Write On, Christmas Friends Level I



Writing Boxes With Frosty the Snowman Story
Christmas Riddle Essay: Who Am I?
Snowman Instructional Essay

A Write-for-a-Month Book



Write-for-a-Month

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

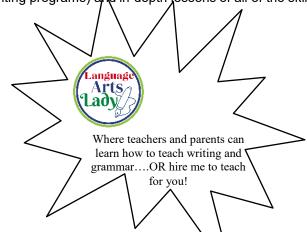
The *Write-for-a-Month* (WFAM) series of books is from LAL's line of digital publications. WFAM is a digital arm of the small- press homeschool publisher, Character Ink Press/Language Arts Lady Blog, and houses a variety of month-long writing books, grammar downloads, readers, and more for teachers,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



This book, Write On Christmas Friends, 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):

- Writing Boxes With Frosty the Snowman Story
- Christmas Riddle Essay: Who Am I?
- Snowman Instructional Essay

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 the sentence-by-sentence outline
- Creating an sentence-by-sentence outline
- Writing from a sentence-by-sentence outline
- Brainstorming
- Researching
- Essay

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 <u>writing-type-specific</u> 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 <u>topic-specific</u> 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 <u>How I Teach videos</u> at <u>Language Arts Lady Blog</u> or <u>YouTube</u> 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.**



Christmas Friends, Level I

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Projects 1 & 2: Writing Boxes With Frosty 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 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 Frosty the Snowman.

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR STORY

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

*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

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

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: 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

A group of children were playing in the snow. They built a snowman. They put a broomstick in his hand. They made his two eyes out of coal. Then, they set a hat on his head. Suddenly, he moved and danced.

PoB-B Paragraph 2

The children were happy with their friend. He laughed, talked, and threw snowballs. Then, he ran with the children into the town. The policeman told them to stop. They did not run slower.

PoB-C Paragraph 3

The policeman went after them. The children soon stopped running. However, Frosty kept going down the street. He told everyone he would be back. Then, he went out of town.

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 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 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 Frosty passage aloud with your teacher or to yourself to get an idea of what you will be writing about this week.

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

PoB-A Paragraph 1

A group of children were playing in the snow. They built a snowman. They put a broomstick in his hand. They made his two eyes out of coal. Then, they set a hat on his head. Suddenly, he moved and danced.

	tence of the first to be the first to be the following to be the first	for the wor	ree to five* synonyms or substitute words ds you just highlighted in the sentence. synonyms on the lines below in the columns.
A group of chi playing in the			
These four words are the mother the sentence.	ost important words in		
They are also words you w you write the sentence in y because they are so importathe author chose those hims	your own words. This is ant to the sentence, and self.	think sounds words and h	ve three to five* synonyms, choose the one you is like the best substitute for each of the original highlight each one you choose.
<> A-1d. Write a new se	· ·	en one with your new Sentence One (no de	words (highlighted above).
*Note: Younger students	may stop at this point i	f your teacher so choo	ses.
them on the lin	to five* describers for anged in your new se nes provided. You ma ence source if desire	entence and write ay use a thesaurus	<> A-1g. Now write your new sentence again—this time with the describers you highlighted added to it.
Do not worry if you are un adverbs for now. You w the Checklist Challenge pro	ill learn those thorough	ghly as you complete	Paragraph 1: Sentence One (with describers added)
Describers for	Describers for	Describers for	
<> A-1f. Once you have each column the light each one.	nat you think sounds		*Older or more advanced students should write five words whenever possible.

lighting the three most important words in the second sentence of the passage (provided below). They built a snowman.	columns. <> A-2c. Choose thr for the wor	ree to five* synonyms or substitute words ds you just highlighted in the sentence. ynonyms on the lines below in the columns.
<> A-2e. Write a new sentence from the give Paragraph 1: S	think sounds words and h	,
*Note: Younger students may stop at this point it	f your teacher so choo	ses.
<> A-2f. (1) Write two of the words you just charsentence on the lines. (2) Choose three to five* describers for you listed (3) Write these describers in the column Note: You may use a thesaurus or online reference.	nged in your new each of the words as beneath each word.	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)
<> A-2g. Once you have three to five* listed, each column that you think sounds light each one.		*Older or more advanced students should write five words whenever possible.

