

Write for a Month

# Toy Room



Level  
I

**DONNA REISH**  
AKA LANGUAGE ARTS LADY

# Write-for-a-Month

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

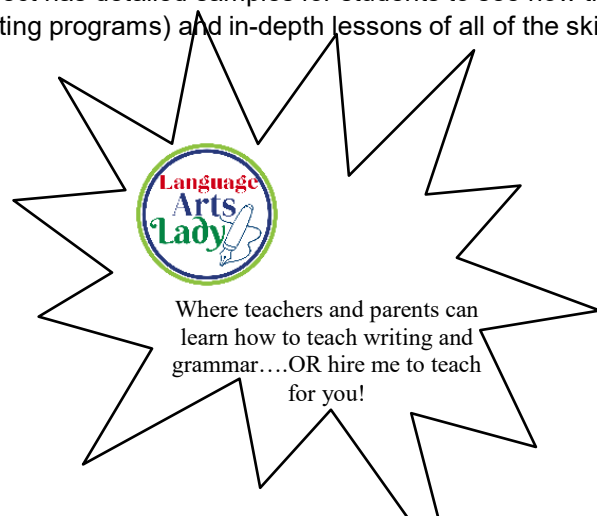
The *Write-for-a-Month* (WFAM) series of books is from LAL's line of digital publications. WFAM is a digital arm of the small- press homeschool publisher, Character Ink Press/Language Arts Lady Blog, and houses a variety of month-long writing books, grammar downloads, readers, and more for teachers, 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 2<sup>nd</sup> & 3<sup>rd</sup> – Purple
- Level II = Grade 4<sup>th</sup> & 5<sup>th</sup> – Red
- Level III = Grade 6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup> – Blue
- Level IV = Grade 9<sup>th</sup> & 10<sup>th</sup> – Green
- Level V = Grade 11<sup>th</sup> & 12<sup>th</sup> – Yellow



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

- **Beginning Writing Boxes--Raggedy Ann**
- **Original Riddle Essay--What Toy Am I?**
- **Paragraph House Outline & Descriptive Paragraph(s)--Plush Toy or Doll**

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—

- Introduction to Sentence-by-Sentence (S-by-S) Outline
- Creating a Sentence-by-Sentence Outline
- Writing from a Sentence-by-Sentence Outline
- Brainstorming
- Researching
- Paragraph House Outlining Technique
- Opening and Closing Sentence (foundation and roof of house)
- Adverbs
- CAVES—Five Parts of a Sentence
- Optional Checklist Challenge

## 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 2<sup>nd</sup> through 12<sup>th</sup> 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 I (Early Elementary)

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# Projects 1 & 2: How to Create and Write Using Writing Boxes

## Raggedy Ann Story With Beginning 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 and take an S-by-S (Sentence-by-Sentence) Outline over this passage.

Don't worry! We will use LAL'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.

#### I. TOPIC OF STORY

**Sentence-by-Sentence Outline** over given material about **Raggedy Ann** via Beginning Writing Boxes.

#### 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 **2 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 assignment. Each step of each lesson is assigned and detailed throughout the week(s).

\*LAL = Language Arts Lady



## Given Passage to Learn to Write From

<b>PoB-A</b>	<b>Paragraph 1</b>	<p>The boys needed a longer tail for their kite. Marcella offered Raggedy Ann to them. Raggedy Ann and the kite flew high. The wind ripped Raggedy Ann off the tail. Marcella and the boys could not find her. Marcella's parents could not find the doll either. Marcella cried and refused her dinner.</p>
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<b>PoB-B</b>	<b>Paragraph 2</b>	<p>Raggedy Ann sat in the tree in Marcella's yard. Two robins took some of her yarn hairs that night. Marcella searched again in the morning. The robins saw her and chirped. Marcella looked at the birds and saw Raggedy Ann. Daddy knocked Raggedy Ann out of the tree. Marcella smiled and went to breakfast happy.</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 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 Raggedy Ann in which to practice these skills.

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

Read the entire Raggedy Ann passage aloud with your teacher or to yourself to get an idea of what you will be writing about this week.

PoB-A

Paragraph 1

The boys needed a longer tail for their kite. Marcella offered Raggedy Ann to them. Raggedy Ann and the kite flew high. The wind ripped Raggedy Ann off the tail. Marcella and the boys could not find her. Marcella's parents could not find the doll either. Marcella cried and refused her dinner.

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

- 1. boys      2. needed
- 3. tail      4. kite

***The boys needed a longer tail for their kite.***

These four 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 3-5 synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

boys      needed      tail      kite

<> **A-1c.** Once you have 3-5 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

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

***Marcella offered Raggedy Ann to them.***

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

<> **A-2c.** Choose 3-5 synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

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

<> **A-2d.** Once you have 3-5 synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

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

Paragraph 1: Sentence Two

_____
_____
_____

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

***Raggedy Ann and the kite  
flew high.***

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

<> **A-3c.** Choose 3-5 synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

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

<> **A-3d.** Once you have 3-5 synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

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

Paragraph 1: Sentence Three

_____
_____
_____

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

***The wind ripped Raggedy Ann off the tail.***

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

<> **A-4c.** Choose 3-5 synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

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

<> **A-4d.** Once you have 3-5 synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

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

Paragraph 1: Sentence Four

_____
_____
_____

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

***Marcella and the boys  
could not find her.***

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

<> **A-5c.** Choose 3-5 synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

<> **A-5d.** Once you have 3-5 synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

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

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

Paragraph 1: Sentence Five

_____
_____
_____



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

***Marcella's parents could not find the doll either.***

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

<> **A-6c.** Choose 3-5 synonyms or substitute words for the the words you've listed and underlined. Write the synonyms on the lines below in the columns.

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

<> **A-6d.** Once you have 3-5 synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

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

Paragraph 1: Sentence Six

_____
_____
_____

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

***Marcella cried and refused her dinner.***

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

<> **A-7c.** Choose 3-5 synonyms or substitute words for the the words you've listed and underlined. Write the synonyms on the lines below in the columns.

