6. our class visited the brooklyn bridge.

Art © Kevin Coulston

CAPITALIZATION AND PUNCTUATION · GRADES 3–4 · 4 OF 5

Commas in Lists, Dates and Places



Commas go between things in a list, between the day and the year, and between a city and a state. Write each sentence with its commas.

Name: _____ **Date:** _____

1. I packed a sandwich an apple and a juice box.

2. We saw lions tigers and bears.

3. My brother was born on May 4 2019.

4. The party is on Saturday June 6.

5. Red orange and yellow are warm colors.

6. We moved to Dallas Texas.

7. Grandpa lives in Portland Maine.

Write a list of three foods you like, with commas.

Art © Kevin Coulston

CAPITALIZATION AND PUNCTUATION · GRADES 4–5 · 5 OF 5

Quotation Marks: Who Said It?

Quotation marks go around the exact words someone says. Write each sentence with its quotation marks.



Name: _____ **Date:** _____

Example

- "I lost my sock," said the goblin. The goblin said, "I lost my sock."

1. I love this game, said Zoe.

_____

2. Mom asked, Who wants pancakes?

_____

3. Look out! yelled the coach.

_____

4. The goblin whispered, I lost my sock.

_____

5. Can we go outside? asked Jamal.

_____

6. Mr. Lee said, Please line up.

_____

Write what two characters say to each other. Use quotation marks.

_____

_____

_____

Art © Kevin Coulston

Answer key: Capitalization and punctuation

Capital Letter Detective

1. My dog is named Max.
2. Can Sam come to my house?
3. I like to swim.
4. We live in Texas.
5. Mom and I went to the zoo.

Period, Question Mark or Exclamation Point?

1. **?**
2. **.**
3. **!**
4. **?**
5. **.**
6. **!**
7. **?**
8. **.**

Accept a period for 3 or 6 if the child reads it calmly.

Capitalize Names, Days and Months

1. My birthday is in July.
2. We have art on Tuesday.
3. Aunt Rosa lives in Chicago.
4. Thanksgiving is in November.
5. On Monday, Ella read a book about Mars.
6. Our class visited the Brooklyn Bridge.

Commas in Lists, Dates and Places

1. I packed a sandwich, an apple, and a juice box.
2. We saw lions, tigers, and bears.
3. My brother was born on May 4, 2019.
4. The party is on Saturday, June 6.
5. Red, orange, and yellow are warm colors.
6. We moved to Dallas, Texas.
7. Grandpa lives in Portland, Maine.

The comma before "and" in a list is optional. Accept it either way.

Quotation Marks: Who Said It?

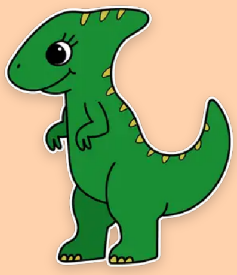
1. "I love this game," said Zoe.
2. Mom asked, "Who wants pancakes?"
3. "Look out!" yelled the coach.
4. The goblin whispered, "I lost my sock."
5. "Can we go outside?" asked Jamal.
6. Mr. Lee said, "Please line up."

Art © Kevin Coulston

NARRATIVE WRITING ORGANIZERS · GRADES 2–3 · 1 OF 5

Beginning, Middle and End Planner

Plan your story in three parts. Draw a picture and write a sentence or two for each part.



Name: _____ **Date:** _____

Beginning

Who is in the story? Where are they?

Middle

What problem happens?

End

How is the problem solved?

Art © Kevin Coulston

NARRATIVE WRITING ORGANIZERS · GRADES 2–4 · 2 OF 5

Somebody Wanted But So Then

Use these five words to plan a new story or to retell one you read.

Name: _____ **Date:** _____



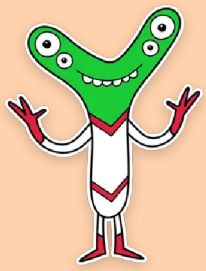
Somebody	**Somebody** Who is the main character?
Wanted	**Wanted** What did they want?
But	**But** What was the problem?
So	**So** What did they do about it?
Then	**Then** How did it end?