nouns, pron	four most important ouns, and verbs in the ce from the passage	columns a A-3c. Choose the for the work	e words on the top line in the following and underline them with a highlighter. ree to five* synonyms or substitute words rds you just highlighted in the sentence. synonyms on the lines below in the columns.
They put a his hand.	broomstick in		
<> A-3a Write a new	sentence from the give	think sound words and h	ave three to five* synonyms, choose the one you is like the best substitute for each of the original nighlight each one you choose. wwords (highlighted above).
- A-oc. While a new	•	Sentence Three (no d	,
*Note: Younger studer	nts may stop at this point	if your teacher so choo	oses.
<> A-3f. (1) Write three sentence o	of the words you just ch	nanged in your new	<> A-3h. Now write your new sentence again—this time with the describers you just highlighted added to it.
(3)Write these	describers in the column	ns beneath each word.	
Note: You may understand	use a thesaurus or online refe Describers for	Perence source if desired. Describers for	Paragraph 1: Sentence Three (with describers added)
	ave three to five* listed that you think sounds		*Older or more advanced students should write five words whenever possible.

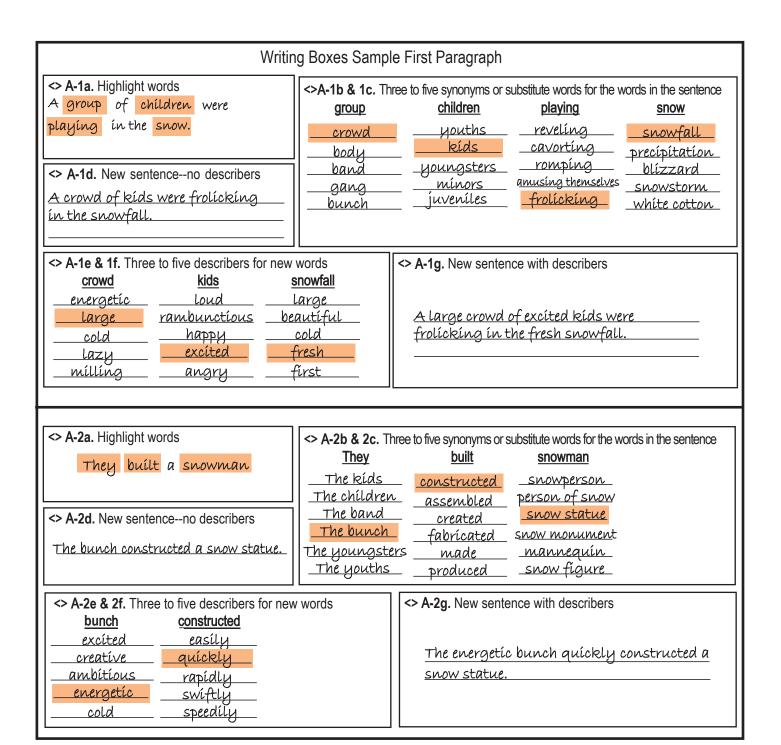
liç w fro	ow repeat that process by high- phting the four most important ords in the fourth sentence om the passage (provided elow).	columns. <> A-4c. Choose thr for the wor	ree to five* synonyms or substitute words rougist highlighted in the sentence. Synonyms on the lines below in the columns.
	hey made his two eyes out f coal.		
		think sounds	ave three to five* synonyms, choose the one you is like the best substitute for each of the original arighlight each one you choose.
<> A-4e. W	rite a new sentence from the give	•	,
	Paragraph 1: V	Sentence Four (no d	escribers added)
	nger students may stop at this point in Write three of the words you just ch		ses. <> A-4h. Now put your new words along
,	sentence the lines.		with the adjectives and adverbs
(2)Choose three to five* describers for you listed	each of the words	together in a new sentence on the lines provided.
(3	Write these describers in the column	ns beneath each word.	Danamanh 4. Cantanaa Civ (with
No	ote: You may use a thesaurus or online refe	erence source if desired.	Paragraph 1: Sentence Six (with describers added)
Describ for		Describers for	
			