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

<> **A-7d.** Once you have 3-5 synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

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

Paragraph 1: Sentence Seven

_____
_____
_____



Sample of Paragraph One

The lads yearned for a longer rudder for their glider on a string. Marcella loaned the doll to the guys. The rag toy and the flying device soared far into the air. The gale wrenched Raggedy Ann from the string. The girl and the youths could not spot the fallen toy. Marcella's father and mother could not locate the figurine either. The child wept and rejected her supper.

Writing Boxes Sample First Paragraph--Extra Word Examples Given

<p>&lt;&gt; <b>A-1a.</b> Highlight words</p> <p>The <b>boys</b> <b>needed</b> a longer <b>tail</b> for their <b>kite</b>.</p>	<p>&lt;&gt; <b>A-1b. &amp; 1c.</b> 3-5 synonyms or substitute words for the words in the sentence</p> <table border="0"> <tr> <td><b>boys</b></td> <td><b>needed</b></td> <td><b>tail</b></td> <td><b>kite</b></td> </tr> <tr> <td><u>lads</u></td> <td><u>lacked</u></td> <td><u>end</u></td> <td><u>flying toy</u></td> </tr> <tr> <td><u>youths</u></td> <td><u>required</u></td> <td><u>rear</u></td> <td><u>stringed wing</u></td> </tr> <tr> <td><u>guys</u></td> <td><u>desired</u></td> <td><u>behind</u></td> <td><u>flying device</u></td> </tr> <tr> <td><u>chaps</u></td> <td><u>wished</u></td> <td><b><u>rudder</u></b></td> <td><u>flying plaything</u></td> </tr> <tr> <td><u>fellows</u></td> <td><u>called for</u></td> <td><u>posterior</u></td> <td><u>wind-catching toy</u></td> </tr> <tr> <td><u>youngsters</u></td> <td><b><u>yearned for</u></b></td> <td><u>tag</u></td> <td><b><u>glider on a string</u></b></td> </tr> </table>	<b>boys</b>	<b>needed</b>	<b>tail</b>	<b>kite</b>	<u>lads</u>	<u>lacked</u>	<u>end</u>	<u>flying toy</u>	<u>youths</u>	<u>required</u>	<u>rear</u>	<u>stringed wing</u>	<u>guys</u>	<u>desired</u>	<u>behind</u>	<u>flying device</u>	<u>chaps</u>	<u>wished</u>	<b><u>rudder</u></b>	<u>flying plaything</u>	<u>fellows</u>	<u>called for</u>	<u>posterior</u>	<u>wind-catching toy</u>	<u>youngsters</u>	<b><u>yearned for</u></b>	<u>tag</u>	<b><u>glider on a string</u></b>
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<p>&lt;&gt; <b>A-3a.</b> Highlight words</p> <p><b>Raggedy Ann</b> and the <b>kite</b> <b>flew</b> <b>high</b>.</p>	<p>&lt;&gt; <b>A-3b. &amp; 3c.</b> 3-5 synonyms or substitute words for the words in the sentence</p> <table border="0"> <tr> <td><b>Raggedy Ann</b></td> <td><b>kite</b></td> <td><b>flew</b></td> <td><b>high</b></td> </tr> <tr> <td><u>the doll</u></td> <td><u>stringed glider</u></td> <td><u>floated</u></td> <td><u>aloft</u></td> </tr> <tr> <td><u>the figurine</u></td> <td><b><u>flying device</u></b></td> <td><u>glided</u></td> <td><u>grandly</u></td> </tr> <tr> <td><b><u>the rag toy</u></b></td> <td><u>stringed wing</u></td> <td><b><u>soared</u></b></td> <td><u>loftily</u></td> </tr> <tr> <td><u>the puppet</u></td> <td><u>flying toy</u></td> <td><u>circled</u></td> <td><u>sky-high</u></td> </tr> <tr> <td><u>the model</u></td> <td><u>wind-catching toy</u></td> <td><u>drifted</u></td> <td><u>to towering heights</u></td> </tr> <tr> <td><u>the toy person</u></td> <td><u>glider on a string</u></td> <td><u>swooped</u></td> <td><b><u>far into the air</u></b></td> </tr> </table>	<b>Raggedy Ann</b>	<b>kite</b>	<b>flew</b>	<b>high</b>	<u>the doll</u>	<u>stringed glider</u>	<u>floated</u>	<u>aloft</u>	<u>the figurine</u>	<b><u>flying device</u></b>	<u>glided</u>	<u>grandly</u>	<b><u>the rag toy</u></b>	<u>stringed wing</u>	<b><u>soared</u></b>	<u>loftily</u>	<u>the puppet</u>	<u>flying toy</u>	<u>circled</u>	<u>sky-high</u>	<u>the model</u>	<u>wind-catching toy</u>	<u>drifted</u>	<u>to towering heights</u>	<u>the toy person</u>	<u>glider on a string</u>	<u>swooped</u>	<b><u>far into the air</u></b>
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Writing Boxes Sample First Paragraph--Extra Word Examples Given (continued)

