Hands On
Map Locations

Draw It Tools

You can use grid paper to represent locations on a map. From school, Marcia walks three blocks north to the library. Then she walks two blocks east to the park. Her home is located one block south of the park. Draw a map that shows these locations.

**1** Use the blank grid to draw and label a dot in the lower left corner to represent the school.
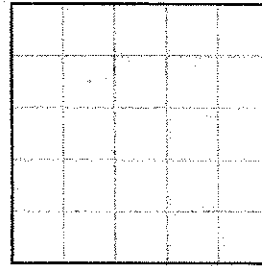
2 From the dot labeled "school", in what direction along the grid should you move to get to the library?

How many units should you move to get to the library?

3 Draw and label a dot to represent the library's location. From the dot labeled "library", in what direction along the grid should you move to get to the park?

How many units should you move to get to the park?
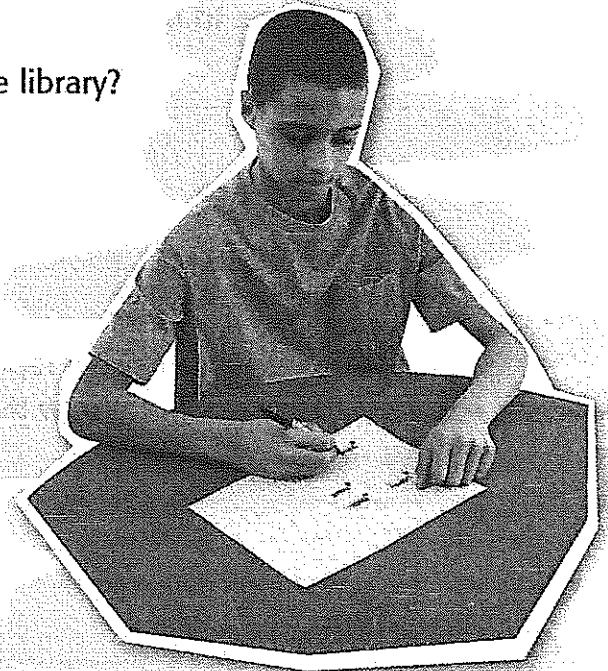
4. Draw and label a dot to represent the park's location. From the dot labeled "park", in what direction along the grid should you move to get to Marcia's home?
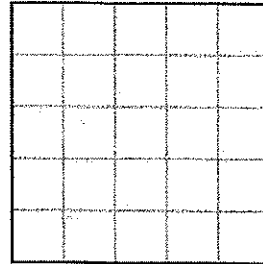
How many units should you move to get to Marcia's home?

Draw and label a dot to represent the location of Marcia's home.

Talk About It

1. On the grid provided, draw and label the locations from the Draw It Activity.

2. Does Marcia live closer to the park or to the library?

3. Is the library closer to the park or to Marcia's school?

Mathematical
4. **PRACTICE** **Make a Plan** Describe how Marcia could walk from her home to her school.

5. Write a problem that could represent locations of real-world objects. Use the grid to draw the map.
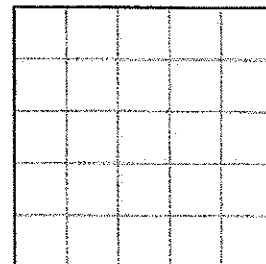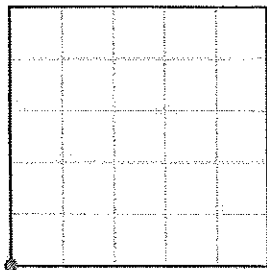
Practice It

For Exercises 6–9, use the grid paper to draw a map of the given locations.

6. From the zoo entrance, Marco walks three units east to the gift shop. Then he walks four units north to the bear exhibit. The lion exhibit is located two units south and one unit west of the bear exhibit.

7. From the dining hall, a camper rides her bike four units north to the nature center. Then she rides her bike five units east and one unit south to her cabin. The campfire is one unit west and three units south of her cabin.

zoo
entrance
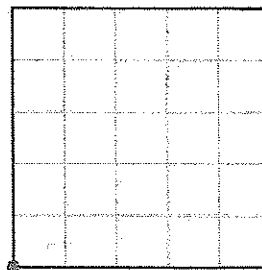
dining
hall

8. From the gymnasium entrance, Norah ran to the jump ropes that are located four units north and four units east. Then she ran two units west to the tumble mats. The skills challenge is one unit west and two units south of the tumble mats.
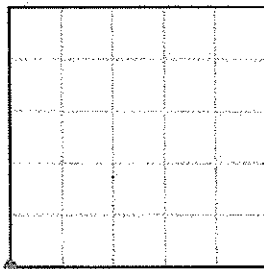
9. From the store entrance, Kyle walks to the toy section that is located four aisles north and two rows east. Then he walks two aisles south and two rows east to the boys' clothes. The cashier is three rows west and one aisle south of the boys' clothes.
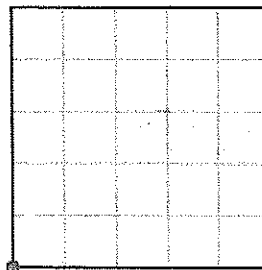
entrance

