

Write On, Slinky Dog

Level II



Advanced Writing Boxes--The Glass Marble
Original Report--Favorite Toy Story Characters

A Write-for-a-Month Book



Write-for-a-Month

What Are Write-for-a-Month (WFAM) Writing Books?

The *Write-for-a-Month* (WFAM) series of books is from LAL's line of digital publications. WFAM is a digital arm of the small- press homeschool publisher, Character Ink Press/Language Arts Lady Blog, and houses a variety of month-long writing books, grammar downloads, readers, and more for teachers, parents, tutors, co-op leaders, and homeschoolers.

The WFAM books are writing/composition books of two to four lengthy lessons each, between 50 and 120 pages per book (depending on the level). These books contain writing projects that last one month (four weeks) based on old books/current movies/characters that children and adults love **or** historical characters/animals/nature topics (indicated by titles/covers). The books contain all types of writing, especially focusing on research reports, essays, and stories.

The projects in the WFAM books all use the author's signature "Directed Writing Approach," which takes students by the hand every step of the way from prewriting (brainstorming, character and plot development, research, etc.) to skill building (for projects requiring certain skills, such as quotes or imagery or persuasion, etc.) to outlining (based on the type of writing) to writing rough drafts to editing (via the Checklist Challenge) to final copy. Each project has detailed samples for students to see how the project was written by another student (a rarity in writing programs) and in-depth lessons of all of the skills needed in order to complete that project.

Each series contains five books*

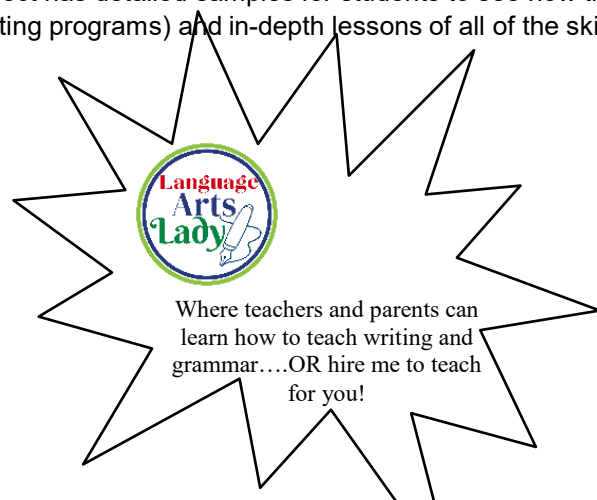
Level I = Grade 2nd & 3rd – Purple

Level II = Grade 4th & 5th – Red

Level III = Grade 6th, 7th, & 8th – Blue

Level IV = Grade 9th & 10th – Green

Level V = Grade 11th & 12th – Yellow



This book, *Write On, Slinky Dog, Level II*, is designed for upper elementary students and contains the following projects (from pre-writing through final product with all the instruction and skills needed for each assignment):

- **Advanced Writing Boxes—The Bright Glass Marble Story**
- **Sentence-by-Sentence Essay---Favorite *Toy Story* Characters**

Each project has detailed samples for students to see how the project was written by another student and in-depth lessons of all of the skills needed in order to complete that project—

- Extensive Examples/Answer Keys for all sentences and paragraphs of the Writing Boxes
- Verbs, Adverbs, and Adjectives
- Sentence by Sentence Outlining Over Given Passages
- Thesis Statement
- Thesis Statement-Reloaded
- Bringing Paragraphs Together for Longer Essay
- Optional Checklist Challenge
- Paragraph Formation Instruction and Much More!

About the “Write-for-a-Month” Book Series

The Write-for-a-Month (WFAM) composition series is a non-religious, yet meaningful, writing program for use in homes, schools, co-ops, and tutoring situations. The books are writing/composition books of two to four lengthy lessons each, between 50 and 120 pages per book (depending on the level). These books contain writing projects of all types at grades two through twelve. Each WFAM book is either **topic-specific** (Mowgli, Peter Pan, Beauty and Beast, Christmas Friends, Dumbo, Slinky Dog, Fairy Tales, Nature, Animals, Famous People, etc.) or **writing-type-specific** (i.e. story writing, reports, essays, dialogue, Twice-Told Tales, Tools and Tricks, and much more). All of the books are grade-level specific (five levels from 2nd through 12th grades--see note below).

The projects in both series use the author’s signature “Directed Writing Approach,” which takes students by the hand every step of the way from prewriting (brainstorming, character and plot development, research, etc.) to skill building (for projects requiring certain skills, such as quotes or imagery or persuasion, etc.) to outlining (based on the type of writing) to writing rough drafts to editing (via the *Checklist Challenge*) to final copy. No vagueness. No questions as to what to write or how to write.

All of the book types that will be released are listed on the WFAM Series Titles back matter. I recommend that you start out with a *Tools and Tricks* or *Writing Boxes* book if you and your students are unfamiliar with Language Arts Lady’s writing programs. (After that, your student will love any of the books!)

By utilizing our **writing-type-specific** books, you will be able to work on learning the LAL’s ways! ☺
These writing type books include **Tools and Tricks** (introducing my methods to prepare for any future books) and **Twice-Told Tales** (story writing spin off projects).

By using our **topic-specific** books (sub-labeled Write On, _____), your student can choose the characters, books/movie, science, or history themes he would like to write about. Again, both sets are month-long downloads with incremental and extremely-detailed instructions.

Partial sample lessons will be available at the Character Ink and Language Arts Lady stores starting fall 2022 (though the best way to try a WFAM or WO book for your home or classroom is to purchase an early to mid-level book and try it out with your students). I recommend that younger students do a WFAM “Writing Boxes” book and middle and upper level students do a “Tools and Tricks” book first.

There are price differences for home/individual use vs. classroom/co-op use, and we ask that you follow our copyright guidelines of use by the purchaser only for whichever setting it was purchased.

Project Labels/Levels and Printing/Use

The projects within each book are labeled with numbers. A larger project is labeled as Projects 1 and 2, indicating that, that project is lengthy and will likely take two weeks to complete if writing is a daily

subject for your students (longer than that if writing is a twice weekly or non-daily activity). The number of projects in each book roughly coincides with the length of the project in a one-month situation. (Most books will take about one month with daily writing.) The books can be stretched out over two months with less frequent writing or condensed to a two-week time period in remediation or workshop situations.

The author is creating videos about how to teach the projects, so check out the **How I Teach videos** at **Language Arts Lady Blog** or **YouTube** to see if the book you are interested in has a video yet. (There are over fifty there at this time.)

The author has tested each project in each book between three and six times live with fifty to sixty students every year and has made changes according to their responses. We recommend that you print out the books two-sided and three hole-punch them and put them in half or one-inch binders for ease of use. It is especially nice to print the cover in color and slide it into the front of the student binder.

Time Spent in Write-for-a-Month and Write-On

The method of instruction in most of the books will require one or two 30-60 minute meetings each week with the teacher to discuss the assignments, introduce the outlining technique, check the student's rough draft, review his Checklist Challenge (CC), and grade his final composition.

In addition, the student will need to work approximately 20-50 minutes (depending on level of book) per day four days a week by himself in order to complete all the assignments contained herein during a one-month period of time. (High school students will be on the upper end of that.)

Again, the time and teacher assistance needed in each book will vary according to whether the student is learning to write sentences or multiple paragraph compositions (as well as whether he is doing a *Tools and Tricks* book vs a story vs a report—and his interest level in all of those). It is recommended that you start out working together and see which areas your student is able to work alone and which areas he needs your assistance. The time needed will also be different if a book is spread out over two months.

Two Skill Levels in Each Book

All books have two skill levels within each level: Basic and Extension. These two levels provide two different skill levels of writing and revising for students in each book. Thus, a younger student using a certain book would not do as many paragraphs and revisions as an older (or more advanced) student using the same book. The composition is dependent upon a student at least understanding the fundamentals of sentence structure (and these are introduced and built upon in the *Tools and Tricks* books).

Students will be able to complete the projects much more effectively if they understand the functions of subjects and verbs. Students will be able to insert the Checklist Challenge revisions into their writings much more easily if they understand how to do the revisions (how to combine sentences, how to add sentence openers, how to write SSS5's, etc.). The groundwork for many of those skills is laid out in *Tools and Tricks* and *Writing Boxes*—for beginning students as well as older students who need instruction in those fundamentals.

(Also, the *Tools and Tricks* books, in addition to being grade-level appropriate, are strong remediation books with specific instruction in “How to Create and Write From a Sentence-by-Sentence Outline Over Given Material” and “How to Complete the Checklist Challenge,” etc. These are good starter books and are available at all five levels.)

Grade Levels

Note that WFAM books are not *exactly* grade level specific. The books are labeled with numbers that approximate the grade level of the projects. However, writing is extremely subjective. An advanced seventh grader (with years of writing experience) may do great in one of the Level V books whereas a seventh grader without much writing experience may be more comfortable going in the II or III *Tools and Tricks* books for what a sentence or paragraph contains and how to put paragraphs together for essays and reports. Check out the samples at our store to find the right fit for your student(s).

Semester-Long Character Quality Writing Books

Note that homeschoolers or Christian schools who desire the types of projects in WFAM but want a complete writing program with Christian/character emphases should check out my semester-long books, *Meaningful Composition* (MC). Two-week samples of each MC book are available at our [Character Ink store](#).



Write On: Slinky Dog-Level II (Upper Elementary)

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Projects 1 & 2: Writing Boxes With Marble Story

Story Over Given Material Using Writing Boxes

Overview of Writing Boxes Lesson

This week you will be writing a story over given material. That is, you will not find your own material to write from, but you will use material provided for you in this lesson.

Don't worry! We will use Character Ink's Writing Boxes to learn how to write from a source.

It will be fun—and you will be surprised how quickly you learn how to take notes and write.

Note: This is a two-week "project."

I. TOPIC OF STORY

Sentence-by-Sentence Outline and Writing Boxes over given material about the story of the Bright Glass Marble

III. SENTENCES PER PARAGRAPH

All students will write the number of sentences that each paragraph contains in the given passage.

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR STORY

All students will write **3 paragraphs** for the body (P'soB*).

IV. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

- A. **Introduction to the Sentence-by-Sentence (S-by-S) Outline**
- B. **Creating an S-by-S Outline**
- C. **Writing From a Sentence-by-Sentence Outline**

***Note:** PoB stands for Paragraph of the Body (referring to a non-opening or non-closing paragraph) P'soB stands for Paragraphs of Body (more than one PoB).

Note: This Overview Box, which is provided at the beginning of each project, is here to give students (and teachers) an at-a-glance look at the entire composition projects. Each step of each lesson is assigned and detailed throughout the week(s).