Now put it all together in one or two sentences.

Art © Kevin Coulston

NARRATIVE WRITING ORGANIZERS · GRADES 2–4 · 3 OF 5

Character, Setting, Problem, Solution



Plan the four big parts of a story. Draw and write in each box.

Name: _____ **Date:** _____

Character Who is the story about?

Setting Where and when does it happen?

Problem What goes wrong?

Solution How is it fixed?

My story's title: _____

Art © Kevin Coulston

Small Moment: Slow It Down



Pick one small moment that lasted only a few minutes. Stretch it out with every detail you can remember.

Name: _____ **Date:** _____

My small moment (when, where, who):

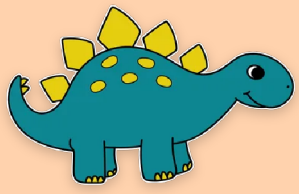
First	Next	Then	Last

I saw	I heard	I felt	I thought

Write your small moment. Slow down the most exciting part.

Art © Kevin Coulston

Personal Narrative: Hook and Ending



Plan a true story from your life. Try three hooks, list what happened, then plan an ending that tells why it mattered.

Name: _____ **Date:** _____

A sound hook Crash! Splash! Beep-beep! ☐

A question hook Have you ever…? ☐

A talking hook "Hurry up!" my sister yelled. ☐

What happened, in order

1. _____
2. _____
3. _____
4. _____

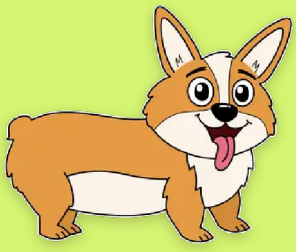
How did you feel at the end?

What did you learn, or why do you remember it?

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OPINION WRITING · GRADES 2–3 · 1 OF 5

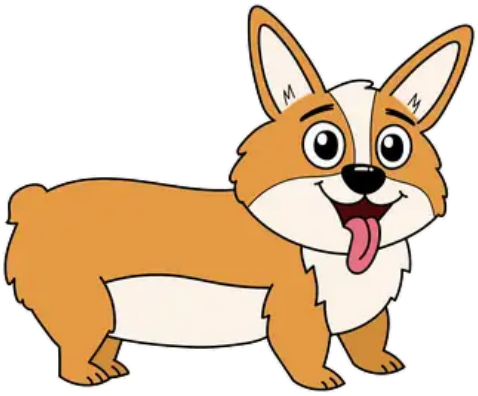
I Think... Because...



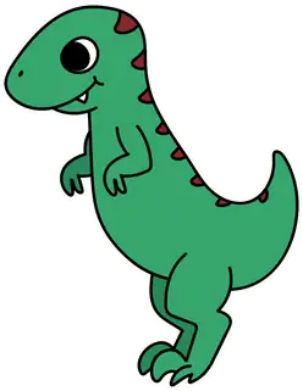
Which would be the better class pet: *a* corgi or *a* T. rex? Check one. Then tell why.

Name: _____ **Date:** _____

☐ **A corgi**



☐ **A T. rex**



I think the better class pet is *a*

One reason is

Another reason is

Art © Kevin Coulston

OPINION WRITING · GRADES 2–4 · 2 OF 5

OREO Opinion Organizer

Plan your opinion like a sandwich cookie: Opinion, Reason, Example, Opinion again.



Name: _____ **Date:** _____

My topic:

O **Opinion** I think...

R **Reason** One reason is...

E **Example** For example...

O **Opinion again** That is why I think...

Art © Kevin Coulston

OPINION WRITING · GRADES 3–5 · 3 OF 5

Pick an Opinion Prompt

Check one question you have a strong opinion about. Then plan three reasons, each with proof.



Name: _____ **Date:** _____

Pick one

- ☐ Should kids have homework on weekends?
- ☐ What is the best season of the year?
- ☐ Should every class have a pet?
- ☐ Is it better to read the book or watch the movie?
- ☐ Should recess be longer?
- ☐ What is the best animal to draw?
- ☐ Should kids pick their own bedtime?
- ☐ Is breakfast the most important meal?