store
entrance

Apply It

Use the map of the amusement park below for Exercises 10–12.
The walkways of the amusement park are represented by the
vertical and horizontal lines on the map.
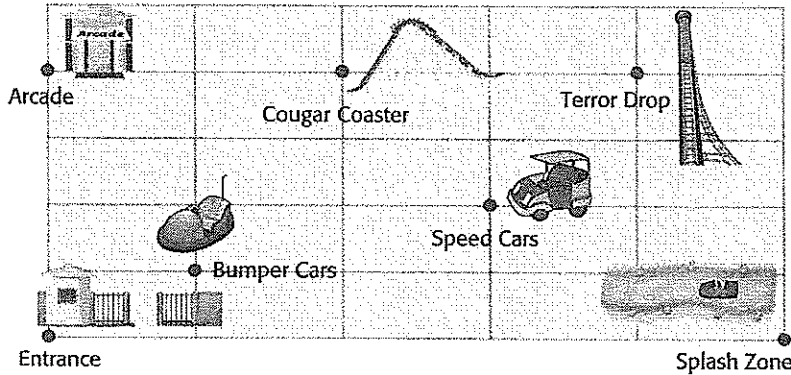
10. Describe a path you could take to get from the entrance to the
Terror Drop.

11. After riding the Terror Drop, you decide to ride the Cougar Coaster.
How many units do you need to move to get to the Cougar Coaster?

Mathematical
12. PRACTICE 6 **Explain to a Friend** Lorenzo and Emily enter the
park at the same time and head to two different attractions. Lorenzo
walks to Speed Cars and Emily walks to the Cougar Coaster. Who
walks farther? Explain to a friend.

Write About It

13. How do mathematical graphs help us better understand our world?

MY Homework

Homework Helper eHelp

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You can use grid paper to represent locations on a map. The map shows locations of animals at an aquarium. Describe how Dashiell can walk from the aquarium entrance to the giant octopus, penguins, and sharks, in that order.

1 The aquarium entrance is located in the lower left corner of the map.

2 From the dot labeled "aquarium entrance", Dashiell walked 4 units to the right and then 2 units up to get to the giant octopus.

3 From the dot labeled "giant octopus", Dashiell walked 2 units to the left to get to the penguins.

4 From the dot labeled "penguins", Dashiell walked 2 units up and then 1 unit to the left to get to the sharks.
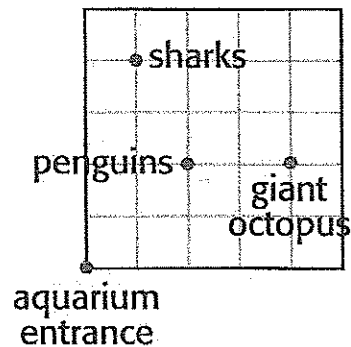
Practice

1. Refer to the Homework Helper. The squid exhibit is located three units east of the sharks. How many units north of the giant octopus is the squid exhibit?

Problem Solving

Use the map of Megamart below for Exercises 2–5. The aisles and rows of Megamart are represented by the vertical and horizontal lines on the map.

Vegetables

Cereal

Frozen Foods

Pet Food
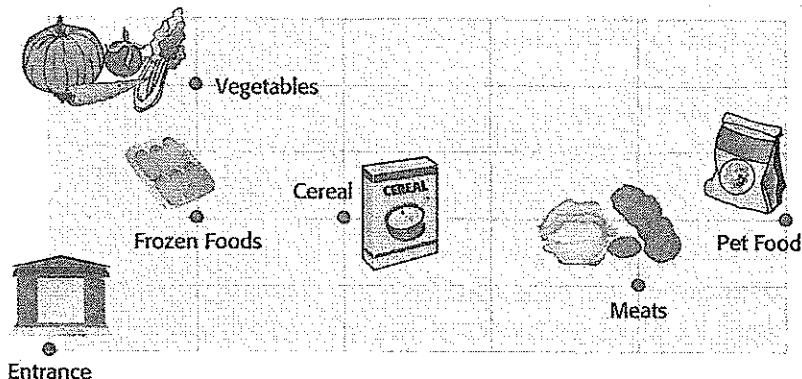
Meats

Entrance

2. Describe a path you could take to get from the entrance to the meat section.

3. After picking up some steaks and hamburger, you decide to pick up some vegetables. How many total units do you need to move to get to the vegetables section? Explain.

4. **Mathematical** **PRACTICE 5** **Use Math Tools** Rebecca and Lance enter Megamart and walk to two different sections. Rebecca walks to the cereal section and Lance walks to the frozen foods section. Who walks farther? Explain.

5. How many total units would you walk from the entrance to the pet food section? Explain.

Ordered Pairs

A **coordinate plane** is formed when two perpendicular number lines intersect. One number line has numbers along the horizontal *x*-axis (across) and the other has numbers along the vertical *y*-axis (up). The point where the two axes intersect is the **origin.**

Math in My World

Watch   Tools   Tutor
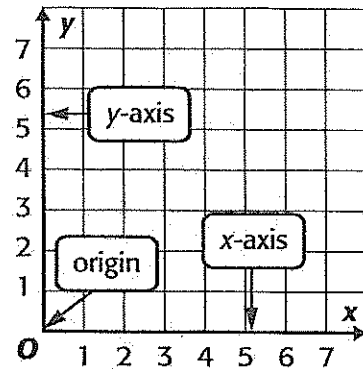
Example 1

Name the ordered pair for the location of Amy's house.

An **ordered pair** is a pair of numbers that is used to name a point.