<p>&lt;&gt; <b>A-5a.</b> Highlight words  <u>Marcella</u> and the <u>boys</u> could not <u>find</u> <u>her</u>.</p>	<p>&lt;&gt; <b>A-5b. &amp; 5c.</b> 3-5 synonyms or substitute words for the words in the sentence</p> <table border="0"> <tr> <td><b>Marcella</b></td> <td><b>boys</b></td> <td><b>find</b></td> <td><b>her</b></td> </tr> <tr> <td><u>The young lady</u></td> <td><u>youngsters</u></td> <td><u>spot</u></td> <td><u>the doll</u></td> </tr> <tr> <td><u>The girl</u></td> <td><u>youths</u></td> <td><u>detect</u></td> <td><u>the figurine</u></td> </tr> <tr> <td><u>The little woman</u></td> <td><u>lads</u></td> <td><u>discover</u></td> <td><u>the puppet</u></td> </tr> <tr> <td><u>The little miss</u></td> <td><u>young men</u></td> <td><u>locate</u></td> <td><u>the model</u></td> </tr> <tr> <td><u>The lass</u></td> <td><u>guys</u></td> <td><u>spy</u></td> <td><u>the muppet</u></td> </tr> <tr> <td><u>The upset owner</u></td> <td><u>fellows</u></td> <td><u>place</u></td> <td><u>the fallen toy</u></td> </tr> </table>	<b>Marcella</b>	<b>boys</b>	<b>find</b>	<b>her</b>	<u>The young lady</u>	<u>youngsters</u>	<u>spot</u>	<u>the doll</u>	<u>The girl</u>	<u>youths</u>	<u>detect</u>	<u>the figurine</u>	<u>The little woman</u>	<u>lads</u>	<u>discover</u>	<u>the puppet</u>	<u>The little miss</u>	<u>young men</u>	<u>locate</u>	<u>the model</u>	<u>The lass</u>	<u>guys</u>	<u>spy</u>	<u>the muppet</u>	<u>The upset owner</u>	<u>fellows</u>	<u>place</u>	<u>the fallen toy</u>
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## Lesson B. Study Skills: Outline Second Paragraph

PoB-B	Paragraph 2	<p>Raggedy Ann sat in the tree in Marcella's yard. Two robins took some of her yarn hairs that night. Marcella searched again in the morning. The robins saw her and chirped. Marcella looked at the birds and saw Raggedy Ann. Daddy knocked Raggedy Ann out of the tree. Marcella smiled and went to breakfast happy.</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).

***Raggedy Ann sat in the tree in Marcella's yard.***

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

<> **B-1c.** Choose 3-5 synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

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

<> **B-1d.** Once you have 3-5 synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

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

Paragraph 2: Sentence One

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<> **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).

***Two robins took some of her yarn hairs that night.***

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

<> **B-2c.** Choose 3-5 synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

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

<> **B-2d.** Once you have 3-5 synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

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

Paragraph 2: Sentence Two

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<> **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).

***Marcella searched again  
in the morning.***

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

<> **B-3c.** Choose 3-5 synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

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

<> **B-3d.** Once you have 3-5 synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

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

Paragraph 2: Sentence Three

_____
_____
_____

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

***The robins saw her and chirped.***

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

<> **B-4c.** Choose 3-5 synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

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

<> **B-4d.** Once you have 3-5 synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

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

Paragraph 2: Sentence Four

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

***Marcella looked at the birds and saw Raggedy Ann.***

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

<> **B-5c.** Choose 3-5 synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

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

<> **B-5d.** Once you have 3-5 synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

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

Paragraph 2: Sentence Five

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<> **B-6a.** Now repeat that process by highlighting the four most important words in the sixth sentence of the second paragraph from the passage (provided below).

***Daddy knocked Raggedy Ann out of the tree.***

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

<> **B-6c.** Choose 3-5 synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

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

<> **B-6d.** Once you have 3-5 synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

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

Paragraph 2: Sentence Six

_____
_____
_____

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

***Marcella smiled and went to breakfast happy.***

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

<> **B-7c.** Choose 3-5 synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

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

<> **B-7d.** Once you have 3-5 synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

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

Paragraph 2: Sentence Seven

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





Sample of Paragraph Two

The puppet perched in the sapling in Marcella's lawn. Two fowls pinched some of her thread hairs that evening. The young lady probed anew in the morning. The Feathered creatures sighted her and warbled. The youngster stared at the birds and spotted Raggedy Ann. Her dad pushed the doll out of the natural tower. Marcella beamed and skipped to morning meal elated.

Writing Boxes Sample Second Paragraph--Extra Word Examples Given

<p>&lt;&gt; <b>B-1a.</b> Highlight words</p> <p>Raggedy Ann sat in the tree in Marcella's yard.</p>	<p>&lt;&gt; <b>B-1b. &amp; 1c.</b> 3-5 synonyms or substitute words for the words in the sentence</p> <table border="1"> <thead> <tr> <th><u>Raggedy Ann</u></th> <th><u>sat</u></th> <th><u>tree</u></th> <th><u>yard</u></th> </tr> </thead> <tbody> <tr> <td>The doll</td> <td>rested</td> <td>sapling</td> <td>grass</td> </tr> <tr> <td>The figurine</td> <td>stayed</td> <td>shrub</td> <td>garden</td> </tr> <tr> <td>The puppet</td> <td>remained</td> <td>tall shrub</td> <td>lot</td> </tr> <tr> <td>The rag toy</td> <td>perched</td> <td>plant with bark</td> <td>patch</td> </tr> <tr> <td>The model</td> <td>parked</td> <td>piece of topiary</td> <td>enclosure</td> </tr> <tr> <td>The moppet</td> <td>relaxed</td> <td>natural tower</td> <td>lawn</td> </tr> </tbody> </table>	<u>Raggedy Ann</u>	<u>sat</u>	<u>tree</u>	<u>yard</u>	The doll	rested	sapling	grass	The figurine	stayed	shrub	garden	The puppet	remained	tall shrub	lot	The rag toy	perched	plant with bark	patch	The model	parked	piece of topiary	enclosure	The moppet	relaxed	natural tower	lawn
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<p>&lt;&gt; <b>B-4a.</b> Highlight words</p> <p>The robins saw her and chirped.</p>	<p>&lt;&gt; <b>B-4b. &amp; 4c.</b> 3-5 synonyms or substitute words for the words in the sentence</p> <table border="1"> <thead> <tr> <th><u>robins</u></th> <th><u>saw</u></th> <th><u>chirped</u></th> </tr> </thead> <tbody> <tr> <td>birds</td> <td>spotted</td> <td>peeped</td> </tr> <tr> <td>fowls</td> <td>noticed</td> <td>cheeped</td> </tr> <tr> <td>feathered creatures</td> <td>spied</td> <td>warbled</td> </tr> <tr> <td>flying beasts</td> <td>detected</td> <td>trilled</td> </tr> <tr> <td>beaked animals</td> <td>sighted</td> <td>piped</td> </tr> <tr> <td>winged beings</td> <td>descried</td> <td>tweeted</td> </tr> </tbody> </table>	<u>robins</u>	<u>saw</u>	<u>chirped</u>	birds	spotted	peeped	fowls	noticed	cheeped	feathered creatures	spied	warbled	flying beasts	detected	trilled	beaked animals	sighted	piped	winged beings	descried	tweeted
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Writing Boxes Sample Second Paragraph--Extra Word Examples Given (continued)