My opinion:

_____

_____

Reason	Proof (a fact, an example or a story)

My closing sentence:

_____

_____

Art © Kevin Coulston

OPINION WRITING · GRADES 3–5 · 4 OF 5

Linking Words for Opinions

Linking words connect an opinion to its reasons. Fill in each blank with a word from the bank. Use each one once.



Name: _____ **Date:** _____

Word bank

because · **for example** · **also** · **in addition** · **in conclusion** · **I believe**

1 _____ dogs make the best pets. One reason is that dogs are loyal, 2 _____ they stay by your side. 3 _____, my dog waits by the door every day when I get home. 4 _____, dogs help you get exercise. They 5 _____ make you laugh with their silly tricks. 6 _____, a dog is a great friend for any family.

Write your own opinion about a pet. Use at least three linking words.

Art © Kevin Coulston

OPINION WRITING · GRADES 4–5 · 5 OF 5

Opinion Letter to the Principal

What one change would make your school better? Write a polite letter to convince your principal.

Name: _____ **Date:** _____



Reason 1

Reason 2

Someone might say... but...

Dear _____ **,**

I think our school should

Sincerely, _____

Art © Kevin Coulston

Answer key: Opinion writing

Linking Words for Opinions

1. **I believe**
2. **because**
3. **For example**
4. **In addition**
5. **also**
6. **In conclusion**

Art © Kevin Coulston

INFORMATIONAL WRITING · GRADES 2–3 · 1 OF 5

All About Book Planner

You are an expert! Pick something you know a lot about and plan a book that teaches it.



Name: _____ **Date:** _____

I am an expert on

_____

_____

_____

By: _____

Cover picture

Chapter 1: _____

Fact:

_____

_____

Fact:

_____

_____

Chapter 2: _____

Fact:

_____

_____

Fact:

_____

_____

Chapter 3: _____

Fact:

_____

_____

Fact:

_____

_____

Chapter 4: _____

Fact:

_____

_____

Fact:

_____

_____

Art © Kevin Coulston

INFORMATIONAL WRITING · GRADES 2–4 · 2 OF 5

Research Notes Organizer



Pick a real topic: an animal, a place, a sport or an invention. Read about it and take notes in your own words.

Name: _____ **Date:** _____

My topic:

What is it? Where is it found?

Fact 1

Fact 2

Fact 3

New words I learned and what they mean

A question I still have

Where I found my facts (book, website or expert):

Art © Kevin Coulston

INFORMATIONAL WRITING · GRADES 3–5 · 3 OF 5

Main Idea and Details Table



A main idea is like a tabletop. The details are the legs that hold it up. Plan a paragraph that teaches.

Name: _____ **Date:** _____

Main idea (the tabletop) What is the big thing you want to teach?

Detail 1

Detail 2

Detail 3

Closing sentence Say the main idea again in new words.

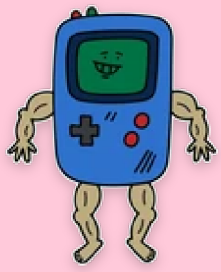
Did you...

- ☐ **start with the main idea?**
- ☐ **give three details?**
- ☐ **use facts, not opinions?**
- ☐ **end with a closing sentence?**

Art © Kevin Coulston

INFORMATIONAL WRITING · GRADES 3–5 · 4 OF 5

Text Features Fact Page



Make a page like a real nonfiction book. Fill in every text feature about a topic you know.