The first number is the **x-coordinate** and corresponds to a number on the *x*-axis.	(3, 5)	The second number is the **y-coordinate** and corresponds to a number on the *y*-axis.
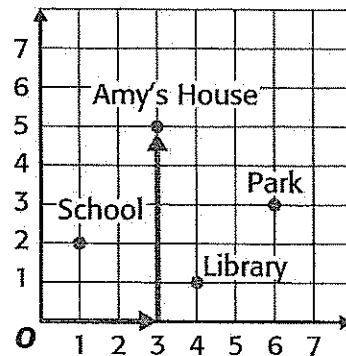
1 Start at the origin (_____, _____). Move right along the *x*-axis until you are under Amy's house. The *x*-coordinate of the

ordered pair is _____.

2 Move up until you reach Amy's house. The *y*-coordinate is _____.

So, Amy's house is located at the ordered pair (_____, _____).

Example 2

Tutor

Name the point for the ordered pair (2, 3).

1. Start at the origin (_____, _____). Move right along the x-axis until you reach

   _____, the x-coordinate.

2. Move up until you reach _____, the y-coordinate.

So, point _____ is named by the ordered pair (2, 3).

Guided Practice

Check
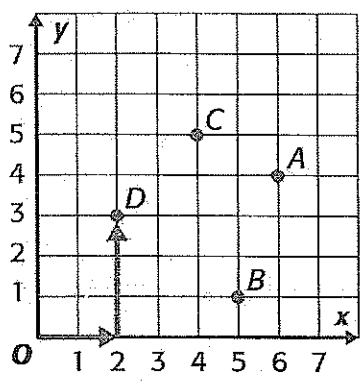
Use the graph for Exercises 1 and 2.

1. Locate and name the ordered pair for point A.

   The x-coordinate of the ordered

   pair is _____.

   The y-coordinate is _____.

   So, point A is named by the
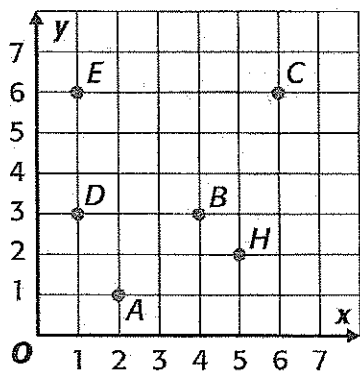
   ordered pair (_____, _____).

2. Locate and name the point at (4, 3).

   Move _____ units to the right.

   Move up _____ units.

   So, point _____ is named by the
   ordered pair (4, 3).

Talk MATH

Are the points at (3, 8) and (8, 3) in the same location? Explain your reasoning.

Independent Practice

Use the graph for Exercises 3–14.
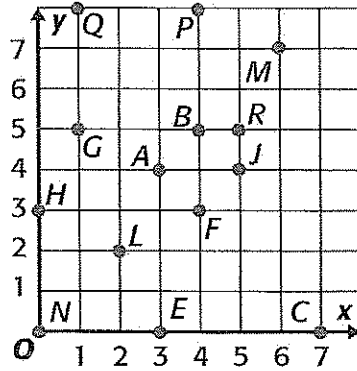
Locate and name each ordered pair.

3. A _____

4. R _____

5. J _____

6. E _____

7. Q _____

8. N _____

Locate and name each point.

9. (2, 2) _____

10. (0, 3) _____

11. (1, 5) _____

12. (6, 7) _____

13. (4, 8) _____

14. (7, 0) _____

Problem Solving

Use the map of the playground at the right for Exercises 15–20.
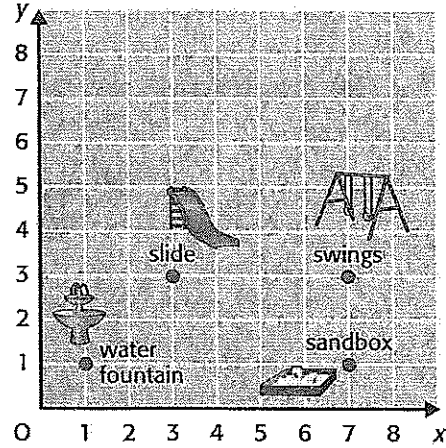
15. What is located at (7, 3)?

16. Write the ordered pair for the sandbox.

17. Suppose the x-coordinate of the water fountain was moved to the right 1 unit. What would be the new ordered pair of the water fountain?

18. If the y-coordinate of the slide was moved up 2 units, what would be the ordered pair of the slide?

19. Cam identified a point that was 4 units above the origin and 8 units to the right of the origin. What was the ordered pair?

20. Suppose point (6, 5) was moved 3 units to the left and moved 2 units down. Write the new ordered pair.

HOT Problems

Mathematical
21. PRACTICE 1 **Make Sense of Problems** Name the ordered pair whose x-coordinate and y-coordinate are each located on an axis.

22. Building on the Essential Question How is the location of a point on a grid described?

MY Homework

Homework Helper [eHelp]

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Name the ordered pair for point A.

Start at the origin (0, 0). Move right along the x-axis until you are under point A. The x-coordinate of the ordered pair is 3.

Move up until you reach point A. The y-coordinate is 5.

So, point A is named by the ordered pair (3, 5).
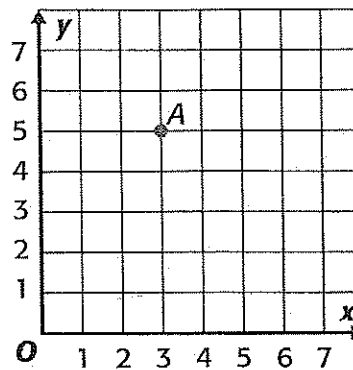
Practice

Use the graph for Exercises 1–6.
Locate and name each ordered pair.