<p>&lt;&gt; B-5a. Highlight words</p> <p>Marcella looked at the birds and saw Raggedy Ann.</p>	<p>&lt;&gt; B-5b. &amp; 5c. 3-5 synonyms or substitute words for the words in the sentence</p> <table border="0"> <thead> <tr> <th><u>Marcella</u></th> <th><u>looked</u></th> <th><u>saw</u></th> </tr> </thead> <tbody> <tr> <td><u>The girl</u></td> <td><u>gazed</u></td> <td><u>spotted</u></td> </tr> <tr> <td><u>The young lady</u></td> <td><u>peeked</u></td> <td><u>noticed</u></td> </tr> <tr> <td><u>The child</u></td> <td><u>peered</u></td> <td><u>spied</u></td> </tr> <tr> <td><u>The little woman</u></td> <td><u>eyed</u></td> <td><u>detected</u></td> </tr> <tr> <td><u>The little miss</u></td> <td><u>stared</u></td> <td><u>sighted</u></td> </tr> <tr> <td><u>The youngster</u></td> <td><u>gazed</u></td> <td><u>descried</u></td> </tr> </tbody> </table>	<u>Marcella</u>	<u>looked</u>	<u>saw</u>	<u>The girl</u>	<u>gazed</u>	<u>spotted</u>	<u>The young lady</u>	<u>peeked</u>	<u>noticed</u>	<u>The child</u>	<u>peered</u>	<u>spied</u>	<u>The little woman</u>	<u>eyed</u>	<u>detected</u>	<u>The little miss</u>	<u>stared</u>	<u>sighted</u>	<u>The youngster</u>	<u>gazed</u>	<u>descried</u>
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<p>&lt;&gt; B-5e. New sentence</p> <p>The youngster stared at the birds and spotted Raggedy Ann.</p>																						

<p>&lt;&gt; B-6a. Highlight words</p> <p>Daddy knocked Raggedy Ann out of the tree.</p>	<p>&lt;&gt; B-6b. &amp; 6c. 3-5 synonyms or substitute words for the words in the sentence</p> <table border="0"> <thead> <tr> <th><u>Daddy</u></th> <th><u>knocked</u></th> <th><u>Raggedy Ann</u></th> <th><u>tree</u></th> </tr> </thead> <tbody> <tr> <td><u>Her father</u></td> <td><u>pushed</u></td> <td><u>the doll</u></td> <td><u>sapling</u></td> </tr> <tr> <td><u>Her dad</u></td> <td><u>smacked</u></td> <td><u>the puppet</u></td> <td><u>shrub</u></td> </tr> <tr> <td><u>Her pa</u></td> <td><u>shoved</u></td> <td><u>the model</u></td> <td><u>plant with bark</u></td> </tr> <tr> <td><u>Her pops</u></td> <td><u>tapped</u></td> <td><u>the figurine</u></td> <td><u>natural tower</u></td> </tr> <tr> <td><u>Her parent</u></td> <td><u>swiped</u></td> <td><u>the moppet</u></td> <td><u>tall shrub</u></td> </tr> <tr> <td><u>Her pappy</u></td> <td><u>whacked</u></td> <td><u>the rag toy</u></td> <td><u>piece of topiary</u></td> </tr> </tbody> </table>	<u>Daddy</u>	<u>knocked</u>	<u>Raggedy Ann</u>	<u>tree</u>	<u>Her father</u>	<u>pushed</u>	<u>the doll</u>	<u>sapling</u>	<u>Her dad</u>	<u>smacked</u>	<u>the puppet</u>	<u>shrub</u>	<u>Her pa</u>	<u>shoved</u>	<u>the model</u>	<u>plant with bark</u>	<u>Her pops</u>	<u>tapped</u>	<u>the figurine</u>	<u>natural tower</u>	<u>Her parent</u>	<u>swiped</u>	<u>the moppet</u>	<u>tall shrub</u>	<u>Her pappy</u>	<u>whacked</u>	<u>the rag toy</u>	<u>piece of topiary</u>
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<p>&lt;&gt; B-7a. Highlight words</p> <p>Marcella smiled and went to breakfast happy.</p>	<p>&lt;&gt; B-7b. &amp; 7c. 3-5 synonyms or substitute words for the words in the sentence</p> <table border="0"> <thead> <tr> <th><u>smiled</u></th> <th><u>went</u></th> <th><u>breakfast</u></th> <th><u>happy</u></th> </tr> </thead> <tbody> <tr> <td><u>beamed</u></td> <td><u>skipped</u></td> <td><u>morning meal</u></td> <td><u>delighted</u></td> </tr> <tr> <td><u>grinned</u></td> <td><u>walked</u></td> <td><u>early meal</u></td> <td><u>elated</u></td> </tr> <tr> <td><u>smirked</u></td> <td><u>ran</u></td> <td><u>first meal</u></td> <td><u>pleased</u></td> </tr> <tr> <td><u>glowed</u></td> <td><u>came</u></td> <td><u>brunch</u></td> <td><u>joyous</u></td> </tr> <tr> <td><u>shone</u></td> <td><u>dashed</u></td> <td><u>AM meal</u></td> <td><u>ecstatic</u></td> </tr> <tr> <td><u>radiated</u></td> <td><u>traipsed</u></td> <td><u>first food</u></td> <td><u>contented</u></td> </tr> </tbody> </table>	<u>smiled</u>	<u>went</u>	<u>breakfast</u>	<u>happy</u>	<u>beamed</u>	<u>skipped</u>	<u>morning meal</u>	<u>delighted</u>	<u>grinned</u>	<u>walked</u>	<u>early meal</u>	<u>elated</u>	<u>smirked</u>	<u>ran</u>	<u>first meal</u>	<u>pleased</u>	<u>glowed</u>	<u>came</u>	<u>brunch</u>	<u>joyous</u>	<u>shone</u>	<u>dashed</u>	<u>AM meal</u>	<u>ecstatic</u>	<u>radiated</u>	<u>traipsed</u>	<u>first food</u>	<u>contented</u>
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<p>&lt;&gt; B-7e. New sentence</p> <p>Marcella beamed and skipped to morning meal elated.</p>																													