ea	nce you have three to five* listed, ach column that you think sounds ght each one.		*Older or more advanced students should write five words whenever possible.

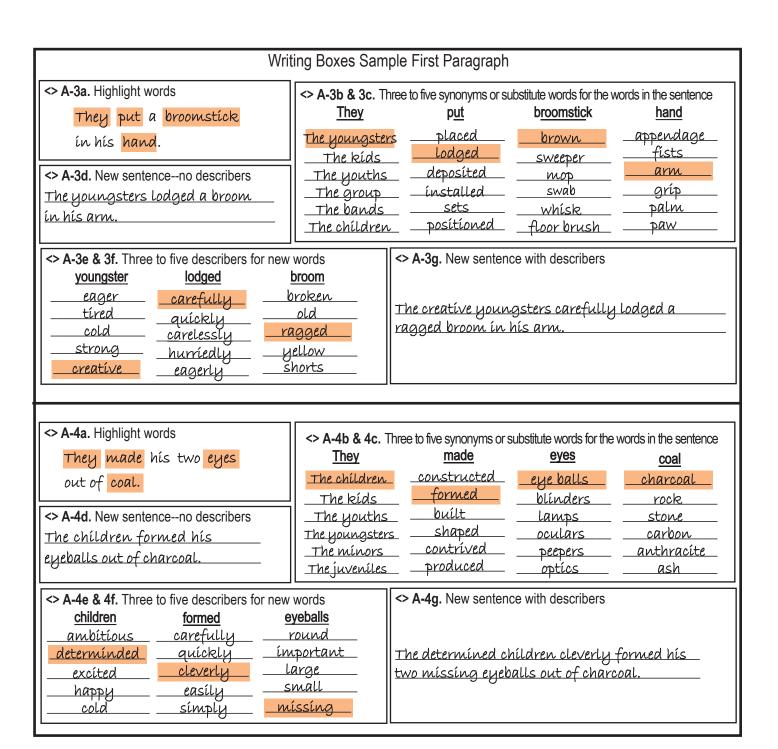
words in the the passage	our most important fifth sentence from (provided below).	columns. <> A-5c. Choose the for the work.	ree to five* synonyms or substitute words rds you just highlighted in the sentence. synonyms on the lines below in the columns.
his head.	set a hat on		
<> A-5e. Write a new	sentence from the gi	think sound words and h	ave three to five* synonyms, choose the one you is like the best substitute for each of the original nighlight each one you choose.
*Note: Younger studen		Sentence Five (no des	
<> A-5f. (1) Write three sentence o (2) Choose thr you listed (3) Write these	of the words you just on the lines. ee to five* describers for describers in the colum	changed in your new or each of the words	<> 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
Note: You may to Describers for	Jescribers Describers for	Describers for	describers added)
<> A-5g. Once you hat each column light each or	that you think sound		*Older or more advanced students should write five words whenever possible.