1. M _____

2. P _____

3. J _____
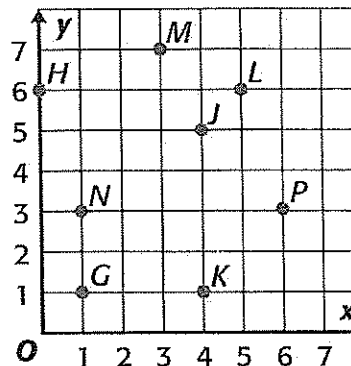
Locate and name each point.

4. (1, 3) _____

5. (5, 6) _____

6. (0, 6) _____

Problem Solving

Use the map for Exercises 7–10.

7. What ordered pair gives the location of the storage barn?

_____

8. What is located at (1, 7)?

_____

9. What is located at (6, 2)?

_____
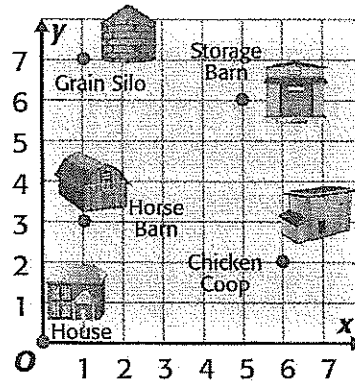
Mathematical
10. **PRACTICE** 4 **Model Math** Jimmy says that the horse barn is located at (3, 1) on the map. Is his ordered pair correct? Explain.

_____

_____

_____

Vocabulary Check [Vocab]

11. Fill in each blank with the correct word to complete the sentence.

The _____ number in an ordered pair is the *y*-coordinate and

corresponds to a number on the _____ .

Test Practice

12. What ordered pair represents point *D* on the coordinate grid?
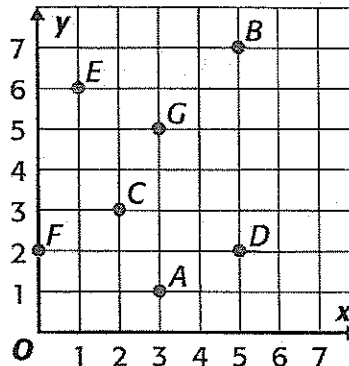
Ⓐ (5, 7)

Ⓑ (5, 2)

Ⓒ (2, 5)

Ⓓ (3, 1)

Graph Patterns

We make a great pair!

Math in My World [Tools] [Tutor]

Example 1

Tricia and her friends decided to rent bicycles to ride on their weekend trip. Bikes 'N More charges $5 for each hour and Adventure Bikes charges $10 for each hour. Find the cost of renting a bicycle from each store for 1, 2, 3, and 4 hours.

1 Complete the tables below.

Bikes 'N More				
Hours	1	2	3	4
Cost ($)				

Adventure Bikes				
Hours	1	2	3	4
Cost ($)				

2 Generate ordered pairs. Let each x-coordinate represent the number

of _____ . Let each y-coordinate represent the _____ .

Bikes 'N More

(1, ____), (2, ____), (3, ____), (4, ____)

Adventure Bikes

(1, ____), (2, ____), (3, ____), (4, ____)

How much more would it cost to rent bicycles for 3 hours from

Adventure Bikes than from Bikes 'N More? _____

Example 2

Refer to Example 1. Graph each set of ordered pairs on a coordinate plane. Label each set of ordered pairs. Does the difference in costs between the two stores increase or decrease as the number of hours increase?

The graph shows that the difference in costs

between the two stores _____ as the number of hours increase.

Bicycle Costs
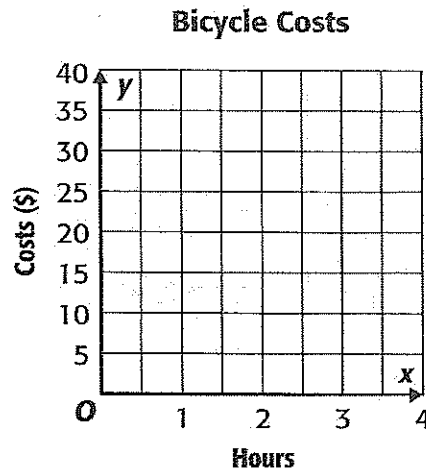
Guided Practice ✓Check

1. Birdseed is sold in 8-pound bags and 24-pound bags at the local store. Find the weight of buying 1, 2, 3, and 4 bags of both sizes of birdseed.

Complete the tables below.

8-Pound Bag				
Bags	1	2	3	4
Weight (lb)				

24-Pound Bag				
Bags	1	2	3	4
Weight (lb)				

Generate ordered pairs. Let each x-coordinate represent the number

of _____ . Let each y-coordinate represent the _____ .

8-Pound Bag

(1, _____), (2, _____), (3, _____), (4, _____)

24-Pound Bag

(1, _____), (2, _____), (3, _____), (4, _____)

How many more pounds of birdseed would there be if you purchased 2 bags of 24-pound birdseed than 2 bags of 8-pound birdseed?

Talk MATH

Explain how you would graph two real-world patterns using ordered pairs.

Independent Practice

2. Speedy Cab charges $2 per mile traveled while Purple Cab charges $4 per mile traveled. Find the costs of traveling 1, 2, 3, and 4 miles for both cab companies. Then graph the results as ordered pairs.