# Project 3: Original Riddle Essay

What Toy Am I? The Riddle Paragraph

## Overview of Creative Essay

Many people enjoy reading riddles. Did you know that you can write a riddle paragraph?

**A riddle paragraph is one in which you give hints in your paragraph about the answer to your riddle--but you do this in a certain order so that your reader cannot guess the answer right off the bat.**

Doesn't that sound like a fun paragraph to write? You will be directed in this step-by-step, so don't worry! I will help you learn how to write a fun riddle paragraph.

### I. TOPIC OF ESSAY

You will write an informative riddle about one or two toys:

- A. Teddy Bear
- B. Barbie Doll
- C. Action Figure
- D. Etch-A-Sketch
- E. Slinky Dog
- F. Mr. Potato Head
- G. Lego mini-figure
- H. Playmobil figure
- I. RC car
- J. Lincoln log
- K. Other

### II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

- A. **Basic** students will write 1 paragraph for the body.
- B. **Extensions**<sup>+</sup> students will write 2 paragraphs for the body (two different riddles/two different characters).

### III. SENTENCES PER PARAGRAPH

- A. **Basic** students will write 4-6 sentences per paragraph.
- B. **Extension** students will write 5-7 sentences per paragraph.

### IV. OPENING PARAGRAPH

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

### V. CLOSING PARAGRAPH

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

### VI. ADDITIONAL SKILLS

- A. Brainstorming
- B. Researching

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

<sup>+</sup>Extensions are older or more advanced writing students who can handle more paragraphs and/or sentences.

# Lesson A. Choose Your Toy and Brainstorm

<> **A-1.** Choose a toy (or **two for Extension**) from the Overview Box provided for this lesson. Choose one that you enjoy learning about and that you think you can stump somebody with using guessing-game clue sentences! Write your toy's (or two) name on the line.

(1) \_\_\_\_\_

(2) **Extension:** \_\_\_\_\_

<> **A-2.** Take a look at the Sample Brainstorming Box (Sample Box A-2) provided.

**Sample Brainstorming Box**

Not cuddly	<b>Made of plastic (1)</b>
<b>Human-like figure (4)</b>	Many different body colors
Does not contain metal	<b>Cannot be used to draw (2)</b>
<b>Has a yellow face (6)</b>	<b>Cannot stretch (3)</b>
Does not contain wood	Not remote-controlled
<b>Comes apart (5)</b>	

**Sample Box A-2**

<> **A-3.** Brainstorm and write characteristics, attributes, funny things, etc., about the toy you chose (in A-1) in the Brainstorming Boxes provided (Box for A-3).

- (1) Just write anything you can think of.
- (2) Don't worry about whether you will use it or not.
- (3) Jot down things even if you don't know that much about that tidbit since you will be researching in the next lesson.
- (4) **Extension:** Repeat these steps for a second riddle toy.

**Brainstorming Box  
for Toy**

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

Box A-3

**Brainstorming Box--Extension  
for Toy**

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

Box A-3

## Lesson B. Research Your Toy(s)

<> **B-1.** Highlight or underline things that you wrote in your Brainstorming Box that you are unsure of or that you need more information about in order to write a sentence.

<> **B-2.** With your teacher's help or permission, look up your toy in an online source or find information in order to write a sentence about it.

(1) Look for more information about the tidbits you already have, if needed.

(2) Add all of this to your **Brainstorming Box(es)** (Box A-3).

(3) You will need six to ten pieces of information for each toy/each box, according to your teacher's instructions.

(4) **Extension** students should do this for both toys you chose.

## Lesson C. Composition: Write Sentences

<> **C-1.** Look at the Sample Sentences provided (Student Sample Box C-1).

1. I am part of a larger set.
2. I am not human-like.
3. I am not remote-controlled.
4. I do not draw.
5. I am named after a president.
6. I am made of wood.

Student Sample Box C-1

<> **C-2.** Work in your Brainstorming Box(es) to get ready to write your four to seven guessing sentences by doing the following (Box A-3).

- (1) Highlight all of the information that you think you will want to use in your sentences.
- (2) Put a number beside each piece of information:
  - a. Put a #1 beside the information that is the least obvious--the information that you can put in a sentence at first that will stump your reader. (You don't want your reader to guess your toy with the first sentence!)
  - b. Put a #2 beside the next least obvious (next to the hardest clue)
  - c. Repeat these steps for each piece of information.
- (3) **Extension:** Repeat these steps for another paragraph/toy.
- (4) See the numbers in the Sample Box A-2.