Name: _____ **Date:** _____

Heading

Picture with labels

Caption: _____

Did you know? An amazing fact

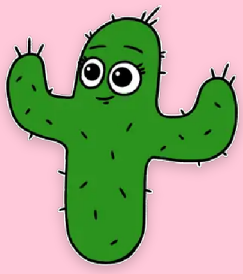
Paragraph (write one important word in bold, darker letters)

Glossary Your bold word: what it means

Art © Kevin Coulston

INFORMATIONAL WRITING · GRADES 4–5 · 5 OF 5

Compare and Contrast Two Things

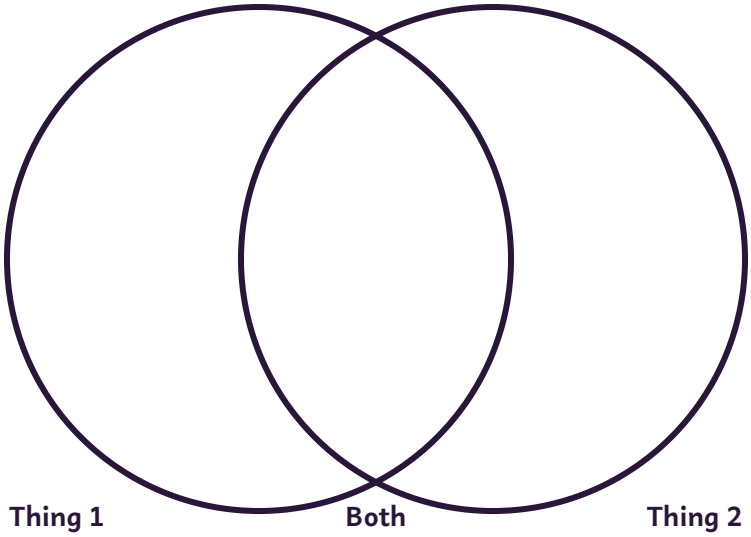


Pick two things to compare: two animals, two places or two sports. Fill in the diagram, then write about them.

Name: _____ **Date:** _____

Thing 1:

Thing 2:



Signal words

both · alike · also · but · however · unlike · on the other hand

Write how they are alike and how they are different.

Art © Kevin Coulston

SPELLING AND WORD SORTS · GRADES 1–3 · 1 OF 5

Rainbow Write Spelling Words

Write each spelling word. Then write it again in three different colors.

Name: _____ **Date:** _____

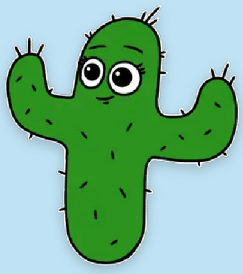


My word	Color 1	Color 2	Color 3
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Art © Kevin Coulston

SPELLING AND WORD SORTS · GRADES 1–2 · 2 OF 5

Word Shape Boxes

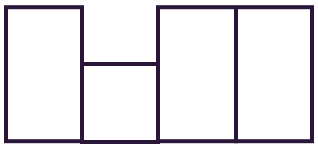


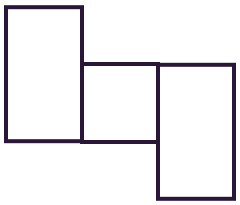
Tall letters go in tall boxes. Tail letters go in boxes that hang down. Write each word from the bank in the boxes that fit it.

Name: _____ **Date:** _____

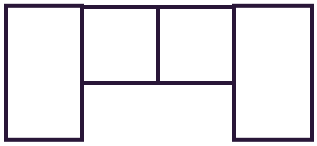
Word bank

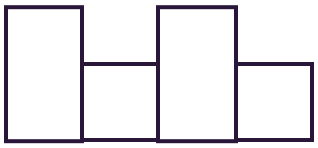
ship dog play kite jump bell frog nest

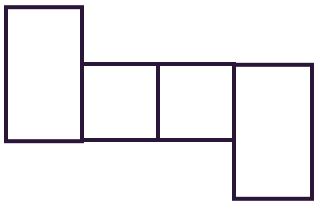
1 

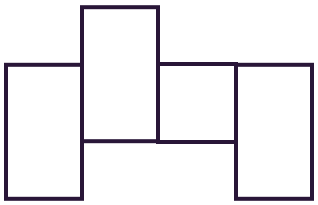
2 

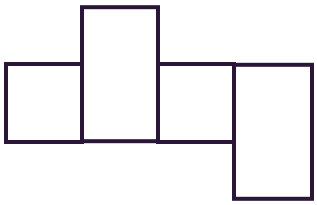
3 

4 

5 

6 

7 

8 

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SPELLING AND WORD SORTS · GRADES 3–5 · 3 OF 5

Homophones: Choose the Right Word



Homophones sound the same but are spelled differently and mean different things. Circle the word that fits.