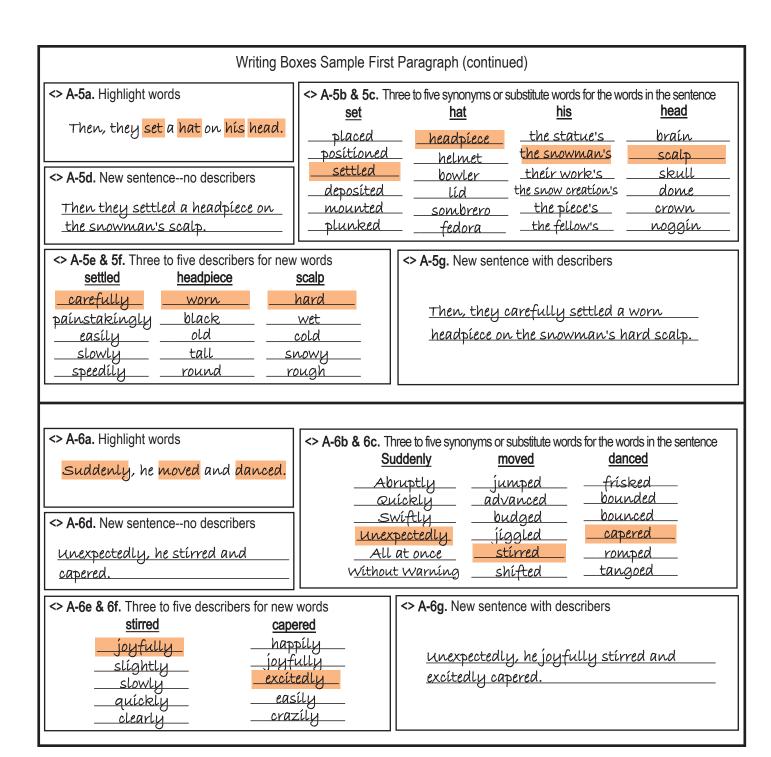
A-6a. Now repeat that process by high-lighting the three most important words in the sixth sentence of the passage (provided below). Suddenly, he moved and danced.	columns. <> A-6c. Choose the for the work.	ree to five* synonyms or substitute words rds you just highlighted in the sentence. synonyms on the lines below in the columns.
A Ca Weita a navy contange from the give	think sounds words and h	ave three to five* synonyms, choose the one you s like the best substitute for each of the original nighlight each one you choose.
<> A-6e. Write a new sentence from the given Paragraph 1: 9	en one with your new Sentence Six (no lldes	,
i aragrapii i. c	Sentence Six (IIO des	ochbers added)
*Note: Younger students may stop at this point	if your teacher so choo	oses.
<> A-6f. (1) Write two of the words you just cha sentence on the lines. (2) Choose three to five* describers for	•	<> A-6h. Now put your new words along with the adjectives and adverbs together in a new sentence on
you listed		the lines provided.
(3) Write these describers in the column		Paragraph 1: Sentence Six (with
Note: You may use a thesaurus or online refe		describers added)
Describers De for	escribers for	
		
<> A-6g. Once you have three to five* listed each column that you think sounds light each one.		*Older or more advanced students should write five words whenever possible.

complete paragraph.	

Sample of Paragraph One With New Sentences and Describers
A large crowd of excited kids were frolicking in the fresh snowfall. The energetic bunch quickly constructed a snow statue. The creative youngsters carefully lodged a ragged broom in his arm. The determined children cleverly formed his two missing eyeballs out of charcoal. Then, they carefully settled a worn headpiece on the snowman's hard scalp. Unexpectedly, he joyfully stirred and excitedly capered.







Lesson B. Study Skills: Outline Second Paragraph

PoB-B Paragraph 2

The children were happy with their friend. He laughed, talked, and threw snowballs. Then, he ran with the children into the town. The policeman told them to stop. They did not run slower.