<> **C-3.** Write your sentence on the lines provided following these instructions:

- (1) Using your hardest clue (the one you put a #1 beside), write a complete sentence on Line One.
- (2) Write as though you are that toy--say *I, me, we, etc.* (See First Person Writing--Box C-3 provided.)
  - a. For example, don't say, *He is male.*
  - b. For example, do say, *I am a male.*
- (3) Using your next hardest clue (the one you put a #2 beside), write a complete sentence on Line Two.
- (4) Continue in this manner.
- (5) Write as many sentences as you have notes for or as many sentences as your teacher assigned you.
- (6) **Extension:** Repeat these steps for another paragraph/toy.
- (7) See the Student Sample Box C-1.

### First Person Writing

\*You will write your paragraph(s) in the first person.

- (1) You will be the toy in your paragraph!
- (2) You will be your plaything!
- (3) You will use first person words like those listed below:

I	me	my
mine	we	us
ours		

Box C-3



## Your Riddle Sentences for Toy 1

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Note:** You may not use all of these lines.

## Extension--Your Riddle Sentences for Toy 2

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Note: You may not use all of these lines.**

## Lesson D. Composition: Write a Paragraph

<> **D-1.** Read the two sample paragraphs provided (Sample Box for D-1).

### Sample Riddle

I am made of plastic. I am human-like. Parts of me move. I must be put together. I am male. I am named after a food item. You probably can guess by now that I am Mr. Potato Head.

Sample Box for D-1

### Sample Riddle

I pull apart easily. I am made of plastic. However, I am also made of metal. My name references an action. I am an animal. I am not fluffy. By now, you have probably identified me as Slinky Dog.

Sample Box for D-1

<> **D-2.** On the lines provided, write your sentences in paragraph form.

- (1) Write your first sentence first. (Be sure you indent a finger space or two to show that it is a paragraph.)
- (2) Right where your first sentence ends, after your period, leave a tiny space and write your next sentence.
- (3) Keep doing this with all of your sentences, making a nice, neat paragraph (not a line of sentences).
- (4) At the very end, add a sentence that tells who your toy is, such as *By now, you probably guessed that I am a Lincoln log!*
- (5) **Extension:** Repeat these steps for another paragraph/toy.



**Extension--Your Riddle Paragraph 2**

Handwriting practice lines consisting of 20 horizontal lines spaced evenly down the page for writing a paragraph.

# Project 4: Paragraph House Outline

## Paragraph House--Descriptive Paragraph of a Plush Toy or Doll

### Overview of Narrative Essay From Given Material

This week you will be writing an essay about a plush toy or doll (or more than one). You will do this using an easy outlining tool called a Paragraph House Outline. You will fill in this house with notes and write! It will be easy peasy for you, and you will love your final essay!

#### I. TOPIC OF ESSAY

You will write one (or two for **Extension** students) paragraph(s) about a plush toy or doll using a Paragraph House Outline.

#### II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

- A. **Basic** students will write 1 paragraph for the body (P'soB\*) about a plush toy or doll of your choice.
- B. **Extension** students will write 2 paragraphs for the body (P'soB\*) about 2 plush toys or dolls of your choice.

**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).

#### III. SENTENCES PER PARAGRAPH

- A. **Basic** students will write 4-6 sentences per paragraph.
- B. **Extension** students will write 5-7 sentences per paragraph.

**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).

#### 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. **Paragraph House Outlining Technique**
- B. **Opening and Closing Sentence (foundation and roof of house)**
- C. **Adverbs**
- D. **CAVES—Five Parts of a Sentence**
- E. **Optional Checklist Challenge**

# Lesson A. Study Skills/Prewriting: Create Descriptive Paragraph House Outline

Over the next week, you will be writing a descriptive paragraph about a plush toy or doll. You will write a descriptive essay. That is, you will describe the plush toy's or doll's appearance.

- <> **A-1.** Choose a plush toy or doll that either you already know about or that you would like to learn about. Since you will be writing about its physical traits, you might want to write about a plush toy or doll that you have or have seen.

Write your plush toy or doll on the line. \_\_\_\_\_

- <> **A-2.** Read the Sample Descriptive Paragraph House Outline provided (Sample Box A-2).

- <> **A-3.** Read the Sample Descriptive Paragraph provided (Sample Box A-3).

When you write descriptively, you want to try to include as many of the senses as you can. Consider the following traits when you write -- and list them in your Paragraph House squares as shown in the sample.

- a. See -- What the plush toy or doll looks like, size, color, marks, etc.
- b. Feel -- Scaly, soft, bristle-like, furry, smooth, human, plastic, metal, etc.
- c. Hear -- Sounds the plush toy or doll makes -- when you move or squeeze it
- d. Smell -- Cleanliness, strange odors, musty, etc.

- <> **A-4.** Fill in My Descriptive Paragraph House at the level directed by your teacher. Use the sample provided to see how to do this. You will add an Opening Sentence and a Closing Sentence note to your Paragraph House later.

Sample Descriptive Paragraph House Outline

Closing Sentence (later): <u>Sam--my teddy bear--favorite</u> <u>plush toy/doll</u>		Paragraph Topic <b>My teddy bear Sam</b>
<b>See</b> <u>Brown fur with lighter</u> <u>brown paws</u>	<b>See</b> <u>Cute black eyes and nose</u> <u>with smiling black thread mouth</u>	
<b>Feel</b> <u>Soft fur</u> <u>Covers harder plastic eyes/nose</u>	<b>Hear or Smell</b> <u>Squishing noise when pressed</u> <u>Smells like familiar and musty</u> <u>home scent</u>	
Opening Sentence (later): <u>My favorite plush toy/doll = my teddy bear Sam</u>		

Sample Box A-2



### Sample Descriptive Paragraph From Paragraph House Outline

My favorite plush toy or doll is my teddy bear Sam. He has brown fur with lighter brown cloth under his paws. His eyes and nose are small and black, and his smiling mouth is made of black thread. Sam's fur is soft and cuddly and covers most of his hard plastic eyes and nose. He makes a squishing noise when softly squeezed. He smells like the familiar and musty scent of home. indeed, my teddy bear Sam is my favorite plush toy or doll.