Speedy Cab				
Miles	1	2	3	4
Cost ($)				

Purple Cab				
Miles	1	2	3	4
Cost ($)				

Taxi Costs
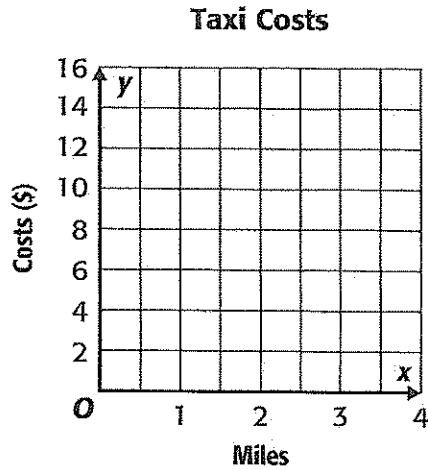
Does the difference in cost between the two taxi services increase or decrease as the number of miles increase?

3. Jennifer makes $9 per hour working for her neighbors after school each day. Carmen works for a local farmer and makes $3 per hour working after school each day. Find the total amount earned for each girl if they work 1, 2, 3, and 4 hours. Then graph the results as ordered pairs.

Jennifer's Hourly Wages				
Hours	1	2	3	4
Money Earned ($)				

Carmen's Hourly Wages				
Hours	1	2	3	4
Money Earned ($)				

Money Earned Working
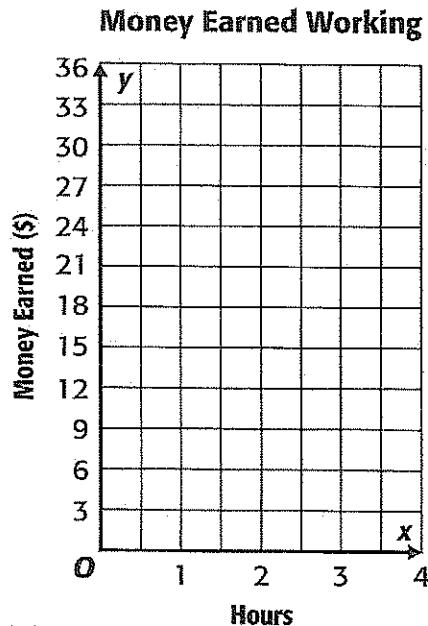
How much more money would Jennifer make if both girls worked 3 hours?

4. Jason places books in his book bag to take home. Each book weighs 2 pounds. Mason has books that weigh 3 pounds each. Find the weights of 1, 2, 3, and 4 books for both Jason and his brother. How many more pounds would Mason carry if they both carried 4 books? Generate ordered pairs. Then graph the ordered pairs on a coordinate plane.

Book Weight
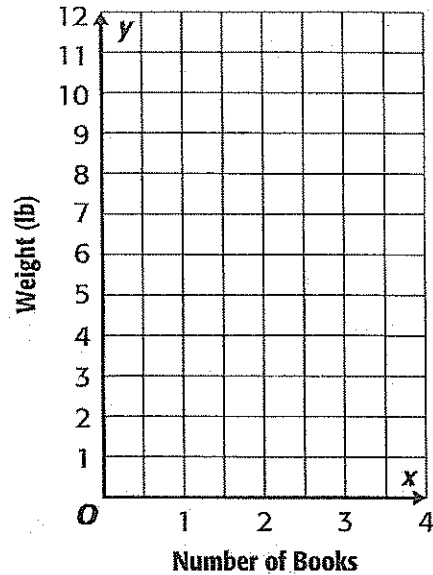
My Work!

CARRY ON!

HOT Problems

5. Mathematical **PRACTICE** **Plan Your Solution** Write a real-world problem for which you could compare patterns by graphing ordered pairs.

6. Building on the Essential Question How are graphs used to represent patterns?

MY Homework

Lesson 9

Graph Patterns

Homework Helper [eHelp]

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Lance is helping his dad remodel their house. He cuts boards with lengths of 2 feet and 8 feet. Find the amount of material needed for 1, 2, 3, and 4 boards of each length. Then graph the results as ordered pairs on a coordinate plane. How many more feet of 8-foot boards would there be if Lance cuts 3 boards of both lengths?

1 Complete the tables below.

2-Foot Board				
Number of Boards	1	2	3	4
Length (ft)	2	4	6	8

8-Foot Board				
Number of Boards	1	2	3	4
Length (ft)	8	16	24	32

2 Generate ordered pairs. Let each *x*-coordinate represent the number of boards. Let each *y*-coordinate represent the length in feet of each board.

2-Foot Board

(1, 2), (2, 4), (3, 6), (4, 8)

8-Foot Board

(1, 8), (2, 16), (3, 24), (4, 32)

3 Graph each set of ordered pairs on a coordinate plane.
If Lance cuts 3 boards of both lengths, he will have 6 feet of 2-foot boards and 24 feet of 8-foot boards.

$24 - 6 = 18$
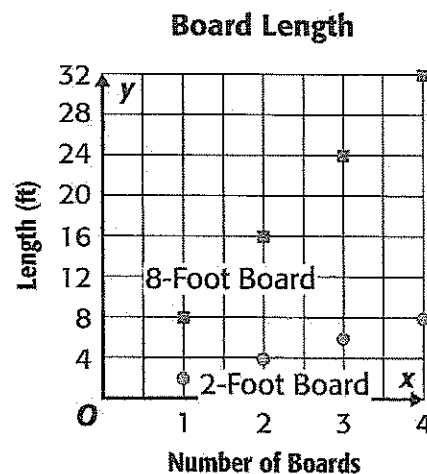
Board Length

So, there will be 18 more feet of 8-foot boards if he cuts 3 boards of both lengths.