Given Passage to Learn to Write From

PoB-A	Paragraph 1	<p>The Bright Glass Marble told his story to the toys. He said that he was first was a part of a game. A girl named Florine owned him. The Bright Glass Marble liked her love and care for the marbles. Then, she became bored of the game. Florine gave it to her friend Rosie.</p>
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PoB-B	Paragraph 2	<p>Rosie took the marbles in a bag to the school. She and her friends rolled the marbles across the room. The girls lost marbles behind chairs. Some marbles showed up in beds, shoes, and even cups. The girls tossed others through windows. The teacher ordered Rosie to put away the marbles.</p>
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PoB-C	Paragraph 3	<p>Rosie took the marbles to her bedroom. Her brother Robert took the Bright Glass Marble from Rosie's bag. A boy named Frank went to Robert's school. Frank got the Bright Glass Marble from Robert in a game. This boy left the school and went to his home. He put his marbles in the cupboard. The cupboard was the Bright Glass Marble's house.</p>
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Lesson A. Study Skills: Outline First Paragraph With Writing Boxes

When you write from a given source (either one that you find or one that your LFAM book provides for you), you want to write the material in your own words.

You do not want to use the words that the original author wrote because that is plagiarism—stealing someone else’s words and calling them your words.

So anytime you get information from a source, whether it is a book, online source, magazine, or other, it is important to use the information in such a way that you write in your own words—not in the author’s words.

How can you write from a source but still make it your own?

There are two important tips to remember in using sources in writing:

(1) Always outline before you write!

- a. The outline will take you one step away from the source when you write your own report or essay.
- b. Each step that you take away from the source when you write helps you write more originally.

(2) Choose synonyms (words that mean the same) for the words in the original source—rather than using the author’s exact words.

We will work on those two steps extensively in this lesson. We will use a simple, short passage of material about Frosty in which to practice these skills.

And you will be creating outlines and writing like a pro by the end of the first week!

<> **A.** Read the **entire Bright Glass Marble passage aloud** with your teacher or to yourself to get an idea what you will be writing about this week.

Note: Help Boxes are provided for all sentences of each paragraph following the student Writing Boxes for each paragraph.

The Bright Glass Marble told his story to the toys. He said that he was first was a part of a game. A girl named Florine owned him. The Bright Glass Marble liked her love and care for the marbles. Then, she became bored of the game. Florine gave it to her friend Rosie.

<> **A-1a.** In the first sentence of the first paragraph that is provided by itself below, highlight the following words:

- 1. told 2. story
- 3. toys

The Bright Glass Marble told his story to the toys.

These three words are the most important words in the sentence.

They are also words you will want to change when you write the sentence in your own words. This is because they are so important to the sentence, and the author chose those himself.

<> **A-1b.** Choose at least three to five* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **A-1c.** Once you have at least three to five* synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

<> **A-1d.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 1: Sentence One (**no** descriptors added)

**Note: Younger students may stop at this point if your teacher so chooses.*

<> **A-1e.** Choose at least three to five* descriptors for each of the new words you changed in your new sentence and write them on the lines provided. You may use a thesaurus or online reference source if desired.

Do not worry if you are unsure of the differences between adjectives and adverbs for now. You will learn those thoroughly as you complete the Checklist Challenge provided in all Character Ink curriculum.

Descriptors for	Descriptors for
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

<> **A-1f.** Once you have three to five* listed, choose the word in each column that you think sounds the best and highlight each one.

<> **A-1g.** Now write your new sentence again—this time with the descriptors you highlighted added to it.

Paragraph 1: Sentence One (**with** descriptors added)

****Older or more advanced students should write five words whenever possible.***

<> **A-2a.** Now repeat that process by highlighting the four most important words in the second sentence of the passage (provided below).

*He said that he was first
a part of a game.*

<> **A-2b.** Write those words on the top line in the following columns.

<> **A-2c.** Choose at least three to five* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<> **A-2d.** Once you have at least three to five* synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

<> **A-2e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 1: Sentence Two (**no** describers added)

**Note: Younger students may stop at this point if your teacher so chooses.*

<> **A-2f. (1)** Write two of the words you just changed in your new sentence on the lines.

(2) Choose at least three to five* describers for each of the words you listed

(3) Write these describers in the columns beneath each word.

Note: You may use a thesaurus or online reference source if desired.

Describers for	Describers for	Describers for
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **A-2g.** Once you have three to five* listed, choose the word in each column that you think sounds the best and highlight each one.

<> **A-2h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

Paragraph 1: Sentence Two (**with** describers added)

**Older or more advanced students should write five words whenever possible.*

<> **A-3a.** Now repeat that process by highlighting the four most important nouns, pronouns, and verbs in the next sentence from the passage (provided below).

A girl named Florine owned him.

<> **A-3b.** Write those words on the top line in the following columns and underline them with a highlighter.

<> **A-3c.** Choose at least three to five* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<> **A-3d.** Once you have at least three to five* synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

<> **A-3e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 1: Sentence Three (**no** describers added)

**Note: Younger students may stop at this point if your teacher so chooses.*

<> **A-3f. (1)** Write three of the words you just changed in your new sentence on the lines.

(2) Choose at least three to five* describers for each of the words you listed

(3) Write these describers in the columns beneath each word.

Note: You may use a thesaurus or online reference source if desired.

Describers
for

Describers
for

Describers
for

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **A-3g.** Once you have three to five* listed, choose the word in each column that you think sounds the best and highlight each one.

<> **A-3h.** Now write your new sentence again—this time with the describers you just highlighted added to it.

Paragraph 1: Sentence Three (**with** describers added)

**Older or more advanced students should write five words whenever possible.*

<> **A-4a.** Now repeat that process by highlighting the four most important words in the fourth sentence from the passage (provided below).

*The Bright Glass Marble
liked her love and care
for the marbles.*

<> **A-4b.** Write those words on the top line in the following columns.

<> **A-4c.** Choose at least three to five* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<> **A-4d.** Once you have at least three to five* synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

<> **A-4e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 1: Sentence Four (**no** descriptors added)

**Note: Younger students may stop at this point if your teacher so chooses.*

<> **A-4f. (1)** Write three of the words you just changed in your new sentence the lines.

(2) Choose at least three to five* descriptors for each of the words you listed

(3) Write these descriptors in the columns beneath each word.

Note: You may use a thesaurus or online reference source if desired.

Descriptors
for

Descriptors
for

Descriptors
for

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **A-4g.** Once you have three to five* listed, choose the word in each column that you think sounds the best and highlight each one.

<> **A-4h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

Paragraph 1: Sentence Four (**with** descriptors added)

**Older or more advanced students should write five words whenever possible.*

<> **A-5a.** Now repeat that process by highlighting the four most important words in the fifth sentence from the passage (provided below).

Then, she became bored of the game.

<> **A-5b.** Write those words on the top line in the following columns.

<> **A-5c.** Choose at least three to five* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<> **A-5d.** Once you have at least three to five* synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

<> **A-5e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 1: Sentence Five (**no** descriptors added)

**Note: Younger students may stop at this point if your teacher so chooses.*

<> **A-5f. (1)** Write three of the words you just changed in your new sentence on the lines.

(2) Choose at least three to five* descriptors for each of the words you listed

(3) Write these descriptors in the columns beneath each word.

Note: You may use a thesaurus or online reference source if desired.

Descriptors
for

Descriptors
for

Descriptors
for

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **A-5h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

Paragraph 1: Sentence Five (**with** descriptors added)

<> **A-5g.** Once you have three to five* listed, choose the word in each column that you think sounds the best and highlight each one.

**Older or more advanced students should write five words whenever possible.*

<> **A-6a.** Now repeat that process by highlighting the three most important words in the sixth sentence of the passage (provided below).

Florine gave it to her friend Rosie.

<> **A-6b.** Write those words on the top line in the following columns.

<> **A-6c.** Choose at least three to five* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **A-6d.** Once you have at least three to five* synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

<> **A-6e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 1: Sentence Six (**no** descriptors added)

**Note: Younger students may stop at this point if your teacher so chooses.*

<> **A-6f. (1)** Write two of the words you just changed in your new sentence on the lines.

(2) Choose at least three to five* descriptors for each of the words you listed

(3) Write these descriptors in the columns beneath each word.

Note: You may use a thesaurus or online reference source if desired.

Descriptors
for

Descriptors
for

_____	_____
_____	_____
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_____	_____

<> **A-6g.** Once you have three to five* listed, choose the word in each column that you think sounds the best and highlight each one.

<> **A-6h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

Paragraph 1: Sentence Six (**with** descriptors added)

**Older or more advanced students should write five words whenever possible.*

Sample of Paragraph One With New Sentences and Describers

The Bright Glass Marble vividly narrated his tale to the curious playthings. He proudly explained that he was initially a vital member of a beloved set. A dainty young lady suitably called Florine possessed the colorful orbs. The Bright Glass Marble delighted in her passionate affection of meticulous consideration for the tiny spheres. Then, the energetic little miss gradually grew tired of the perfect collection. Florine gladly gifted the marbles to her younger pal Rosie.

Writing Boxes Samples-First Paragraph

<p><> A-1a. Highlight words</p> <p>The Bright Glass Marble told his story to the toys.</p>	<p><> A-1b. & 1c. 3-5 synonyms or substitute words for the words in the sentence</p> <table border="0"> <tr> <td><u>told</u></td> <td><u>story</u></td> <td><u>toys</u></td> </tr> <tr> <td><u>narrated</u></td> <td><u>yarn</u></td> <td><u>playthings</u></td> </tr> <tr> <td><u>shared</u></td> <td><u>history</u></td> <td><u>trinkets</u></td> </tr> <tr> <td><u>spilled</u></td> <td><u>tale</u></td> <td><u>games</u></td> </tr> <tr> <td><u>revealed</u></td> <td><u>saga</u></td> <td><u>baubles</u></td> </tr> <tr> <td><u>disclosed</u></td> <td><u>chronicle</u></td> <td><u>curious</u></td> </tr> </table>	<u>told</u>	<u>story</u>	<u>toys</u>	<u>narrated</u>	<u>yarn</u>	<u>playthings</u>	<u>shared</u>	<u>history</u>	<u>trinkets</u>	<u>spilled</u>	<u>tale</u>	<u>games</u>	<u>revealed</u>	<u>saga</u>	<u>baubles</u>	<u>disclosed</u>	<u>chronicle</u>	<u>curious</u>
<u>told</u>	<u>story</u>	<u>toys</u>																	
<u>narrated</u>	<u>yarn</u>	<u>playthings</u>																	
<u>shared</u>	<u>history</u>	<u>trinkets</u>																	
<u>spilled</u>	<u>tale</u>	<u>games</u>																	
<u>revealed</u>	<u>saga</u>	<u>baubles</u>																	
<u>disclosed</u>	<u>chronicle</u>	<u>curious</u>																	
<p><> A-1e. New sentence--no descriptors</p> <p>The Bright Glass Marble narrated his tale to the playthings.</p>	<p><> A-1h. New sentence with descriptors</p> <p>The Bright Glass Marble vividly narrated his tale to the playthings.</p>																		
<p><> A-1f. & 1g. 3-5 descriptors for new words</p> <table border="0"> <tr> <td><u>narrated</u></td> <td><u>playthings</u></td> </tr> <tr> <td><u>excitedly</u></td> <td><u>curious</u></td> </tr> <tr> <td><u>thoroughly</u></td> <td><u>eager</u></td> </tr> <tr> <td><u>proudly</u></td> <td><u>various</u></td> </tr> <tr> <td><u>vividly</u></td> <td><u>bored</u></td> </tr> <tr> <td><u>emotionally</u></td> <td><u>listening</u></td> </tr> </table>	<u>narrated</u>	<u>playthings</u>	<u>excitedly</u>	<u>curious</u>	<u>thoroughly</u>	<u>eager</u>	<u>proudly</u>	<u>various</u>	<u>vividly</u>	<u>bored</u>	<u>emotionally</u>	<u>listening</u>							
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<u>emotionally</u>	<u>listening</u>																		