Sample Box A-3

## My Paragraph House Outline--Basic

Closing Sentence (later): _____ _____		Paragraph Topic _____
<b>See</b> _____ _____ _____ _____	<b>See</b> _____ _____ _____ _____	
<b>Feel</b> _____ _____ _____ _____	<b>Hear or Smell</b> _____ _____ _____ _____	
Opening Sentence (later): _____ _____		

**My Paragraph House Outline--Extension--  
Second Favorite Plush Toy or Doll**

Closing Sentence (later):  
\_\_\_\_\_  
\_\_\_\_\_

Paragraph Topic  
\_\_\_\_\_

**See**

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

**See**

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

**Feel**

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

**Hear or Smell**

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

Opening Sentence (later): \_\_\_\_\_  
\_\_\_\_\_

## Lesson B. Grammar: Adverbs

<> **B-1.** Read this week's sample aloud with your teacher (Sample Box A-3).

<> **B-2.** In the Sample Paragraph, highlight the word *softly*. Then circle the last two letters in the word *softly*.

1. This word is an adverb.

2. **Adverbs describe other words.**

3. For example:

a. **really** happy

b. **extremely** hard

c. **wonderfully** made

d. **faithfully** joyful

4. Most adverbs end in the letters *ly*.

5. Adverbs do not have to be in a sentence to make it a sentence; they just make sentences more interesting.

<> **B-3.** In the sentences provided, highlight all of the adverbs. (Hint: They all end in the letters *ly*.)

1. My doll smiles beautifully.

2. The stuffed eagle perched majestically.

3. The stuffed shark grinned menacingly.

4. Her eyes sparkle mischievously in light.

5. His fur has gradually softened from continual squeezing.

6. I comb her hair thoroughly each morning.

<> **B-4. Extension--**On the lines provided, write six sentences with adverbs.

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

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

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

Answer Key for B-3

1. My doll smiles **beautifully**.
2. The stuffed eagle perched **majestically**.
3. The stuffed shark grinned **menacingly**.
4. Her eyes sparkle **mischievously** in light.
5. His fur has **gradually** softened from continual squeezing.
6. I comb her hair **thoroughly** each morning.

## Lesson C. Grammar: Five Parts of a Sentence (CAVES)

<> **C-1.** Read this week's sample aloud with your teacher (Sample Box A-3).

<> **C-2.** In the passage, highlight the sentence *My favorite plush toy or doll is my teddy bear Sam.* (first sentence).

1. In this lesson you will learn how to tell if a group of words is a sentence using CAVES.
2. CAVES is an acronym.
3. It is another little trick to help you learn.

4. CAVES stands for the following:

**C**apitalized

**A**ll make sense

**V**erb

**E**nd mark

**S**ubject

5. You can use CAVES to check your sentences to see if they are complete.

6. Now we are going to use CAVES on another sentence about a plush toy or doll:

*Everyone loves furry plush toys.*

1. **C**apital at the beginning of the sentence

**E**veryone loves furry plush toys.

2. **A**ll makes sense (Does this sentence make sense?)

**E**veryone loves furry plush toys.

3. **V**erb

**E**veryone **loves** furry plush toys.

4. **E**nd mark

**E**veryone loves furry plush toys.

5. **S**ubject

**E**veryone loves furry plush toys.

<> **C-3.** Memorize CAVES, and recite it to your teacher.

**C**apitalized

**A**ll make sense

**V**erb

**E**nd mark

**S**ubject

## Lesson D. Write On: Opening and Closing Sentences

<> **D-1.** Now that your Descriptive Paragraph House is filled in for the body of your essay, you will add Opening Sentence notes to the foundation of your house. Follow these steps:

- (1) Look at the Sample Paragraph House Outline's foundation.
- (2) Read through the rest of your notes and think of a clever opening sentence you could use, such as:
  - a. Rhyme: *Teddy Bear, Teddy Bear, turn around / Teddy Bear, Teddy Bear, touch the ground...etc.*
  - b. Riddle: *What can be either a cuddly pet or a vicious predator?*
  - c. Declare as your favorite: *My favorite plush toy or doll is my teddy bear Sam.*
  - d. Other
- (3) Write your Opening Sentence notes on the foundation line of your Paragraph House Outline.

<> **D-2.** Follow these steps to outline a sentence for your closing sentence

- (1) Look at the Sample Paragraph House Outline's roof.
- (2) Read through the notes in your Paragraph House about your plush toy or doll.
- (3) Think of an interesting closing sentence, such as,
  - a. Poem
  - b. Quote
  - c. Word picture
  - d. Fact
  - e. Statement
  - f. Restate Opening Sentence
- (4) Write your notes for this sentence in the “second story” of your Paragraph House Outline.







## Lesson G. Composition: Final Copy Original Descriptive Essay

- <> **G-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.
- <> **G-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 (CC) Coding

Your teacher may desire for you to code your CC for her so that she can grade it/check it more easily. The following steps will help you learn to code your CC for your teacher.