Problem Solving

Mathematical
1. PRACTICE ➡️ **Model Math** Jarrett walks his puppy outside every day for 30 minutes. Angela walked her puppy every day for 90 minutes. Find the number of minutes that each puppy was walked for 1, 2, 3, and 4 days. Then graph the results as ordered pairs. How many more minutes does Angela spend walking her puppy over 2 days compared to Jarrett walking his puppy over 2 days?

Puppy Training

A coordinate grid titled "Puppy Training." The y-axis is labeled "Time (min)" with values 30, 60, 90, 120, 150, 180, 210, 240, 270, 300, 330, 360. The x-axis is labeled "Number of Walks" with values 0, 1, 2, 3, 4.
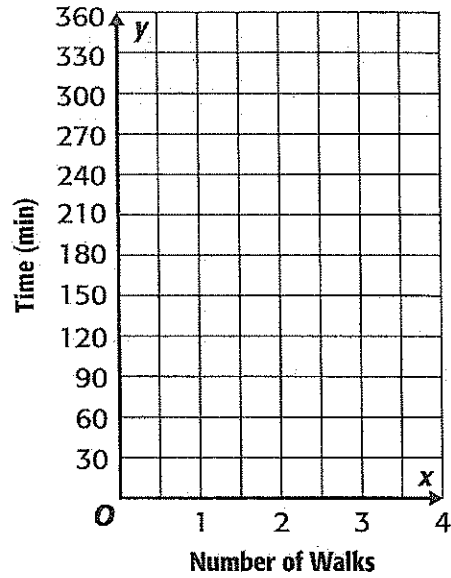
Test Practice

2. Emily drinks 6 cups of water every day, while Jackie drinks 8 cups of water every day. Which graph represents the total amount of water consumed by Emily and Jackie over a 4-day period?

Ⓐ **Water Intake** — coordinate grid, y-axis "Amount (cups)" 4–36, x-axis "Day" 1–4, with points labeled Jackie and Emily.

Ⓒ **Water Intake** — coordinate grid, y-axis "Amount (cups)" 4–36, x-axis "Day" 1–4, with points labeled Jackie and Emily.

Ⓑ **Water Intake** — coordinate grid, y-axis "Amount (cups)" 4–36, x-axis "Day" 1–4, with points labeled Jackie and Emily.

Ⓓ **Water Intake** — coordinate grid, y-axis "Amount (cups)" 4–36, x-axis "Day" 1–4, with points labeled Jackie and Emily.
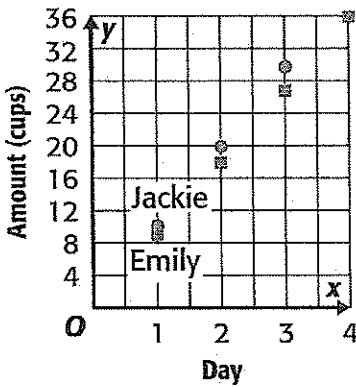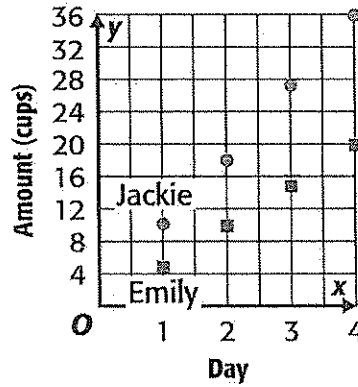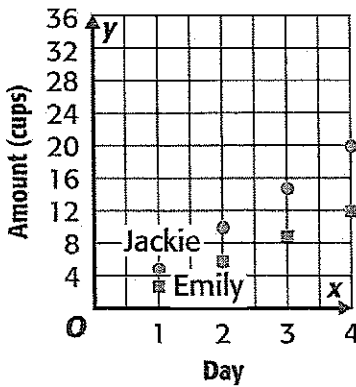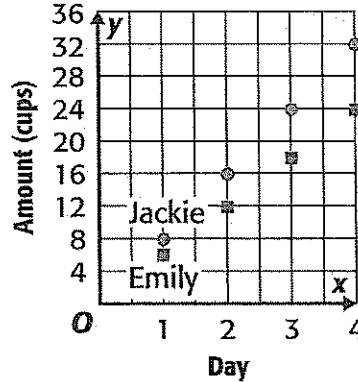
Name _____

Read the passage. Use the ask and answer questions strategy to guide
your reading.

The Father of Earth Day

12	Imagine a world where black clouds of pollution blanketed the sky and
26	rivers ran orange from toxic waste. What would the world be like if the
40	soil was too poisoned to grow food and bald eagles had been hunted to
53	extinction? That world might exist today, if not for the actions of Senator
	Gaylord Nelson.
55	**A Commitment to Conservation**
59	Gaylord Nelson developed an affection for nature growing up in the
70	woods of northern Wisconsin. As an adult, he brought his love of the
83	land to his political career. When he became governor of Wisconsin in
95	1959, he worked hard to protect and care for his state's natural resources.
108	His Outdoor Recreation Acquisition Program preserved thousands of
116	acres of unspoiled land. The program bought private lands and turned
127	them into wildlife habitats and public parks. Nelson also created a
138	Youth Conservation Corps. The Corps taught young people about the
148	environment while giving them jobs cleaning and caring for the state's
159	natural areas.
161	In 1962 Nelson was elected to the U.S. Senate. He hoped to do
174	for the country what he had done for the state of Wisconsin: protect
187	the environment. He found that few of his fellow senators shared his
199	concerns. Nelson hoped President John F. Kennedy could generate support
209	for environmental issues. In 1963 the senator helped plan a national
220	conservation tour for the president, but the tour did not create the support
233	for environmental issues that Nelson hoped it would.