<p><> A-2a. Highlight words</p> <p>He said that he was first a part of a game.</p>	<p><> A-2b. & 2c. 3-5 synonyms or substitute words for the words in the sentence</p> <table border="0"> <tr> <td><u>said</u></td> <td><u>first</u></td> <td><u>part</u></td> <td><u>game</u></td> </tr> <tr> <td><u>stated</u></td> <td><u>originally</u></td> <td><u>piece</u></td> <td><u>set</u></td> </tr> <tr> <td><u>announced</u></td> <td><u>at the start</u></td> <td><u>segment</u></td> <td><u>array</u></td> </tr> <tr> <td><u>declared</u></td> <td><u>initially</u></td> <td><u>portion</u></td> <td><u>body</u></td> </tr> <tr> <td><u>disclosed</u></td> <td><u>at the outset</u></td> <td><u>element</u></td> <td><u>collection</u></td> </tr> <tr> <td><u>explained</u></td> <td><u>to begin with</u></td> <td><u>member</u></td> <td><u>content</u></td> </tr> <tr> <td><u>revealed</u></td> <td><u>formerly</u></td> <td><u>unit</u></td> <td><u>competition</u></td> </tr> </table>	<u>said</u>	<u>first</u>	<u>part</u>	<u>game</u>	<u>stated</u>	<u>originally</u>	<u>piece</u>	<u>set</u>	<u>announced</u>	<u>at the start</u>	<u>segment</u>	<u>array</u>	<u>declared</u>	<u>initially</u>	<u>portion</u>	<u>body</u>	<u>disclosed</u>	<u>at the outset</u>	<u>element</u>	<u>collection</u>	<u>explained</u>	<u>to begin with</u>	<u>member</u>	<u>content</u>	<u>revealed</u>	<u>formerly</u>	<u>unit</u>	<u>competition</u>
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<u>revealed</u>	<u>formerly</u>	<u>unit</u>	<u>competition</u>																										
<p><> A-2e. New sentence--no descriptors</p> <p>He explained that he was initially a member of a set.</p>	<p><> A-2h. New sentence with descriptors</p> <p>He proudly explained that he was initially a vital member of a beloved set.</p>																												
<p><> A-2f. & 2g. 3-5 descriptors for new words</p> <table border="0"> <tr> <td><u>explained</u></td> <td><u>member</u></td> <td><u>set</u></td> </tr> <tr> <td><u>longingly</u></td> <td><u>vital</u></td> <td><u>competition</u></td> </tr> <tr> <td><u>proudly</u></td> <td><u>important</u></td> <td><u>beloved</u></td> </tr> <tr> <td><u>slowly</u></td> <td><u>proud</u></td> <td><u>expensive</u></td> </tr> <tr> <td><u>quickly</u></td> <td><u>elite</u></td> <td><u>well-used</u></td> </tr> <tr> <td><u>emotionally</u></td> <td><u>respected</u></td> <td><u>beautiful</u></td> </tr> </table>	<u>explained</u>	<u>member</u>	<u>set</u>	<u>longingly</u>	<u>vital</u>	<u>competition</u>	<u>proudly</u>	<u>important</u>	<u>beloved</u>	<u>slowly</u>	<u>proud</u>	<u>expensive</u>	<u>quickly</u>	<u>elite</u>	<u>well-used</u>	<u>emotionally</u>	<u>respected</u>	<u>beautiful</u>											
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<u>longingly</u>	<u>vital</u>	<u>competition</u>																											
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<u>emotionally</u>	<u>respected</u>	<u>beautiful</u>																											

<p><> A-3a. Highlight words</p> <p>A girl named Florine owned him.</p>	<p><> A-3b. & 3c. 3-5 synonyms or substitute words for the words in the sentence</p> <table border="0"> <tr> <td><u>girl</u></td> <td><u>name</u></td> <td><u>owned</u></td> <td><u>him</u></td> </tr> <tr> <td><u>little miss</u></td> <td><u>known as</u></td> <td><u>possessed</u></td> <td><u>the marbles</u></td> </tr> <tr> <td><u>youngster</u></td> <td><u>called</u></td> <td><u>had</u></td> <td><u>the orbs</u></td> </tr> <tr> <td><u>child</u></td> <td><u>titled</u></td> <td><u>kept</u></td> <td><u>the toys</u></td> </tr> <tr> <td><u>young lady</u></td> <td><u>labeled</u></td> <td><u>controlled</u></td> <td><u>the game</u></td> </tr> <tr> <td><u>youth</u></td> <td><u>designated</u></td> <td><u>retained</u></td> <td><u>the collection</u></td> </tr> <tr> <td><u>youngling</u></td> <td><u>dubbed</u></td> <td><u>had right to</u></td> <td><u>the balls</u></td> </tr> </table>	<u>girl</u>	<u>name</u>	<u>owned</u>	<u>him</u>	<u>little miss</u>	<u>known as</u>	<u>possessed</u>	<u>the marbles</u>	<u>youngster</u>	<u>called</u>	<u>had</u>	<u>the orbs</u>	<u>child</u>	<u>titled</u>	<u>kept</u>	<u>the toys</u>	<u>young lady</u>	<u>labeled</u>	<u>controlled</u>	<u>the game</u>	<u>youth</u>	<u>designated</u>	<u>retained</u>	<u>the collection</u>	<u>youngling</u>	<u>dubbed</u>	<u>had right to</u>	<u>the balls</u>
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<u>youngling</u>	<u>dubbed</u>	<u>had right to</u>	<u>the balls</u>																										
<p><> A-3e. New sentence--no descriptors</p> <p>A young lady called Florine possessed the orbs.</p>	<p><> A-3h. New sentence with descriptors</p> <p>A dainty young lady suitably called Florine possessed the colorful orb.</p>																												
<p><> A-3f. & 3g. 3-5 descriptors for new words</p> <table border="0"> <tr> <td><u>young lady</u></td> <td><u>called</u></td> <td><u>orbs</u></td> </tr> <tr> <td><u>dainty</u></td> <td><u>nicely</u></td> <td><u>new</u></td> </tr> <tr> <td><u>nice</u></td> <td><u>officially</u></td> <td><u>gorgeous</u></td> </tr> <tr> <td><u>beautiful</u></td> <td><u>suitably</u></td> <td><u>useful</u></td> </tr> <tr> <td><u>precise</u></td> <td><u>uniquely</u></td> <td><u>numerous</u></td> </tr> <tr> <td><u>orderly</u></td> <td><u>pleasantly</u></td> <td><u>colorful</u></td> </tr> </table>	<u>young lady</u>	<u>called</u>	<u>orbs</u>	<u>dainty</u>	<u>nicely</u>	<u>new</u>	<u>nice</u>	<u>officially</u>	<u>gorgeous</u>	<u>beautiful</u>	<u>suitably</u>	<u>useful</u>	<u>precise</u>	<u>uniquely</u>	<u>numerous</u>	<u>orderly</u>	<u>pleasantly</u>	<u>colorful</u>											
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<u>orderly</u>	<u>pleasantly</u>	<u>colorful</u>																											

Writing Boxes Sample First Paragraph (continued)

<> A-4a. Highlight words

The Bright Glass Marble **liked** her **love** and **care** for the **marbles**.

<> A-4e. New sentence---o descriptors

The Bright Glass Marble in her affection and consideration for the spheres.

<> A-4b. & 4c. 3-5 synonyms or substitute words for the words in the sentence

<u>liked</u>	<u>love</u>	<u>care</u>	<u>marbles</u>
<u>loved</u>	affection	<u>carefulness</u>	spheres
<u>adored</u>	<u>fondness</u>	consideration	<u>orbs</u>
delighted in	<u>partiality</u>	<u>vigilance</u>	<u>balls</u>
<u>appreciated</u>	<u>regard</u>	<u>wariness</u>	<u>globes</u>
<u>savored</u>	<u>fervor</u>	<u>thought</u>	<u>planetoids</u>
<u>relished</u>	<u>adoration</u>	<u>forethought</u>	<u>earths</u>

<> A-4f. & 4g. 3-5 descriptors for new words

<u>affection</u>	<u>consideration</u>	<u>spheres</u>
<u>deep</u>	meticulous	tiny
<u>constant</u>	<u>precise</u>	<u>numerous</u>
<u>fervent</u>	<u>delicate</u>	<u>rolling</u>
passionate	<u>thoughtful</u>	<u>glass</u>
<u>fickle</u>	<u>constant</u>	<u>colorful</u>

<> A-4h. New sentence with descriptors

The Bright Glass Marble delighted in her passionate affection and meticulous consideration for the tiny sphere.

<> A-5a. Highlight words

Then, **she** **became** **bored** of the **game**.

<> A-5e. New sentence--no descriptors

Then, the little miss grew tired of the collection.

<> A-5b. & 5c. 3-5 synonyms or substitute words for the words in the sentence

<u>she</u>	<u>became</u>	<u>bored</u>	<u>game</u>
<u>the girl</u>	<u>turned</u>	<u>disinterested</u>	collection
<u>the young lady</u>	<u>shifted to being</u>	<u>fatigued</u>	<u>competition</u>
<u>the youth</u>	grow	<u>inattentive</u>	<u>contest</u>
<u>the youngster</u>	<u>waxed</u>	<u>uninterested</u>	<u>set</u>
the little miss	<u>ripened into</u>	tired	<u>activity</u>
<u>the child</u>	<u>passed into</u>	<u>spiritless</u>	<u>sport</u>

<> A-5f. & 5g. 3-5 descriptors for new words

<u>the little miss</u>	<u>grew</u>	<u>collection</u>
<u>maturing</u>	gradually	<u>tiny</u>
energetic	<u>speedily</u>	perfect
<u>older</u>	<u>suddenly</u>	<u>unchanging</u>
<u>impatient</u>	<u>sadly</u>	<u>aging</u>
<u>wealthy</u>	<u>unsurprisingly</u>	<u>glass</u>

<> A-5h. New sentence with descriptors

Then, the energetic little miss grew tired of the perfect collection.

<> A-6a. Highlight words

Florine **gave** **it** to her **friend** Rosie.

<> A-6e. New sentence--no descriptors

Florine gifted the marbles to her pal Rosie.

<> A-6b. & 6c. 3-5 synonyms or substitute words for the words in the sentence

<u>gave</u>	<u>it</u>	<u>friend</u>
<u>donated</u>	<u>the set</u>	pal
<u>presented</u>	the marbles	<u>companion</u>
<u>granted</u>	<u>the collection</u>	<u>acquaintance</u>
gifted	<u>the array</u>	<u>mate</u>
<u>bestowed</u>	<u>the batch</u>	<u>comrade</u>
<u>transferred</u>	<u>the series</u>	<u>confident</u>

<> A-6f. & 6g. 3-5 descriptors for new words

<u>gifted</u>	<u>pal</u>
gladly	<u>sometimes</u>
<u>flippantly</u>	<u>excited</u>
<u>carelessly</u>	<u>poorer</u>
<u>happily</u>	<u>delighted</u>
<u>eventually</u>	younger

<> A-6h. New sentence with descriptors

Florine gladly gifted the marbles to her younger pal Rosie.