1. Use **colored pencil** or **colored pens** or **highlighters**.
2. **Print off your** double spaced **rough draft report or essay** (or use your handwritten rough draft).
3. **With your CC on one side and your paper on your dominant side** (right hand side for right handed students), complete the first CC task.
4. **Place a check mark in the check boxes for the items that say "read" or "look for errors,"** etc., with a pen as you complete them.
5. For items that involve inserting things or omitting something and adding something else, code in one of two ways:
  - a. **Insert the change or addition with a pen or pencil on your paper and use a highlighter to mark it in your paper** in a distinguishing way--highlight the addition with an orange highlighter, circle the change with blue highlighter, double underline the title with a pink highlighter, etc. (choosing whatever colors you desire without repeating the exact same marking). **OR**
  - b. **Insert the change or addition with a colored pencil or colored pen** (choosing whatever colors you desire without repeating the exact same marking). (In this method, you will eventually need to add the change AND circle it or underline it so that your exact same marking is not repeated. For example, you might add verbs with a blue pen but add the title with a blue pen and underline the title with that same blue pen--two different markings, one written in blue pen and one written in blue pen *and* underlined with the blue pen.)
6. **Whatever you do to the insertion on your paper should be done to the CC check boxes for that item.**
  - a. For example, if you highlight your new verbs with an orange highlighter in your paper, you will color in the check box with orange highlighter.
  - b. If you underline your title with purple highlighter in your paper, you should underline the check box with purple highlighter.
  - c. If you write your new verbs in green colored pencil in your paper, make a check mark in the check box with that same green colored pencil.
7. **If your teacher gives you permission to skip a CC task** (or you and she do not think a change will improve a paragraph), **place an NC (no change) in the check box for that paragraph**, so your teacher will not look for it.
8. If you skip a task altogether (without your teacher's permission), place an X in the task box(es), so your teacher will know not to search for the revisions. Obviously, it is always preferred that you do all of your assignments, but it would be better to indicate that you skipped something than to leave the box(es) blank.

The point is that **the coding you put into the paper copy of your composition should be identical to what you do to (or above, beneath, around, etc.) the CC check boxes for that task.** This method will allow your teacher to have your CC chart on one side and your "colorful paper" (with the CC revisions inserted with colors) on the other. She can check at a glance to find your new insertions, title, Thesis Statement, and more.

**Note: Some students prefer to do the CC on their paper on the electronic document on the computer with the colored shading tool provided in word processing programs. This is fine, too, but the student should still do the same marking/coding on the CC chart as he did on the electronic document--or write beside the tasks what color each task is. For example, if the student shades the verbs he replaced in pink shading, he should write PINK beside the CC task for the verbs on the chart. Then when he prints this "colorful" version, the teacher can still check his revisions easily.**

Box F

# Checklist Challenge for Project 4: Paragraph House Outline

## Paragraph House--Descriptive Paragraph of a Plush Toy or Doll

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.

(Upper Level or Advanced Writing students should complete the ALL and E tasks.)

ALL  E

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

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 the 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: “Cuddly Carnivore”
- Something bold: “Cuddle!”
- A song title or line: “Roar”
- Something about character: “A Loyal Friend”
- Something Informative: “My Favorite Companion”
- Other: “The Presidential Puppet”

☞ **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

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

**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 A: 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

<i>Symbol</i>	<i>Meaning</i>
	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
	Insert
	Reverse
He went to <sup>#</sup> town.	Insert space
	Leave as it was before the mark was added.
	Move
	Make a new paragraph

# Teacher Tips & Free Resources

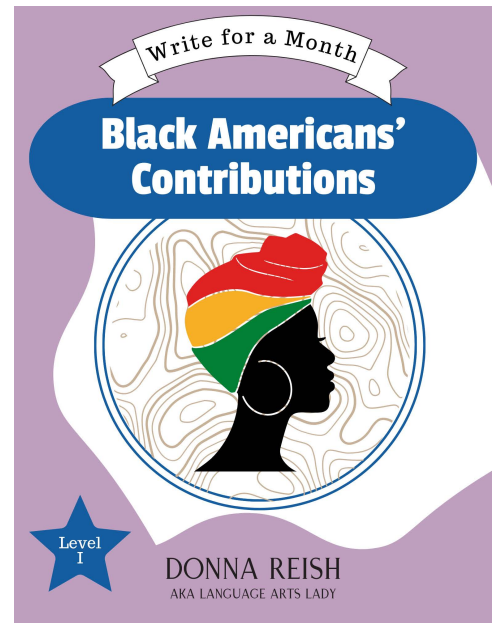
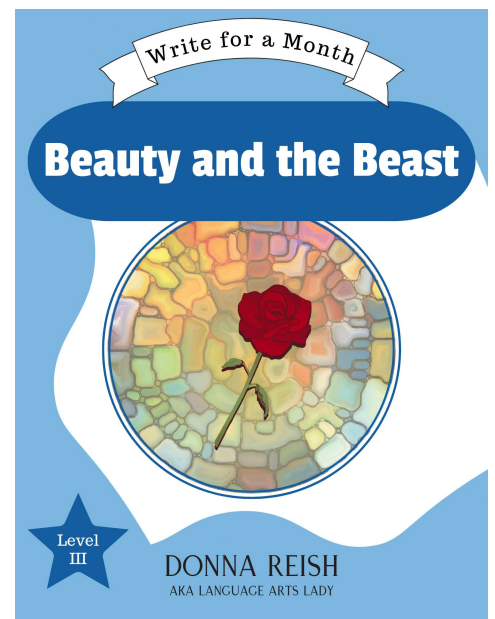
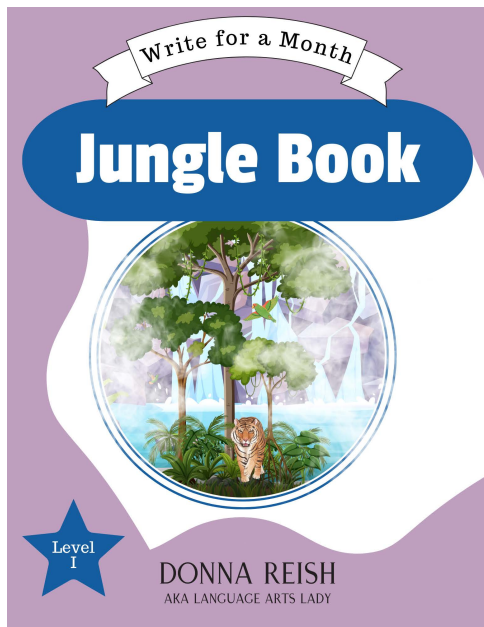


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Articles: Indefinite  
an a the

Article =  
NOUN MARKER  
an a the

Articles: Definite  
the

Using a or an

Using an

Using an

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Fairy Tales:  
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Christmas Writing  
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the  
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Packet

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Twice-Told Tales

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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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