Second paragraph from the passage (provided below).	B-1b. Write those words on the top line in the following columns. B-1c. Choose 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.
The children were happy with their friend.	
<> B-1e . Write a new sentence from the given	Section 2. Section
	Sentence One (no describers added)
Note: Younger students may stop at this point <> B-1f. (1) Write three of the words you just of sentence on the lines. (2) Choose three to five describers for words you listed (3) Write these describers in the column Note: You may use a thesaurus or online re-	Schanged in your new changed in your new words along with the adjectives and adverbs together in a new sentence on the lines provided. Paragraph 2: Sentence One (with)
Describers for for for Secribers Secribers fo	

words in the the second p	hat process by high- our most important second sentence of aragraph from the vided below).	columns. B-2c. Choose the for the wor	ree to five* synonyms or substitute words rds you just highlighted in the sentence. synonyms on the lines below in the columns.
He laughed, snowballs.	talked, and threw		
onombano.			
		A P 2d Open you be	nyo throo to five* averanyma, chasse the one you
		think sounds	ave three to five* synonyms, choose the one you is like the best substitute for each of the original highlight each one you choose.
<> B-2e. Write a new	•	•	words (highlighted above).
	Paragraph 2:	Sentence Two (no de	escribers added)

<> B-2f. (1) Write three	of the words you just c	t if your teacher so choo hanged in your new	<> B-2h. Now put your new words along
sentence or (2)Choose thre words you l	ee to five* describers fo	or each of the	with the adjectives and adverbs together in a new sentence on the lines provided.
(3)Write these	describers in the colum	nns beneath each word.	Paragraph 2: Sentence Two (with
	se a thesaurus or online re		describers added)
Describers for	Describers for	Describers for	
<> B-2g. Once you hat the one in each		cribers listed, choose think sounds the best.	*Older or more advanced students should write five words whenever possible.

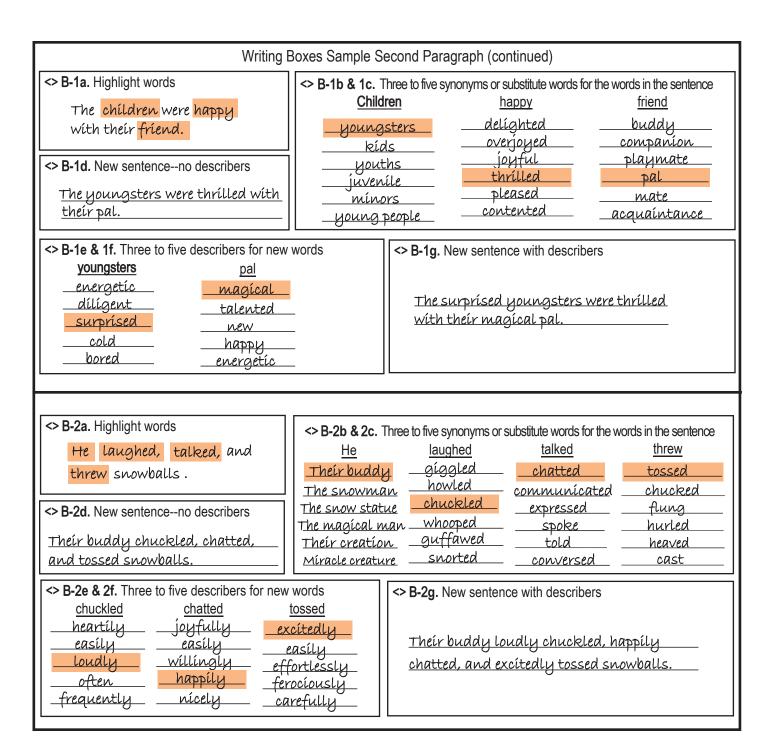
words in the second para passage (pr	four most important third sentence of the agraph from the ovided below).	columns a <> B-3c. Choose thr for the wor	ree to five* synonyms or substitute words you just highlighted in the sentence. Write wms on the lines below in the columns.
Then, he re	an with the children		
	VI I.		
		think sounds words and h	ave three to five* synonyms, choose the one you is like the best substitute for each of the original highlight each one you choose.
<> B-3e. Write a new	•	•	words (highlighted above).
	Paragraph 2:	Sentence Three (no	describers added)
*Note: Younger stude	nts may stop at this poin	t if your teacher so choo	oses.
	of the words you just cl		<> B-3h. Now write your new sentence again—this time with the
(2)Choose thr you listed	ee to five* describers fo	r each of the words	describers you just highlighted added to it.
(3)Write these	describers in the colum	ns beneath each word.	
	use a thesaurus or online ref		Paragraph 2: Sentence Three (with describers added)
Describers for	Describers for	Describers for	describers added)
<> B-3g. Once you h each colum light each o	ave three to five* listenthing that you think sound ne.	d, choose the word in s the best and high-	*Older or more advanced students should write five words whenever possible.