Lesson B. Study Skills: Outline Second Paragraph

PoB-B	Paragraph 2	<p>Rosie took the marbles in a bag to the school. She and her friends rolled the marbles across the room. The girls lost marbles behind chairs. Some marbles showed up in beds, shoes, and even cups. The girls tossed others through windows. The teacher ordered Rosie to put away the marbles.</p>
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<> **B-1a.** Now repeat that process by highlighting the four most important words in the first sentence of the second paragraph from the passage (provided below).

The Rosie took the marbles in a bad to the school.

<> **B-1b.** Write those words on the top line in the following columns.

<> **B-1c.** Choose at least three to five* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<> **B-1d.** Once you have at least three to five* synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

<> **B-1e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 2: Sentence One (**no** descriptors added)

<> **B-1f. (1)** Write the words you just changed in your new sentence on the lines.

(2) Choose at least three to five* descriptors for each of the words you listed

(3) Write these descriptors in the columns beneath each word.

Note: You may use a thesaurus or online reference source if desired.

Descriptors for	Descriptors for	Descriptors for
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **B-1h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

Paragraph 2: Sentence One (**with** descriptors added)

<> **B-1g.** Once you have three to five* descriptors listed, choose the one in each column that you think sounds the best.

***Older or more advanced students should write five words whenever possible.**

<> **B-2a.** Now repeat that process by highlighting the four most important words in the second sentence of the second paragraph from the passage (provided below).

She and her friends rolled the marbles across the room.

<> **B-2b.** Write those words on the top line in the following columns.

<> **B-2c.** Choose at least three to five* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<> **B-2d.** Once you have at least three to five* synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

<> **B-2e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 2: Sentence Two (**no** descriptors added)

**Note: Younger students may stop at this point if your teacher so chooses.*

<> **B-2f. (1)** Write three of the words you just changed in your new sentence on the lines.
(2) Choose at least three to five* descriptors for each of the words you listed
(3) Write these descriptors in the columns beneath each word.

Note: You may use a thesaurus or online reference source if desired.

Descriptors for	Descriptors for	Descriptors for
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **B-2h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

Paragraph 2: Sentence Two (**with** descriptors added)

<> **B-2g.** Once you have three to five* descriptors listed, choose the one in each column that you think sounds the best.

**Older or more advanced students should write five words whenever possible.*

<> **B-3a.** Now repeat that process by highlighting the three most important words in the third sentence of the second paragraph from the passage (provided below).

*The girls lost marbles
behind chairs.*

<> **B-3b.** Write those words on the top line in the following columns.

<> **B-3c.** Choose at least three to five* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **B-3d.** Once you have at least three to five* synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

<> **B-3e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 2: Sentence Three (**no** descriptors added)

<> **B-3f. (1)** Write the words you just changed in your new sentence on the lines.

(2) Choose at least three to five* descriptors for each of the words you listed

(3) Write these descriptors in the columns beneath each word.

Note: You may use a thesaurus or online reference source if desired.

Descriptors for	Descriptors for
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

<> **B-3h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

Paragraph 2: Sentence Three (**with** descriptors added)

<> **B-3g.** Once you have three to five* descriptors listed, choose the one in each column that you think sounds the best.

***Older or more advanced students should write five words whenever possible.**

<> **B-4a.** Now repeat that process by highlighting the four most important words in the fourth sentence of the second paragraph from the passage (provided below).

Some marbles showed up in beds, shoes, and even cups.

<> **B-4b.** Write those words on the top line in the following columns.

<> **B-4c.** Choose at least three to five* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<> **B-4d.** Once you have at least three to five* synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

<> **B-4e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 2: Sentence Four (**no** descriptors added)

**Note: Younger students may stop at this point if your teacher so chooses.*

<> **B-4f. (1)** Write three of the words you just changed in your new sentence on the lines.
(2) Choose at least three to five* descriptors for each of the words you listed
(3) Write these descriptors in the columns beneath each word.

Note: You may use a thesaurus or online reference source if desired.

Descriptors for	Descriptors for	Descriptors for
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **B-4h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

Paragraph 2: Sentence Four (**with** descriptors added)

<> **B-4g.** Once you have three to five* descriptors listed, choose the one in each column that you think sounds the best.

**Older or more advanced students should write five words whenever possible.*

<> **B-5a.** Now repeat that process by highlighting the four most important words in the fifth sentence of the second paragraph from the passage (provided below).

The girls tossed others through windows.

<> **B-5b.** Write those words on the top line in the following columns.

<> **B-5c.** Choose at least three to five* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<> **B-5d.** Once you have at least three to five* synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

<> **B-5e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 2: Sentence Five (**no** descriptors added)

**Note: Younger students may stop at this point if your teacher so chooses.*

<> **B-5f. (1)** Write three of the words you just changed in your new sentence on the lines.

(2) Choose at least three to five* descriptors for each of the words you listed

(3) Write these descriptors in the columns beneath each word.

Note: You may use a thesaurus or online reference source if desired.

Descriptors
for

Descriptors
for

Descriptors
for

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **B-5g.** Once you have three to five* descriptors listed, choose the one in each column that you think sounds the best.

<> **B-5h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

Paragraph 2: Sentence Five (**with** descriptors added)

**Older or more advanced students should write five words whenever possible.*

<> **B-6a.** Now repeat that process by highlighting the four most important nouns, pronouns, and verbs in the next sentence from the passage (provided below).

The teacher ordered Rosie to put away the marbles.

<> **B-6b.** Write those words on the top line in the following columns and underline them with a highlighter.

<> **B-6c.** Choose at least three to five* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<> **B-6d.** Once you have at least three to five* synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

<> **B-6e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 2: Sentence Six (**no** descriptors added)

<> **B-6f. (1)** Write the words you just changed in your new sentence on the lines.

(2) Choose at least three to five* descriptors for each of the words you listed

(3) Write these descriptors in the columns beneath each word.

Note: You may use a thesaurus or online reference source if desired.

Descriptors
for

Descriptors
for

Descriptors
for

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **B-6g.** Once you have three to five* listed, choose the word in each column that you think sounds the best and highlight each one.

<> **B-6h.** Now write your new sentence again—this time with the descriptors you just highlighted added to it.

Paragraph 2: Sentence Six (**with** descriptors added)

***Older or more advanced students should write five words whenever possible.**

Sample of Paragraph Two With New Sentences and Describers

Rosie carried the glassy globes in a leather pouch to the all-girl academy. She and her eager schoolmates tossed the shocked marbles around the square chamber. The careless youngsters quickly misplaced marbles behind seats. Some marbles appeared in several bunks, teachers' footwear, and even full mugs. The little misses laughingly lobbed hard orbs through the fragile dormers. The frustrated instructor required Rosie to carefully hide the dangerous spheres.

Writing Boxes Samples--Second Paragraph

<> B-1a. Highlight words

Rosie took the marbles in a bag to the school.

<> B-1b. & 1c. 3-5 synonyms or substitute words for the words in the sentence

<u>took</u>	<u>marbles</u>	<u>bag</u>	<u>school</u>
transported	spheres	<u>pouch</u>	institute
hauled	orbs	sack	hall
<u>carried</u>	balls	case	seminary
lugged	planets	container	college
toted	<u>globes</u>	pack	department
brought	rounds	purse	<u>academy</u>

<> B-1e. New sentence--no descriptors

Rosie carried the globes in a bag to the school.

<> B-1f. & 1g. 3-5 descriptors for new words

<u>globes</u>	<u>pouch</u>	<u>academy</u>
<u>glassy</u>	<u>leather</u>	boarding
colorful	tiny	<u>all-girls</u>
fragile	brown	fancy
new	green	education
clean	drawstring	formal

<> B-1h. New sentence with descriptors

Rosie carried the glassy globes in a leather pouch to the all-girl academy.

<> B-2a. Highlight words

She and her friends rolled the marbles across the room.

<> B-2b. & 2c. 3-5 synonyms or substitute words for the words in the sentence

<u>friends</u>	<u>rolled</u>	<u>across</u>	<u>room</u>
pals	tumbled	<u>around</u>	place
buddies	hurled	about	<u>chamber</u>
<u>schoolmates</u>	<u>tossed</u>	over	area
classmates	chucked	athwart	setup
chums	threw	beyond	cave
consorts	hurtled	crosswise	flat

<> B-2e. New sentence--no descriptors

She and her schoolmates tossed the marbles around the chamber.

<> B-2h. New sentence with descriptors

She and her eager schoolmates tossed the shocked marbles around the square chamber.

<> B-2f. & 2g. 3-5 descriptors for new words

<u>schoolmates</u>	<u>marbles</u>	<u>chamber</u>
<u>eager</u>	exotic	<u>square</u>
energetic	colorful	wooden
bored	<u>shocked</u>	schooling
hyper	surprised	sleeping
unruly	smooth	airy

<> B-3a. Highlight words

The girls lost marbles behind chairs.

<> B-3b. & 3c. 3-5 synonyms or substitute words for the words in the sentence

<u>girls</u>	<u>lost</u>	<u>chairs</u>
gals	misaid	benches
ladies	<u>misplaced</u>	rockers
<u>misses</u>	forgot	<u>seats</u>
children	scattered	couches
youths	dropped	loungers
youngsters	depleted	stools

<> B-3e. New sentence--no descriptors

The youngsters misplaced marbles behind seats.

<> B-3h. New sentence with descriptors

The careless youngsters quickly misplaced marbles behind seats.