Name: _____ **Date:** _____

1. I want _____ go to the park. (to) (two) (too)

2. She has _____ cats. (to) (two) (too)

3. Can I come _____ ? (to) (two) (too)

4. _____ dog is very fluffy. (There) (Their) (They're)

5. Put the box over _____ . (there) (their) (they're)

6. _____ going to the movies. (There) (Their) (They're)

7. I can _____ the bell. (here) (hear)

8. Is it _____ turn? (your) (you're)

9. _____ my best friend. (Your) (You're)

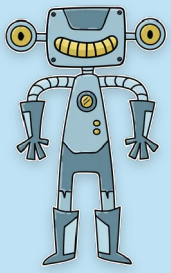
10. The dog wagged _____ tail. (its) (it's)

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SPELLING AND WORD SORTS · GRADES 4–5 · 4 OF 5

Spelling Sort: -le, -el or -al?

These endings all sound alike. Finish each word with -le, -el or -al, then sort the words.



Name: _____ **Date:** _____

Add -le, -el or -al

tab_____	cam_____	anim_____	litt_____
tunn_____	met_____	puzz_____	trav_____
sign_____	bubb_____	squirr_____	fin_____

Sort the words

-le words	-el words	-al words

Write a sentence with one word from each column.

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SPELLING AND WORD SORTS · GRADES 2–4 · 5 OF 5

Spot the Correct Spelling

Only one word in each row is spelled correctly. Circle it.

Name: _____ **Date:** _____



1.	becuase	because	becaus
2.	frend	freind	friend
3.	said	sed	siad
4.	whent	wint	went
5.	thay	they	tehy
6.	peopel	peeple	people
7.	again	agen	agian
8.	scool	school	skool
9.	littel	litle	little
10.	beutiful	beautiful	butiful

Write your three trickiest words from above.

1. _____

2. _____

3. _____

Art © Kevin Coulston

Answer key: Spelling and word sorts

Word Shape Boxes

1. **bell**
2. **dog**
3. **nest**
4. **jump**
5. **kite**
6. **frog**
7. **play**
8. **ship**

Homophones: Choose the Right Word

1. to
2. two
3. too
4. Their
5. there
6. They're
7. hear
8. your
9. You're
10. its

Spelling Sort: -le, -el or -al?

1. **table**
2. **camel**
3. **animal**
4. **little**
5. **tunnel**
6. **metal**
7. **puzzle**
8. **travel**
9. **signal**
10. **bubble**
11. **squirrel**
12. **final**

-le words: table, little, puzzle, bubble

-el words: camel, tunnel, travel, squirrel

-al words: animal, metal, signal, final

Spot the Correct Spelling

1. **because**
2. **friend**
3. **said**
4. **went**
5. **they**
6. **people**
7. **again**
8. **school**
9. **little**
10. **beautiful**

Art © Kevin Coulston

Hamburger Paragraph Planner



A good paragraph is built like a hamburger. Plan each layer, then write the paragraph on another sheet.

Name: _____ **Date:** _____

My topic:

Top bun

Top bun Topic sentence: tell what the paragraph is about.

Detail 1

Detail 1 A fact, a reason or an example.

Detail 2

Detail 2 Another one.

Detail 3

Detail 3 One more.

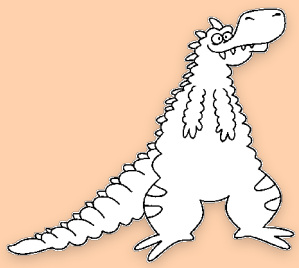
Bottom bun

Bottom bun Closing sentence: wrap it up.

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Topic Sentence Match

A topic sentence tells what a paragraph is about. Read each set of details. Write the letter of the topic sentence that fits.