Name _____

Taking It to the People

Senator Nelson decided to find another way to show Congress that it was important to care for the environment. In 1969, after visiting the site of an oil spill, he read about college students protesting against the Vietnam War. Why not plan a protest against pollution?

At the time, pollution was a big problem. There were no laws about clean air or clean water. Nelson wanted Congress to pass such laws, but he needed to show that people supported the legislation. He hoped a nationwide protest would do that.

Nelson called for pro-environment demonstrations around the country. The protests were held on April 22, 1970, the day Nelson called Earth Day. About 20 million people across the country took part.

Earth Day's message helped make changes that better protect our environment.

Congress heard the message. It created the Environmental Protection Agency. During the next few years, Congress passed some of the country's most important environmental legislation. These laws included the Clean Water Act, the Clean Air Act, and the Endangered Species Act.

Gaylord Nelson left the Senate and politics in 1981, but he did not stop his conservation work. He took a job with the Wilderness Society, an organization that works to protect public wild lands. In 1995, President Bill Clinton gave Nelson the Presidential Medal of Honor for his environmental work.

Nelson's Legacy

Gaylord Nelson died in 2005, but Earth Day lived on. Every year since 1970, people around the world have gathered on April 22 to celebrate the environment. The message of the demonstrations, however, has changed over the years. Instead of calling for political action, Earth Day protests now focus on what private individuals can do to help the environment. As Gaylord Nelson showed, one person can do quite a lot.

Name _____

A. Reread the passage and answer the questions.

1. **What problem did Gaylord Nelson encounter in the U.S. Senate when he tried to get support for environmental issues?**

   _____

   _____

   _____

2. **What gave Senator Nelson an idea for a solution?**

   _____

   _____

   _____

3. **In what way did Senator Nelson's call for demonstrations on Earth Day help the environment?**

   _____

   _____

   _____

   _____

B. Work with a partner. Read the passage aloud. Pay attention to expression and phrasing. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

Read the two passages. Use the ask and answer questions strategy to check your understanding as you read.

WHAT IS THE FUTURE OF THE RAIN FORESTS?

Rain Forests Support People

4	*People must make economic use of the rain forests.*
13	The removal of rain forest trees has some negative consequences, but it
25	is necessary for the survival of people and national economies. Therefore,
36	it is not practical or desirable to try to stop the cutting of all rain forest
52	trees. A better plan is to make economic use of rain forests.
64	Farming in the Rain Forests
69	In most cases, when part of a rain forest is cut down, subsistence
82	agriculture takes its place. Subsistence agriculture is farming or ranching
92	that produces only enough for a family to meet its everyday needs. The
105	families need these farms or ranches in order to survive.
115	Commercial Use of Rain Forests
120	Commercial activities also play a role in the use of rain forest land.
133	Lumber from rain forest trees is used to make furniture, flooring, and
145	paper. Many countries buy beef that comes from cattle ranches on former
157	rain forest land. Other rain forest land is converted to farms that grow
170	coffee, soybeans, and palm trees. Oil from those palm trees can be used to
184	make biofuels. Companies build roads through the rain forests to transport
195	goods to and from the farms. These businesses often play necessary roles
207	in their countries. Without them, their countries' economies would suffer.
217	Rain Forest Loss Can Be Controlled
223	The loss of rain forest trees does threaten wildlife habitats and the
235	quality of the soil. But a complete halt to rain forest cutting would create
249	other serious problems. A more sensible goal is to manage the use of rain
263	forest land so that the negative outcomes are limited.

Name _____

The World Needs Rain Forests

People must preserve the rain forests for the sake of the environment.

Each day, thousands of acres of rain forest are destroyed in the name of progress. Cutting down the rain forest benefits some economies, but it does long-term damage to the planet.

Rain Forests and Biodiversity

Most of Earth's plant and animal species reside in forests. As trees are cut down, these species lose their habitats. Some species cannot survive that habitat loss and become extinct. Species loss decreases Earth's biodiversity, or variety of life. Science has shown that the survival of life depends on biodiversity.

Earth's Water Cycle and Rain Forests

The rain forests play a key part in the water cycle. Rain forest plants release water vapor into the atmosphere. That water vapor turns into rain. As the rain forests disappear, less water vapor is released. This loss can change global rainfall patterns.

Rain Forests Affect the Air We Breathe

Rain forest loss affects the climate in other ways too. The trees in a rain forest help us breathe by releasing oxygen into the atmosphere. They also clean the air by absorbing greenhouse gases. Greenhouse gases feed global warming. Destroying rain forests increases global warming by adding greenhouse gases to the atmosphere.

Thinking Globally

Nations must look beyond local needs and adopt a global perspective. We need to preserve the rain forests for the benefit of all.
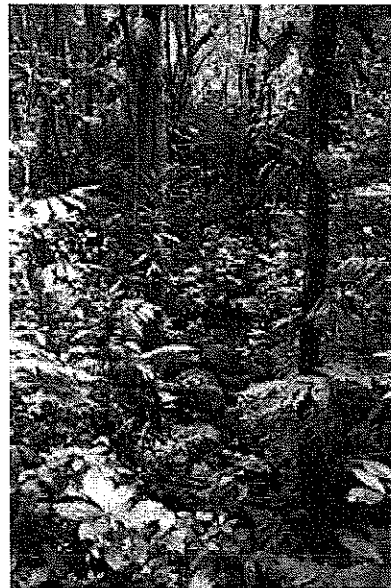
Rain forests are ecosystems rich in plants and animals. Rain forests are also important economically to the countries they belong to.