<> B-3f. & 3g. 3-5 descriptors for new words

<u>youngsters</u>	<u>misplaced</u>
<u>careless</u>	carelessly
energetic	<u>quickly</u>
reckless	speedily
unruly	recklessly
loud	foolishly

Writing Boxes Samples--Second Paragraph (continued)

<p><> B-4a. Highlight words</p> <p>Some marbles showed up in beds, shoes, and even cups.</p>	<p><> B-4b. & 4c. 3-5 synonyms or substitute words for the words in the sentence</p> <table border="0"> <tr> <td><u>showed up</u></td> <td><u>beds</u></td> <td><u>shoes</u></td> <td><u>cups</u></td> </tr> <tr> <td><u>surfaced</u></td> <td><u>bunks</u></td> <td><u>sneakers</u></td> <td><u>mugs</u></td> </tr> <tr> <td><u>appeared</u></td> <td><u>cots</u></td> <td><u>loafers</u></td> <td><u>goblets</u></td> </tr> <tr> <td><u>popped up</u></td> <td><u>berths</u></td> <td><u>footware</u></td> <td><u>vessels</u></td> </tr> <tr> <td><u>turned up</u></td> <td><u>mattresses</u></td> <td><u>pumps</u></td> <td><u>chalices</u></td> </tr> <tr> <td><u>sprung up</u></td> <td><u>couches</u></td> <td><u>boots</u></td> <td><u>glasses</u></td> </tr> <tr> <td><u>cropped up</u></td> <td><u>chaises</u></td> <td><u>clogs</u></td> <td><u>tumblers</u></td> </tr> </table>	<u>showed up</u>	<u>beds</u>	<u>shoes</u>	<u>cups</u>	<u>surfaced</u>	<u>bunks</u>	<u>sneakers</u>	<u>mugs</u>	<u>appeared</u>	<u>cots</u>	<u>loafers</u>	<u>goblets</u>	<u>popped up</u>	<u>berths</u>	<u>footware</u>	<u>vessels</u>	<u>turned up</u>	<u>mattresses</u>	<u>pumps</u>	<u>chalices</u>	<u>sprung up</u>	<u>couches</u>	<u>boots</u>	<u>glasses</u>	<u>cropped up</u>	<u>chaises</u>	<u>clogs</u>	<u>tumblers</u>
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<p><> B-4e. New sentence--no descriptors</p> <p>Some marbles appeared in <u>bunks</u>, <u>footwear</u>, and even <u>mugs</u>.</p>	<p><> B-4f. & 4g. 3-5 descriptors for new words</p> <table border="0"> <tr> <td><u>bunks</u></td> <td><u>footware</u></td> <td><u>mugs</u></td> </tr> <tr> <td><u>soft</u></td> <td><u>certain</u></td> <td><u>full</u></td> </tr> <tr> <td><u>severals</u></td> <td><u>enclosed</u></td> <td><u>empty</u></td> </tr> <tr> <td><u>unmade</u></td> <td><u>unused</u></td> <td><u>glass</u></td> </tr> <tr> <td><u>roomy</u></td> <td><u>teachers'</u></td> <td><u>wood</u></td> </tr> <tr> <td><u>hard</u></td> <td><u>comfortable</u></td> <td><u>deep</u></td> </tr> </table> <p><> B-4h. New sentence with descriptors</p> <p>Some marbles appeared in <u>several</u> <u>bunks</u>, <u>teachers'</u> <u>footwear</u>, and even <u>full</u> <u>mugs</u>.</p>	<u>bunks</u>	<u>footware</u>	<u>mugs</u>	<u>soft</u>	<u>certain</u>	<u>full</u>	<u>severals</u>	<u>enclosed</u>	<u>empty</u>	<u>unmade</u>	<u>unused</u>	<u>glass</u>	<u>roomy</u>	<u>teachers'</u>	<u>wood</u>	<u>hard</u>	<u>comfortable</u>	<u>deep</u>										
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<p><> B-5a. Highlight words</p> <p>The girls tossed others through windows.</p>	<p><> B-5b. & 5c. 3-5 synonyms or substitute words for the words in the sentence</p> <table border="0"> <tr> <td><u>girls</u></td> <td><u>tossed</u></td> <td><u>others</u></td> <td><u>windows</u></td> </tr> <tr> <td><u>young ladies</u></td> <td><u>flung</u></td> <td><u>orbs</u></td> <td><u>apertures</u></td> </tr> <tr> <td><u>little misses</u></td> <td><u>lobbed</u></td> <td><u>balls</u></td> <td><u>casements</u></td> </tr> <tr> <td><u>youths</u></td> <td><u>launched</u></td> <td><u>spheres</u></td> <td><u>skylights</u></td> </tr> <tr> <td><u>youngsters</u></td> <td><u>hurled</u></td> <td><u>globes</u></td> <td><u>portholes</u></td> </tr> <tr> <td><u>children</u></td> <td><u>slung</u></td> <td><u>worlds</u></td> <td><u>bays</u></td> </tr> <tr> <td><u>pupils</u></td> <td><u>heaved</u></td> <td><u>planets</u></td> <td><u>dormers</u></td> </tr> </table>	<u>girls</u>	<u>tossed</u>	<u>others</u>	<u>windows</u>	<u>young ladies</u>	<u>flung</u>	<u>orbs</u>	<u>apertures</u>	<u>little misses</u>	<u>lobbed</u>	<u>balls</u>	<u>casements</u>	<u>youths</u>	<u>launched</u>	<u>spheres</u>	<u>skylights</u>	<u>youngsters</u>	<u>hurled</u>	<u>globes</u>	<u>portholes</u>	<u>children</u>	<u>slung</u>	<u>worlds</u>	<u>bays</u>	<u>pupils</u>	<u>heaved</u>	<u>planets</u>	<u>dormers</u>
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<p><> B-5e. New sentence--no descriptors</p> <p>The <u>little misses</u> <u>lobbed</u> <u>orbs</u> through <u>dormers</u>.</p>	<p><> B-5f. & 5g. 3-5 descriptors for new words</p> <table border="0"> <tr> <td><u>lobbed</u></td> <td><u>orbs</u></td> <td><u>dormers</u></td> </tr> <tr> <td><u>crazily</u></td> <td><u>hard</u></td> <td><u>fragile</u></td> </tr> <tr> <td><u>angrily</u></td> <td><u>tiny</u></td> <td><u>high</u></td> </tr> <tr> <td><u>naughtily</u></td> <td><u>disappearing</u></td> <td><u>nearby</u></td> </tr> <tr> <td><u>laughingly</u></td> <td><u>renaming</u></td> <td><u>solid</u></td> </tr> <tr> <td><u>ruthlessly</u></td> <td><u>dangerous</u></td> <td><u>aging</u></td> </tr> </table> <p><> B-5h. New sentence with descriptors</p> <p>The <u>little misses</u> <u>laughingly</u> <u>lobbed</u> <u>hard</u> <u>orbs</u> through the <u>fragile</u> <u>dormers</u>.</p>	<u>lobbed</u>	<u>orbs</u>	<u>dormers</u>	<u>crazily</u>	<u>hard</u>	<u>fragile</u>	<u>angrily</u>	<u>tiny</u>	<u>high</u>	<u>naughtily</u>	<u>disappearing</u>	<u>nearby</u>	<u>laughingly</u>	<u>renaming</u>	<u>solid</u>	<u>ruthlessly</u>	<u>dangerous</u>	<u>aging</u>										
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<p><> B-6a. Highlight words</p> <p>The teacher ordered Rosie to put away the marbles.</p>	<p><> B-6b. & 6c. 3-5 synonyms or substitute words for the words in the sentence</p> <table border="0"> <tr> <td><u>teacher</u></td> <td><u>ordered</u></td> <td><u>put away</u></td> <td><u>marbles</u></td> </tr> <tr> <td><u>instructor</u></td> <td><u>required</u></td> <td><u>locked up</u></td> <td><u>balls</u></td> </tr> <tr> <td><u>educator</u></td> <td><u>commanded</u></td> <td><u>bag</u></td> <td><u>globes</u></td> </tr> <tr> <td><u>lecturer</u></td> <td><u>directed</u></td> <td><u>secrete</u></td> <td><u>worlds</u></td> </tr> <tr> <td><u>tutor</u></td> <td><u>charged</u></td> <td><u>hide</u></td> <td><u>spheres</u></td> </tr> <tr> <td><u>supervisor</u></td> <td><u>instructed</u></td> <td><u>stash</u></td> <td><u>planets</u></td> </tr> <tr> <td><u>superintendent</u></td> <td><u>called for</u></td> <td><u>stow</u></td> <td><u>orbs</u></td> </tr> </table>	<u>teacher</u>	<u>ordered</u>	<u>put away</u>	<u>marbles</u>	<u>instructor</u>	<u>required</u>	<u>locked up</u>	<u>balls</u>	<u>educator</u>	<u>commanded</u>	<u>bag</u>	<u>globes</u>	<u>lecturer</u>	<u>directed</u>	<u>secrete</u>	<u>worlds</u>	<u>tutor</u>	<u>charged</u>	<u>hide</u>	<u>spheres</u>	<u>supervisor</u>	<u>instructed</u>	<u>stash</u>	<u>planets</u>	<u>superintendent</u>	<u>called for</u>	<u>stow</u>	<u>orbs</u>
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<p><> B-6e. New sentence--no descriptors</p> <p>The <u>instructor</u> <u>required</u> <u>Rosie</u> to <u>hide</u> the <u>spheres</u>.</p>	<p><> B-6f. & 6g. 3-5 descriptors for new words</p> <table border="0"> <tr> <td><u>instructor</u></td> <td><u>hide</u></td> <td><u>spheres</u></td> </tr> <tr> <td><u>angry</u></td> <td><u>carefully</u></td> <td><u>damaging</u></td> </tr> <tr> <td><u>frustrated</u></td> <td><u>immediately</u></td> <td><u>dangerous</u></td> </tr> <tr> <td><u>furious</u></td> <td><u>quickly</u></td> <td><u>tempting</u></td> </tr> <tr> <td><u>cautious</u></td> <td><u>permanently</u></td> <td><u>numerous</u></td> </tr> <tr> <td><u>exasperated</u></td> <td><u>speedily</u></td> <td><u>colorful</u></td> </tr> </table> <p><> B-6h. New sentence with descriptors</p> <p>The <u>frustrated</u> <u>instructor</u> <u>required</u> <u>Rosie</u> to <u>carefully</u> <u>hide</u> the <u>dangerous</u> <u>spheres</u>.</p>	<u>instructor</u>	<u>hide</u>	<u>spheres</u>	<u>angry</u>	<u>carefully</u>	<u>damaging</u>	<u>frustrated</u>	<u>immediately</u>	<u>dangerous</u>	<u>furious</u>	<u>quickly</u>	<u>tempting</u>	<u>cautious</u>	<u>permanently</u>	<u>numerous</u>	<u>exasperated</u>	<u>speedily</u>	<u>colorful</u>										
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Lesson C. Study Skills: Outline Third Paragraph

PoB-C	Paragraph 3	<p>Rosie took the marbles to her bedroom. Her brother Robert took the Bright Glass Marble from Rosie's bag. A boy named Frank went to Robert's school. Frank got the Bright Glass Marble from Robert in a game. This boy left the school and went to his home. He put his marbles in the cupboard. The cupboard was the Bright Glass Marble's house.</p>
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<> **C-1a.** Now repeat that process by highlighting the three most important words in the first sentence of the third paragraph from the passage (provided below).

Rosie took the marbles to her bedroom.

<> **C-1b.** Write those words on the top line in the following columns.

<> **C-1c.** Choose at least three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **C-1d.** Once you have at least three to five synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

<> **C-1e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 3: Sentence One (**no** describers added)

<> **C-1f. (1)** Write the words you just changed in your new sentence on the lines.

(2) Choose at least three to five describers for each of the words you listed.

(3) Write these describers in the columns beneath each word. Note: You may use a thesaurus or online reference source if desired.

Describers for	Describers for
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

<> **C-1h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

Paragraph 3: Sentence One (**with** describers added)

<> **C-1g.** Once you have three to five describers listed, choose the one in each column that you think sounds the best.

<> **C-2a.** Now repeat that process by highlighting the four most important words in the second sentence of the third paragraph from the passage (provided below).