Name: _____ **Date:** _____

Topic sentences

- A. Fall is a colorful season.
- B. The school library is a great place.
- C. Cats love to sleep.
- D. Putting on shoes takes three steps.

1. They can sleep up to 20 hours a day. They nap in sunny spots. They curl up on soft blankets. ☐

2. First, put on your socks. Next, slide your feet into your shoes. Last, tie the laces. ☐

3. Leaves turn red, orange and yellow. The air gets cool. Kids jump in big leaf piles. ☐

4. You can read in the cozy corner. You can borrow books to take home. The librarian helps you find new stories. ☐

Write a topic sentence for these details: We play tag. We swing on the swings. We slide down the big slide.

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PARAGRAPH WRITING AND EDITING · GRADES 3–5 · 3 OF 5

Which Sentence Does Not Belong?

Every sentence in a paragraph should be about the topic. Cross out the sentence that does not belong.



Name: _____ **Date:** _____

1. Penguins are birds that cannot fly. They use their wings to swim fast. My cousin has a red bike. Many penguins live where it is very cold.

2. Our class planted a garden. We dug holes for the seeds. Pizza is my favorite food. Soon, tiny green sprouts came up.

3. The moon goes around Earth. It takes about a month to go all the way around. Basketball is a fun sport. At night, the moon reflects light from the sun.

4. Recycling helps our planet. We can recycle paper, cans and bottles. My sister has long hair. Recycling means less trash in landfills.

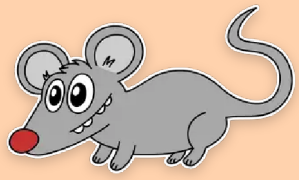
Pick one paragraph. Write a new sentence that does belong.

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PARAGRAPH WRITING AND EDITING · GRADES 3–5 · 4 OF 5

Edit This Paragraph with CUPS

This paragraph has 12 mistakes. Check Capitals, Usage, Punctuation and Spelling. Fix each one with an editing mark.



Name: _____ **Date:** _____

CUPS

- C Capitals
- U Usage (does it sound right?)
- P Punctuation
- S Spelling

Editing marks

≡	Make a capital letter	/	Make a small letter
⊙	Add a period	∧	Add a word or a mark
—	Take it out (cross it out)	sp	Fix the spelling

last saturday my family went to the beach. We packed a big lunch and too towels. My little brother builded a sand castle. it was the bigest castle on the beach! Then a wave came and nocked it down. He was sad but we helped him make a new one. When the sun went down, we was tired and happy. i cant wait to go back

Copy the paragraph with every mistake fixed.

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PARAGRAPH WRITING AND EDITING · GRADES 4–5 · 5 OF 5

Revise a Paragraph with ARMS

This paragraph is a little boring. Make it stronger with ARMS: Add, Remove, Move and Substitute.



Name: _____ **Date:** _____

I went to the zoo. It was fun. I saw animals. The animals were nice. I went home. Then I ate a snack at the zoo.

A Add details: which animals? what did they do?

R Remove a sentence or words you do not need

M Move a sentence that is in the wrong order

S Substitute swap a boring word (fun, nice) for a strong one

Write your new paragraph.

Art © Kevin Coulston

Answer key: Paragraph writing and editing

Topic Sentence Match

1. **C**
2. **D**
3. **A**
4. **B**

Which Sentence Does Not Belong?

1. **My cousin has a red bike.**
2. **Pizza is my favorite food.**
3. **Basketball is a fun sport.**
4. **My sister has long hair.**

Edit This Paragraph with CUPS

Last Saturday my family went to the beach. We packed a big lunch and two towels. My little brother built a sand castle. It was the biggest castle on the beach! Then a wave came and knocked it down. He was sad, but we helped him make a new one. When the sun went down, we were tired and happy. I can't wait to go back.

last → Last saturday → Saturday too → two

builded → built it → It bigest → biggest

nocked → knocked sad but → sad, but

we was → we were i → I cant → can't

back → back. (add a period)

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