Name _____

A. Reread the passages and answer the questions.

1. What is the first author's point of view about rain forests?

_____

_____

2. What facts from the text support this point of view?

_____

_____

_____

3. What is the second author's point of view about rain forests?

_____

_____

4. What facts from the text support this point of view?

_____

_____

_____

B. Work with a partner. Read the passage aloud. Pay attention to expression and phrasing. Stop after one minute. Fill out the chart.

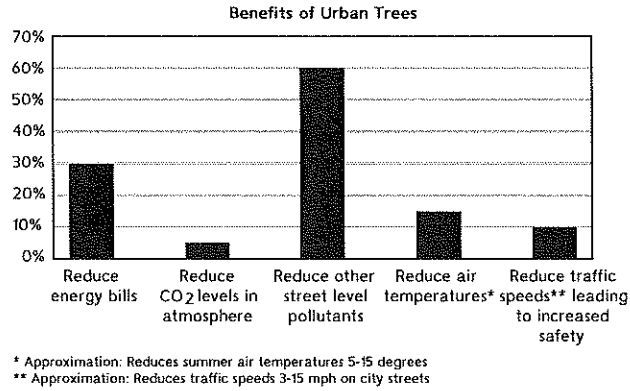|	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

Expand Our Urban Forests

Trees play a very important role
in the landscape of cities. Noise
levels and summer temperatures
are higher in cities than in outlying
areas. Trees absorb noise and heat
and keep cities quieter and cooler.
Planting trees helps keep the air
clean and save energy. Trees soak
up pollutants from the air and
give off oxygen. Being around green,
wooded areas helps keep people healthy.
All cities should plant more trees and
expand their forests.

Benefits of Urban Trees

70%
60%
50%
40%
30%
20%
10%
0%

Reduce energy bills | Reduce CO₂ levels in atmosphere | Reduce other street level pollutants | Reduce air temperatures* | Reduce traffic speeds** leading to increased safety

* Approximation: Reduces summer air temperatures 5-15 degrees
** Approximation: Reduces traffic speeds 3-15 mph on city streets

---

Answer the questions about the text.

1. **What genre of text is this? How do you know?**

   _____

   _____

2. **What opinion does the author express in the text?**

   _____

   _____

3. **What text feature does this text include?**

   _____

   _____

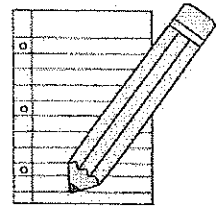4. **How does the text feature help you better understand the author's viewpoint?**

   _____

   _____

Paragraph of the Week

Monday

Brainstorm your thoughts on whether cell phones should be banned in movie theaters, restaurants, and other public places? What would be the pros and cons of your side? Why would this be a benefit to others? There is no right or wrong, just list your opinions and evidence to back them up!

Tuesday

Using the brainstorm you created yesterday, choose 3 of your reasons for your opinion. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.

Wednesday

Now that your paragraph is written, choose at least two sentences to enhance and revise. Using the revision checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.

Thursday

It is time to put all of your work together in the form of a final draft. This is where you take your revisions, polish them up, and create a final product for your readers. Be sure to write neatly and check the rubric.

Revising Checklist

Topic is narrow and manageable.
The sentences are varied (complex, compound, simple)
The sentences have different beginnings.
The details support the main idea/topic sentence.
The spelling, punctuation, and capitals are correct.
Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)

Paragraph Rubric

4	Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.
3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.
2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic.
1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.

Name #: _____   Date: _____
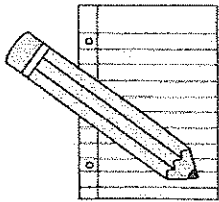
Paragraph of the Week

Monday

Brainstorm your thoughts on whether cell phones should be banned in movie theaters, restaurants, and other public places? What would be the pros and cons of your side? Why would this be a benefit to others? There is no right or wrong, just list your opinions and evidence to back them up!

Should cell phones be banned in movie theaters, restaurants, and other public places?

Paragraph of the Week

Now that you have the topic of your paragraph, you will write the topic sentence, main body sentences (with explanations) and your closing sentence. Be sure that they are all on topic, as this is the rough draft of your paragraph.
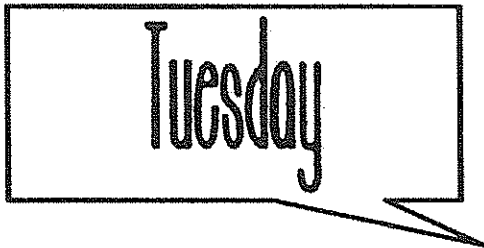
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Topic Sentence : _____

_____

Detail One : _____

Explanation : _____

_____

Detail Two : _____

Explanation : _____

_____

Detail Three : _____

Explanation : _____

_____

Closing Sentence : _____

_____

Ban cell phones
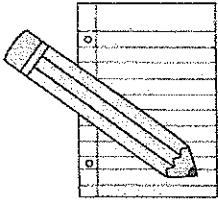
Paragraph of the Week

When you revise and edit, you take what you have and "make it better". Use vivid adjectives, vary your types of sentences, and make your writing interesting to read.

Wednesday

Now that your paragraph is written, choose at least two sentences to enhance and revise. Using the revision checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.

Original Sentence : _____
_____
_____

Revision : _____
_____
_____
_____
_____

|	
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Ban cell phones

Paragraph of the Week

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