Her brother Robert took the Bright Glass Marble from Rosie's bag.

<> **C-2b.** Write those words on the top line in the following columns.

<> **C-2c.** Choose at least three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<> **C-2d.** Once you have at least three to five synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

<> **C-2e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 3: Sentence Two (**no** descriptors added)

<> **C-2f. (1)** Write the words you just changed in your new sentence on the lines.

(2) Choose at least three to five descriptors for each of the words you listed.

(3) Write these descriptors in the columns beneath each word. Note:

You may use a thesaurus or online reference source if desired.

Descriptors
for

Descriptors
for

Descriptors
for

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **C-2g.** Once you have three to five descriptors listed, choose the one in each column that you think sounds the best.

<> **C-2h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

Paragraph 3: Sentence Two (**with** descriptors added)

<> **C-3a.** Now repeat that process by highlighting the four most important words in the third sentence of the third paragraph from the passage (provided below).

A boy named Frank went to Robert's school.

<> **C-3b.** Write those words on the top line in the following columns.

<> **C-3c.** Choose at least three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<> **C-3d.** Once you have at least three to five synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

<> **C-3e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 3: Sentence Three (**no** describers added)

<> **C-3f.** (1) Write the words you just changed in your new sentence on the lines.

(2) Choose at least three to five describers for each of the words you listed.

(3) Write these describers in the columns beneath each word.

Note: You may use a thesaurus or online reference source if desired.

Describers
for

Describers
for

Describers
for

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **C-3h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

Paragraph 3: Sentence Three (**with** describers added)

<> **C-3g.** Once you have three to five describers listed, choose the one in each column that you think sounds the best.

<> **C-4a.** Now repeat that process by highlighting the three most important words in the fourth sentence of the third paragraph from the passage (provided below).

Frank got the Bright Glass Marble from Robert in a game.

<> **C-4b.** Write those words on the top line in the following columns.

<> **C-4c.** Choose at least three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **C-4d.** Once you have at least three to five synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

<> **C-4e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 3: Sentence Four (**no** descriptors added)

<> **C-4f.** (1) Write the words you just changed in your new sentence on the lines.

(2) Choose at least three to five descriptors for each of the words you listed.

(3) Write these descriptors in the columns beneath each word.

Note: You may use a thesaurus or online reference source if desired.

Descriptors
for

Descriptors
for

Descriptors
for

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **C-4g.** Once you have three to five descriptors listed, choose the one in each column that you think sounds the best.

<> **C-4h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

Paragraph 3: Sentence Four (**with** descriptors added)

<> **C-5a.** Now repeat that process by highlighting the four most important words in the fifth sentence of the third paragraph from the passage (provided below).

*This boy left the school
and went to his home*

<> **C-5b.** Write those words on the top line in the following columns.

<> **C-5c.** Choose at least three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<> **C-5d.** Once you have at least three to five synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

<> **C-5e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 3: Sentence Five (**no** describers added)

<> **C-5f.** (1) Write the words you just changed in your new sentence on the lines.

(2) Choose at least three to five describers for each of the words you listed.

(3) Write these describers in the columns beneath each word. Note:

You may use a thesaurus or online reference source if desired.

Describers
for

Describers
for

Describers
for

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **C-5h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

Paragraph 3: Sentence Five (**with**
describers added)

<> **C-5g.** Once you have three to five describers listed, choose the one in each column that you think sounds the best.

<> C-6a. Now repeat that process by highlighting the three most important words in the sixth sentence of the passage (provided below).

*He put his marbles
in the cupboard.*

<> C-6b. Write those words on the top line in the following columns.

<> C-6c. Choose at least three to five* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> C-6d. Once you have at least three to five* synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

<> C-6e. Write a new sentence from the given one with your new words (highlighted above).

Paragraph 3: Sentence Six (**no** descriptors added)

<> C-6f. (1) Write the words you just changed in your new sentence on the lines.

(2) Choose at least three to five* descriptors for each of the words you listed

(3) Write these descriptors in the columns beneath each word.

Note: You may use a thesaurus or online reference source if desired.

Descriptors for	Descriptors for
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

<> C-6h. Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

Paragraph 3: Sentence Six (**with** descriptors added)

<> C-6g. Once you have three to five* listed, choose the word in each column that you think sounds the best and highlight each one.

***Older or more advanced students should write five words whenever possible.**

<> **C-7a.** Now repeat that process by highlighting the four most important words in the seventh sentence of the third paragraph from the passage (provided below).

The Cupboard was the Bright Glass Marble's house.

<> **C-7b.** Write those words on the top line in the following columns.

<> **C-7c.** Choose at least three to five* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<> **C-7d.** Once you have at least three to five* synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

<> **C-7e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 3: Sentence Seven (**no** descriptors added)

<> **C-7f. (1)** Write the words you just changed in your new sentence on the lines.

(2) Choose at least three to five* descriptors for each of the words you listed

(3) Write these descriptors in the columns beneath each word.

Note: You may use a thesaurus or online reference source if desired.

Descriptors for	Descriptors for	Descriptors for
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **C-7h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

Paragraph 3: Sentence Seven (**with** descriptors added)

<> **C-7g.** Once you have three to five* descriptors listed, choose the one in each column that you think sounds the best.

***Older or more advanced students should write five words whenever possible.**

Sample of Paragraph Three With New Sentences and Describers

Rosie later transferred the well-used orbs to her bedchamber. Her naughty sibling Robert carefully swiped the Bright Glass Marble from his sisters tempting sack. A competitive lad called Frank attended Robert's all-boy academy. This talented boy eventually acquired the Bright Glass Marble from Robert in a heated contest. This winning young man later departed the school and returned to his distant dwelling. He quickly arranged his new spheres in the toy cabinet. The small closet happily turned into the special Marble's long-term residence.

Writing Boxes Samples--Third Paragraph

<p><> C-1a. Highlight words</p> <p>Rosie <u>took</u> the <u>marbles</u> to her <u>bedroom</u>.</p>	<p><> C-1b. & 1c. 3-5 synonyms or substitute words for the words in the sentence</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><u>took</u></td> <td style="text-align: center;"><u>marbles</u></td> <td style="text-align: center;"><u>bedroom</u></td> </tr> <tr> <td style="text-align: center;"><u>carried</u></td> <td style="text-align: center;"><u>orbs</u></td> <td style="text-align: center;"><u>sleeping chamber</u></td> </tr> <tr> <td style="text-align: center;"><u>removed</u></td> <td style="text-align: center;"><u>worlds</u></td> <td style="text-align: center;"><u>boudoir</u></td> </tr> <tr> <td style="text-align: center;"><u>transferred</u></td> <td style="text-align: center;"><u>planets</u></td> <td style="text-align: center;"><u>bunk room</u></td> </tr> <tr> <td style="text-align: center;"><u>transported</u></td> <td style="text-align: center;"><u>spheres</u></td> <td style="text-align: center;"><u>bedchamber</u></td> </tr> <tr> <td style="text-align: center;"><u>brought</u></td> <td style="text-align: center;"><u>balls</u></td> <td style="text-align: center;"><u>cubicle</u></td> </tr> <tr> <td style="text-align: center;"><u>toted</u></td> <td style="text-align: center;"><u>globes</u></td> <td style="text-align: center;"><u>guest room</u></td> </tr> </table>	<u>took</u>	<u>marbles</u>	<u>bedroom</u>	<u>carried</u>	<u>orbs</u>	<u>sleeping chamber</u>	<u>removed</u>	<u>worlds</u>	<u>boudoir</u>	<u>transferred</u>	<u>planets</u>	<u>bunk room</u>	<u>transported</u>	<u>spheres</u>	<u>bedchamber</u>	<u>brought</u>	<u>balls</u>	<u>cubicle</u>	<u>toted</u>	<u>globes</u>	<u>guest room</u>							
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<u>toted</u>	<u>globes</u>	<u>guest room</u>																											
<p><> C-1e. New sentence--no describers</p> <p>Rosie transferred the orbs to her bedchamber.</p>	<p><> C-1h. New sentence with describers</p> <p>Rosie later transferred the well-used orbs to her bedchamber.</p>																												
<p><> C-1f. & 1g. 3-5 describers for new words</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><u>transferred</u></td> <td style="text-align: center;"><u>orbs</u></td> </tr> <tr> <td style="text-align: center;"><u>eventually</u></td> <td style="text-align: center;"><u>troublesome</u></td> </tr> <tr> <td style="text-align: center;"><u>secretly</u></td> <td style="text-align: center;"><u>eventually</u></td> </tr> <tr> <td style="text-align: center;"><u>later</u></td> <td style="text-align: center;"><u>depleted</u></td> </tr> <tr> <td style="text-align: center;"><u>soon</u></td> <td style="text-align: center;"><u>decreased</u></td> </tr> <tr> <td style="text-align: center;"><u>reluctantly</u></td> <td style="text-align: center;"><u>well-used</u></td> </tr> </table>	<u>transferred</u>	<u>orbs</u>	<u>eventually</u>	<u>troublesome</u>	<u>secretly</u>	<u>eventually</u>	<u>later</u>	<u>depleted</u>	<u>soon</u>	<u>decreased</u>	<u>reluctantly</u>	<u>well-used</u>	<p><> C-2a. Highlight words</p> <p>Her <u>brother</u> Robert <u>took</u> the Bright Glass Marble from <u>Rosie's</u> <u>bag</u>.</p>																
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<u>brother</u>	<u>took</u>	<u>Rosie's</u>	<u>bag</u>																										
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<u>relation</u>	<u>pilfered</u>	<u>the young lady's</u>	<u>pack</u>																										
<u>kin</u>	<u>plundered</u>	<u>the little miss's</u>	<u>satchel</u>																										
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<u>sibling</u>	<u>swiped</u>	<u>sack</u>																											
<u>sneaky</u>	<u>silently</u>	<u>full</u>																											
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<u>energetic</u>	<u>sneakily</u>	<u>tempting</u>																											
<u>naughty</u>	<u>carefully</u>	<u>brown</u>																											

Writing Boxes Samples--Third Paragraph (continued)

<> C-3a. Highlight words

A boy named Frank went to
Robert's school.

<> C-3b. & 3c. 3-5 synonyms or substitute words for the words in the sentence

<u>boy</u>	<u>named</u>	<u>went to</u>	<u>school</u>
<u>dude</u>	<u>called</u>	<u>came to</u>	<u>academy</u>
<u>lad</u>	<u>known as</u>	<u>was present at</u>	<u>hall</u>
<u>kid</u>	<u>designated</u>	<u>attended</u>	<u>institute</u>
<u>fellow</u>	<u>dubbed</u>	<u>enrolled at</u>	<u>schoolhouse</u>
<u>chap</u>	<u>labeled</u>	<u>was part of</u>	<u>department</u>
<u>guy</u>	<u>titled</u>	<u>was a student at</u>	<u>seminary</u>

<> C-3e. New sentence--no descriptors

A lad called Frank attended
Robert's academy.