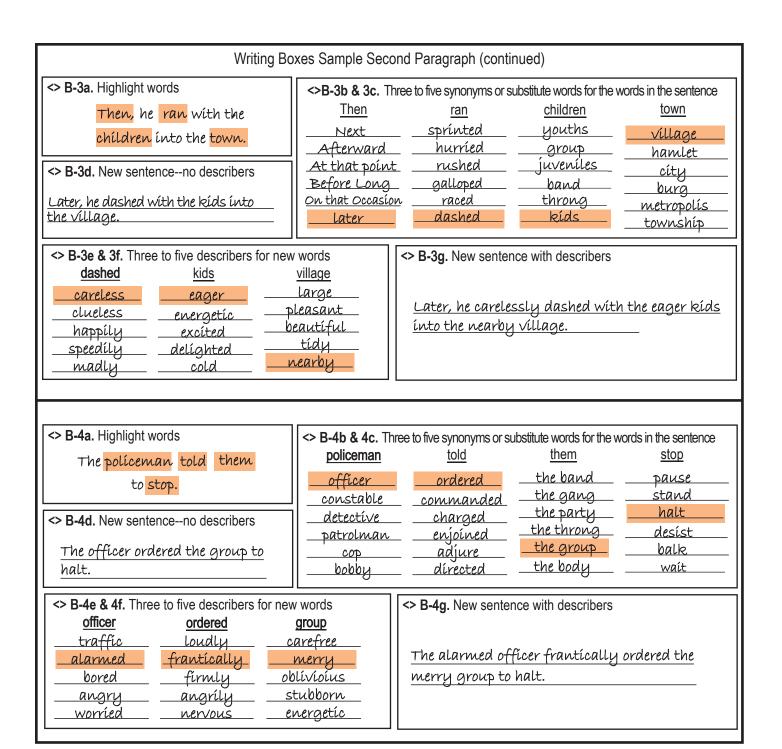
words in the the second p	that process by high- our most important fourth sentence of paragraph from the ovided below).	columns. > B-4c. Choose th for the wor	e words on the top line in the following ree to five* synonyms or substitute words rds you just highlighted in the sentence. synonyms on the lines below in the columns.	
. *	man told them to			
stop.				
		SB-4d. Once you have 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	•	·	words (highlighted above).	
	Paragraph 2	: Sentence Four (no d	lescribers added)	
*Note: Younger studen	ts may stop at this poin	t if your teacher so choo	oses.	
	n the lines. ee to five* describers fo	B-4h. Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.		
words you		nns beneath each word.	tile lilles provided.	
,	se a thesaurus or online re		Paragraph 2: Sentence Four (with describers added)	
Describers for	Describers for	Describers for		
		cribers listed, choose think sounds the best.		