<> C-3f. & 3g. 3-5 descriptors for new words

<u>lad</u>	<u>attended</u>	<u>academy</u>
<u>competitive</u>	<u>always</u>	<u>strict</u>
<u>smart</u>	<u>commonly</u>	<u>distant</u>
<u>energetic</u>	<u>frequently</u>	<u>sunny</u>
<u>strong</u>	<u>happily</u>	<u>all-boys</u>
<u>friendly</u>	<u>also</u>	<u>wealthy</u>

<> C-3h. New sentence with descriptors

A competitive lad called Frank attended
Robert's all-boy academy.

<> C-4a. Highlight words

Frank got the Bright Glass
Marble from Robert in a game.

<> C-4b. & 4c. 3-5 synonyms or substitute words for the words in the sentence

<u>Frank</u>	<u>got</u>	<u>game</u>
<u>This lad</u>	<u>acquired</u>	<u>match</u>
<u>This boy</u>	<u>won</u>	<u>contest</u>
<u>This fellow</u>	<u>stole</u>	<u>round</u>
<u>This kid</u>	<u>received</u>	<u>tournament</u>
<u>This youth</u>	<u>scored</u>	<u>competition</u>
<u>This young man</u>	<u>collected</u>	<u>event</u>

<> C-4e. New sentence--no descriptors

This boy acquired the Bright Glass
Marble from Robert in a contest.

<> C-4h. New sentence with descriptors

This talented boy eventually acquired the
Bright Glass Marble from Robert in a
heated contest.

<> C-4f. & 4g. 3-5 descriptors for new words

<u>boy</u>	<u>acquired</u>	<u>contest</u>
<u>friendly</u>	<u>luckily</u>	<u>daily</u>
<u>eager</u>	<u>triumphantly</u>	<u>heated</u>
<u>angry</u>	<u>eventually</u>	<u>one-time</u>
<u>smack</u>	<u>happily</u>	<u>loud</u>
<u>talented</u>	<u>fortunately</u>	<u>angry</u>

Writing Boxes Sample Third Paragraph (continued)

<> C-5a. Highlight words

This boy left the school
and went to his home.

<> C-5b & 5c. 3-5 synonyms or substitute words for the words in the sentence

<u>boy</u>	<u>left</u>	<u>went</u>	<u>home</u>
<u>young man</u>	<u>quit</u>	<u>returned</u>	<u>house</u>
<u>chap</u>	<u>departed</u>	<u>traveled</u>	<u>mansion</u>
<u>school mate</u>	<u>deserted</u>	<u>retreated</u>	<u>dwelling</u>
<u>lad</u>	<u>fled</u>	<u>moved</u>	<u>abode</u>
<u>dude</u>	<u>ditched</u>	<u>trekked</u>	<u>cottage</u>
<u>youth</u>	<u>vacated</u>	<u>drove</u>	<u>farm</u>

<> C-5d. New sentence--no descriptors

This young man departed the school
and returned to his dwelling.

<> C-5e & 5f. 3-5 descriptors for new words

<u>young man</u>	<u>departed</u>	<u>dwelling</u>
<u>smart</u>	<u>later</u>	<u>happy</u>
<u>lucky</u>	<u>quickly</u>	<u>huge</u>
<u>talented</u>	<u>soon</u>	<u>distant</u>
<u>hated</u>	<u>finally</u>	<u>beloved</u>
<u>winning</u>	<u>immediately</u>	<u>beautiful</u>

<> C-5g. New sentence with descriptors

This winning young man later departed the school
and returned to his distant dwelling.

<> C-6a. Highlight words

He put his marbles in
the cupboard.

<> C-6b & 6c. 3-5 synonyms or substitute words for the words in the sentence

<u>put</u>	<u>marbles</u>	<u>cupboard</u>
<u>arranged</u>	<u>orbs</u>	<u>cabinet</u>
<u>placed</u>	<u>spheres</u>	<u>closet</u>
<u>set</u>	<u>balls</u>	<u>locker</u>
<u>positioned</u>	<u>worlds</u>	<u>sideboard</u>
<u>lay</u>	<u>globes</u>	<u>storeroom</u>
<u>settled</u>	<u>planets</u>	<u>wardrobe</u>

<> C-6d. New sentence--no descriptors

He arranged his spheres in
the cabinet.

<> C-6g. New sentence with descriptors

He quickly arranged his new spheres in
the toy cabinet.

<> C-6e & 6f. 3-5 descriptors for new words

<u>arranged</u>	<u>spheres</u>	<u>cabinet</u>
<u>carefully</u>	<u>tiny</u>	<u>storage</u>
<u>quickly</u>	<u>glassy</u>	<u>bedroom</u>
<u>carelessly</u>	<u>new</u>	<u>huge</u>
<u>slowly</u>	<u>colorful</u>	<u>playroom</u>
<u>soon</u>	<u>hard-won</u>	<u>toy</u>

Writing Boxes Samples--Third Paragraph (continued)

<> C-7a. Highlight words

The cupboard was the
Bright Glass Marble's house.

<> C-7e. New sentence--no describers

The closet turned into the
special Marble's residence.

<> C-7b. & 7c. 3-5 synonyms or substitute words for the words in the sentence

<u>cupboard</u>	<u>was</u>	<u>Bright Glass Marble's</u>	<u>house</u>
<u>closet</u>	<u>turned into</u>	<u>storyteller's</u>	<u>home</u>
<u>cabinet</u>	<u>became</u>	<u>narrators</u>	<u>residence</u>
<u>sideboard</u>	<u>remained</u>	<u>special Marble's</u>	<u>cottage</u>
<u>wardrobe</u>	<u>stayed</u>	<u>green globe's</u>	<u>habitat</u>
<u>storeroom</u>	<u>grew to be</u>	<u>well-traveled toy's</u>	<u>abode</u>
<u>locker</u>	<u>turned out to be</u>	<u>chronicler's</u>	<u>dwelling</u>

<> C-7f. & 7g. 3-5 describers for new words

<u>closet</u>	<u>turned into</u>	<u>residence</u>
<u>playroom</u>	<u>soon</u>	<u>long-term</u>
<u>full</u>	<u>eventually</u>	<u>current</u>
<u>small</u>	<u>happily</u>	<u>long-lasting</u>
<u>delightful</u>	<u>thankfully</u>	<u>full</u>
<u>bedroom</u>	<u>immediately</u>	<u>small</u>

<> C-7h. New sentence with describers

The small closet happily turned into the
special Marble's long-term residence.

Projects 3 & 4: Meet the Characters

Paragraph Writing From Given Character From Toy Story I

Overview of Informative Essay

This week you will be writing an essay over given material. That is, you will not find your own material to write from, but you will use materials provided for you in this weekly lesson and take an S-by-S (Sentence-by-Sentence) Outline.

I. TOPIC OF ESSAY

You will be writing an Expository Essay Over Given Material using a Sentence-by-Sentence Outlining method. You will choose one or more characters from the ones given from the first *Toy Story* movie to take notes over and write about.

You may choose any one, two, or three characters, based on your teacher's wishes:

- A. Woody
- B. Buzz
- C. Bo Peep
- D. Mr. Potato Head
- E. Slinky Dog
- F. Rex
- G. Hamm
- H. Andy
- I. Sid
- J. Other

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

Students will write one, two, or three paragraphs.

- A. **Basic** students will write one or two paragraphs for the body.
- B. **Extension** students will write two or three paragraphs for the body.

III. SENTENCES PER PARAGRAPH

You will write the number of sentences provided in the given passages—or more. You may always write more sentences but not fewer.

IV. OPENING PARAGRAPH

Students will **not** write an **Opening Paragraph**.

V. CLOSING PARAGRAPH

Students will **not** write a **Closing Paragraph**.

VI. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

- A. **Sentence by Sentence Outlining Method Over Given Material**
- B. **Thesis Statement**
- C. **Thesis Statement-Reloaded**
- D. **Optional Checklist Challenge**

Note: This Overview Box, which is provided at the beginning of each project, is here to give students (and teachers) an at-a-glance look at the entire composition assignment. Each step of each lesson is assigned and detailed throughout the week(s).

Lesson A. Choosing Two Paragraphs to Add Opening Sentences (Topic Sentence) and Closing Sentences and Outline Two Paragraphs

<> A-1. Read sample paragraphs.

<> A-2. Choose paragraphs from the ones provided and create Sentence-by-Sentence Outlines over them following these steps:

(1) Choose one or more of the paragraphs.

Basic: Two paragraphs

Extension: Three paragraphs or more

(2) Create a Sentence-by-Sentence Outline using 3-5 words per sentence beneath the paragraphs you chose following these steps:

a. Read the first paragraph to yourself.

i. **Determine the topic of the entire paragraph.**

ii. Write the topic of that paragraph on the **Topic of Paragraph line.**

b. Read the first sentence of the first paragraph and think about what it means.

i. Highlight **3–5 words** that would most help you to remember the content of the sentence.

ii. Write those **3–5 words** on the line provided for Sentence One.

iii. **Repeat these steps** for all of the sentences in the first paragraph.

c. Repeat these steps for all the paragraphs and sentences in the passage.

Meet the Characters Sample Paragraphs

Woody

There once was a little cowboy named Woody. He was a soft toy, like a rag doll, and had a string on his back that children could pull to make him talk. Sheriff Woody Pride was the title he liked the most. He loved living in Andy's toy room and being Andy's best friend and confidante. No other toy could take Woody's place---until a large, new-fangled plastic man dressed in a space suit came along. Suddenly, this Buzz Lightyear was also a favorite of Andy's. The "sheriff" was outraged at possibly being replaced by this "space toy"! He was bantering with Buzz when he knocked Buzz out the window. The pair ended up in the scary bedroom of the neighbor boy! The new space toy knew that Woody hadn't meant to do it, so they became friends and plotted how they could get away from this Sid guy! Their plan worked! They escaped. They went back to Andy as buddies rather than enemies.

Mr. Potato Head

In the corner of Andy's toy room stood a plastic, oval shaped little guy named Mr. Potato Head. This guy had tons of pieces and parts, and Andy loved to play with him, as did his mother when she was a child. (This spud had been around forever!) Mr. P spoke with a Brooklyn accent. He had this great talent of being able to maneuver parts of himself that were close to him—but not those attached to his body. Extra parts, which children loved to use to create different faces, had their own little storage spot right on Mr. Potato Head's back! All of the toys, including this funny potato guy, were scared that some day Andy would get tired of them and discard them at a garage sale or thrift store. But they didn't need to worry. Andy loved them all. Imagine his surprise and delight when a brand new toy joined the toy room! Mr. Potato head got a new wife---the lovely Mrs. Potato Head!

Woody

Woody was a cowboy rag doll with a pull string. His full name was Sheriff Woody Pride. He was Andy's favorite toy until Buzz Lightyear arrived. He grew jealous and accidentally knocked Buzz out of the window. Woody and Buzz worked together to escape from Sid. Then, they reconciled and rejoined Andy.

Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Buzz

Buzz Lightyear was a Space Ranger action figure. He was Andy's newest toy. He believed he was a real Space Ranger, not a toy. He made Woody extremely jealous. He sadly realized he was not a real Space Ranger while in Sid's house. Wood and Buzz escaped Sid and became best friends.

Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Bo Peep

Bo Peep was a doll who made up part of Molly's lamp. She was named after the character in the "Little Bo-Peep" rhyme. She was one of the nicest and quietest toys. She and Woody loved each other. She was kind to him when the other toys mocked him.

Paragraph Three of Body

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Mr. Potato Head

Mr. Potato Head was a plastic toy made of many parts. He had a Brooklyn accent. He could control pieces nearby but not attached to him. He also had another compartment to store pieces inside him. He worried like the other toys that he would be thrown away. He discovered in the end that a new toy name Mrs. Potato Head had arrived.

Paragraph Four of Body

Topic of Paragraph 4 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Slinky Dog

Slinky Dog was made of plastic and metal. The slinky inside him allowed him to stretch. He had a southern accent. Andy imagined he was vicious and had a force field. Most of the toys called him with Slinky or Slink.

Paragraph Five of Body

Topic of Paragraph 5 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Rex

Rex was a green plastic T-Rex dinosaur. He was anxious and excitable. He was also concerned that not enough people were scared of him. He was sensitive and unwilling to confront. Andy imagined Rex could eat Slinky Dog.

Paragraph Six of Body

Topic of Paragraph 6 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Hamm

Hamm was a piggy bank with a cork in his belly. He was friends with Mr. Potato Head. He played cards with Mr. Potato Head. He also always beat Mr. Potato Head in Battleship. He was one of the toys afraid Andy's birthday meant they would be replaced.

Paragraph Seven of Body

Topic of Paragraph 7 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Andy

Andy Davis was the owner of most of the toys. He also played with some of his sister Molly's toys. Andy's favorite toy was Woody until he received Buzz Lightyear. Andy did not know that his favoritism toward Buzz made Woody jealous. He also did not realize Sid had obtained Woody and Buzz. Thankfully, these two returned to him as he drove away from his house.

Paragraph Eight of Body

Topic of Paragraph 8 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sid

Sid Phillips was Andy's neighbor. He loved destroying and mutilating toys. He also destroyed his sister Hannah's toys and pestered her. Sid had a dog named Scud. Sid captured Woody and Buzz and planned to launch Buzz with a firework. Woody and Buzz escaped by working with Sid's toys to scare him

Paragraph Nine of Body

Topic of Paragraph 9 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Lesson B. Outline and Write Your Essay's Opening Thesis Statement-Plus

You will not write an Opening Paragraph for this assignment. You will learn more about that in next week's assignment. You will, instead, open your essay with your Opening Thesis Statement-Plus--the Thesis Statement plus any other catchy one or two sentence opening you may desire. This will be attached to the beginning of PoB-A.

For example:

1. Question: Do you love the *Toy Story* Sidekicks Slinky Dog, Rex, and Hamm?
2. Non-Sentences: Andy. Woody. Buzz. They eventually became three fast friends!
3. Book or Movie line: Andy and Woody had a friend in each other.

<> B-1. Outline your Opening Thesis Statement-Plus (to be attached to the first PoB of your essay) on the lines provided:

<> B-2. Write your Opening Thesis Statement-Plus (to be attached to the first PoB of your essay) on the lines provided.

Lesson C. Outline and Write Closing Sentence

For this essay, you will simply write a closing sentence, rather than an entire Closing Paragraph. You will do this in a similar manner to how you did your Opening Thesis Statement-Plus.

Examples:

1. Question: Did you like learning about Woody and Buzz?
2. Non Sentences: Three minor *Toy Story* characters. They are perfect for their roles.
3. Book or Movie line: Hopefully you can find a friend in me like these three discovered.
4. Other: These two toy owners are contrasting characters in *Toy Story*.

<> C-1. Outline your closing sentence or sentences (to be attached to the last PoB of your essay) on the lines provided:

<> C-2. Write your closing sentence or sentences (to be attached to the last PoB of your essay) on the lines provided.

Lesson D. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> D. Use the Checklist Challenge located after this week's lesson to edit your essay.

- (1) Complete each revision for each paragraph, as indicated.
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) Highlight (or code) each revision on your rough draft paper as directed by your teacher.
- (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

Note: Notice that after several tasks of the Checklist Challenge, the items start to contain words like "If you have already done this, highlight the word or sentence in your paper and highlight the check box(es) as directed by your teacher." When you start to see these words, you may just locate the items in your paper and code them for your teacher rather than adding more of them. Be sure you code the items in your paper and in the task list of the CC Chart.

Lesson E. Composition: Final Copy

- <> E-1. Write the final copy of your essay in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> E-2. Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?

Checklist Challenge for Projects 3 & 4: Meet the Characters

Toy Story

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).

All ALL LEVELS

B BASIC LEVEL only

E EXTENSION only

Optional OPTIONAL -- Your teacher will decide whether you should complete this task or not, based on your grammar/usage level.

All E Opt

Read your composition to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find. **Place a check mark in each CC box with a pen or pencil when this step is completed.**

☞ Focus on content errors at this time.

All

Check every sentence in one paragraph (or more, according to the check boxes) to make sure that each one is a complete sentence--**CAVES**. **Place a check mark in each CC box with a pen or pencil when this step is completed.**

- Capital at beginning
- All make sense
- Verb
- End mark
- Subject

All E Opt

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed. **“Code” the CC boxes in the same way that you coded your located verbs in your paper.**

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb or to + BHL verb)

☞ **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own. “**Code**” the CC boxes in the same way that you coded your added verbs in your paper.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

☞ Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own. “**Code**” the CC boxes in the same way that you coded your added adverbs in your paper.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	happily	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

☞ An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own. “**Code**” the CC boxes in the same way that you coded your added adjectives in your paper.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

☞ An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar, but stronger, word. ***If you do not have any Banned Words, just “code” the CC check box(es) as directed by your teacher (or place a check mark in each one that represents a paragraph with no Banned Words).***

Banned Word List

very	big	really	good	great	fine	slow
say	bad	little	want	see	look	such
ask	lot	find	walk	said	go	become
sit	think	soft	fast	many	find	

*like (*Like* is only banned when it is a verb. When used as a preposition, *like* often creates a simile--and is not a Banned Word.)

☞ Advanced students should omit as many Banned Words as possible throughout all paragraphs.

All

Create a **title**, and put it at the top of your paper. *If you have already done this, you should still “code” the CC check box and the title in your paper as directed by your teacher.*

Consider the following ideas:

- Something catchy: "Hamm, Potato, and Dino"
- Something bold: "Super Sidekicks"
- A song title or line: "A Friend in Me"
- A Scripture: "Jealousy Makes a Man Furious"
- Something biblical: "Known by Their Fruits"
- Something about character: "Who Can Withstand Jealousy"
- Other: "The Lone Ranger and the Space Ranger"

☞ **Tips:**

- Center your title at the top of the first page of your composition.
- Capitalize the first letter of the first and last word.
- Capitalize all the words within the title that are important--but not three-letter-or-fewer articles, pronouns, or prepositions.
- Do not italicize your title, though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones), if desired.

All E Opt

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. *If you and your teacher feel that your vocabulary is advanced enough, you should still “code” the CC check box(es) and the advanced words in your paper as directed by your teacher.*

<u>Instead of:</u>	<u>Use:</u>	<u>Instead of:</u>	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

☞ This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.

All E Opt

Edit each paragraph with your teacher, and correct any usage or spelling errors. Place a check mark in each CC box with a pen or pencil when this step is completed.

Appendix: Editing and Revising

It is recommended in this curriculum that students be taught from the beginning of their writing days how to edit and proofread their compositions using proofreaders' marks. It will be laborious at the beginning, but these marks ensure consistency in editing, as well as efficiency in marking. When students devise their own systems for marking errors, they are often long and indistinguishable markings that are different each time. Then when the teacher edits a paper for her student, her markings will be different too. By teaching proofreaders' marks, everyone who edits will mark errors in the same way. (This also encourages peer editing, which is valuable for both those who are editing and those being edited.)

Obviously, young students will not learn all the proofreaders' marks the first year of writing, but when used consistently, everyone will begin using the same markings, and these markings will take on immediate meaning for anyone who sees them in writing. Begin with the simplest, most commonly-used markings and continue adding new markings as your student matures as an editor.

The author has used proofreaders' marks with hundreds of students over the years, and even the youngest students enjoy learning proofreaders' marks and catch on rather quickly. Editing often becomes a challenge--a game, of sorts--for analytical students, and even those without superb editing skills enjoy the thrill of finding errors and recommending changes.

Proofreader's Marks

Symbol

Meaning





Capitalize a letter



Make a capital letter into a lowercase letter.



Delete (take out)

He went to town. 
When he left,  he went to town.

Insert punctuation

He went  town.

Insert

He  went town.

Reverse

He went  town.

Insert space

He went  town.

Leave as it was before the mark was added.

He  town went to.

Move



Make a new paragraph

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Original First Person Essay--Favorite Holiday Traditions

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Original Short Story--Predator & Prey
Original Comparative Essay--Jungle Book Before and After
Original Essay--Jungle Book Character Analysis

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Beginning Writing Boxes--Beauty and the Beast Story
Paragraph House Outlining Method--Characters in a Castle
Essay Over Given Material--Meet the Characters

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Write On, Fairy Tales Level IV




Original 5 Paragraph Essay--3 Ways Fairy Tales Help Children
Twice-Told Tale--Alice in Wonderland Story

A Write-for-a-Month Book




Tools & Tricks Level I




Outlining/Writing From Story--Three Little Pigs
Editing With a Checklist--Chicken Little

A Write-for-a-Month Book




Twice Told Tales Level III



Twice-Told Tale Story Writing--Chicken Little
Twice-Told Tale Story Writing--Emperor's New Coat

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Christmas Writing

Three Holiday Traditions Essay
Level III

Grades
6th, 7th
& 8th

Three Holiday Traditions

Color and Read,
Mowgli!

the
ABC
Sounds Song
Packet

Baby Shark Plays
by Donna Reish

Twice-Told Tales

Classic Stories
With Spin Off Versions for Read Aloud or Read Alone Fun!

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Teaching Services



Donna Reish, mother of seven grown children, Nonna to ten lovies, and thirty-two year homeschool veteran, is a prolific curriculum writer, blogger, and teacher from Indiana. She graduated from Ball State University with a degree in Elementary Education and did master's work in Reading Specialist following that. Donna began writing curriculum for a publisher out of Chicago specifically for homeschoolers twenty-five years ago. Following the completion of those thirty books over ten years, she and her husband started a

small press publishing company writing materials for homeschools and Christian schools. With the surge of digital products, Donna now writes curriculum books that are digital downloads (both secular and faith-based products), bringing her total curriculum products to 120 books of 50,000+ pages. Donna tests all of her books with 50-80 in-person students each year locally before they are published--and this is her real love: Seeing the faces of students who achieve language arts goals that they never thought were possible using her creative, incremental approaches and materials. Donna teaches parents, teachers, and teaching parents about grammar, language arts, writing, reading, learning, and more at her teaching website, *Language Arts Lady Blog*, and through her videocasts/podcasts, *How I Teach & 10 Minute Grammar*.

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Thank you to the following artists and font specialists for helping to improve the look of this product. If you are ever in need of a clip artist or font specialist, please don't hesitate to look them up!