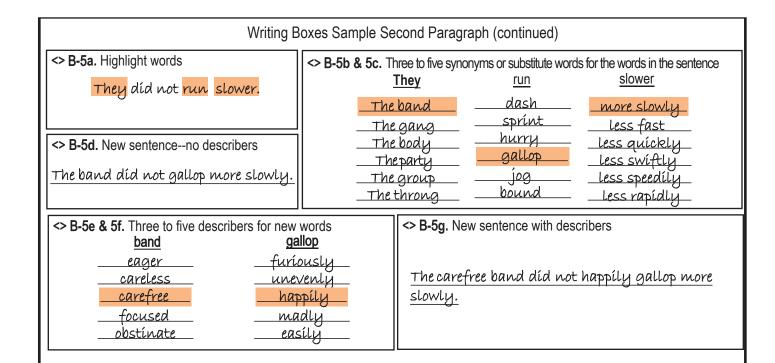
lighting the four most important words in the fifth sentence of the second paragraph from the passage (provided below).	columns. <> B-5c. Choose the for the wor	ree to five* synonyms or substitute words rds you just highlighted in the sentence. synonyms on the lines below in the columns.
They did not run slower.		
	think sounds words and h	ave three to five* synonyms, choose the one you is like the best substitute for each of the original lighlight each one you choose.
<> B-5e. Write a new sentence from the given	·	,
Paragraph 2	: Sentence Five (no d	escribers added)
*Note: Younger students may stop at this point	if your teacher so choo	ses.
Sentence on the lines. (2) Choose three to five* describers for the lines.	SB-5h. Now put your new words along with the adjectives and adverbs together in a new sentence on	
words you listed		the lines provided.
(3) Write these describers in the colum		Paragraph 2: Sentence Five (with
Note: You may use a thesaurus or online re		describers added)
Describers Describers for for	Describers for	
<> B-5g. Once you have three to five* des the one in each column that you to		*Older or more advanced students should write five words whenever possible.

complete paragraph.					

Sample of Paragraph Two With New Sentences and Describers					
The surprised youngsters were thrilled with their magical pal. Their buddy loudly chuckled, happily chattered, and excitedly tossed snowballs. Later he					
carelessly dashed with the eager kids into the nearby village. The alarmed officer frantically order the merry group to halt. The carefree band did not					
happily gallop less rapidly.					







Lesson C. Study Skills: Outline Third Paragraph

PoB-C Paragraph 3

The policeman went after them. The children soon stopped running. However, Frosty kept going down the street. He told everyone he would be back. Then, he went out of town.

words in the	our most important first sentence of the aph from the pas-	columns. <> C-1c. Choose the for the wor	ree to five* synonyms or substitute words rds you just highlighted in the sentence. synonyms on the lines below in the columns.	
The policeman	went after them.			
		C-1d. Once you have 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-1e. Write a new	•	ven one with your new : Sentence One (no d	words (highlighted above).	
	i aragrapii o	. Sentence One (110 a	escribers added)	
*Note: Younger studen	ts may stop at this point	t if your teacher so choo	ses.	
<> C-1f. (1) Write three sentence o (2) Choose thi	of the words you just on the lines. The to five describers for	<> C-1h. Now put your new words along with the adjectives and adverbs together in a new sentence on		
words you (3)Write these		nns beneath each word.	the lines provided.	
	se a thesaurus or online re		Paragraph 3: Sentence One (with describers added)	
Describers for	Describers for	Describers for		
		cribers listed, choose think sounds the best.	*Older or more advanced students should write five words whenever possible.	

lighting t words in the third	eat that process by high- he four most important the second sentence in paragraph from the (provided below).	columns a <> C-2c. Choose the for the work	ree to five* synonyms or substitute words rds you just highlighted in the sentence.
The chi running	ldren soon stopped		
		think sounds words and h	ave three to five* synonyms, choose the one you s like the best substitute for each of the original nighlight each one you choose.
<> C-2e. Write a r	•	•	words (highlighted above).
	Paragraph 3:	Sentence Two (no de	escribers added)
*Note: Younger stu	dents may stop at this point	tif your teacher so choo	200
<> C-2f. (1) Write th	nree of the words you just close on the lines.		<> C-2h. Now write your new sentence again—this time with the
(2) Choose you liste	three to five* describers for ed	r each of the words	describers you just highlighted added to it.
(3)Write th	ese describers in the colum	ns beneath each word.	
Note: Your	nay use a thesaurus or online ref	erence source if desired.	Paragraph 3: Sentence Two (with
Describers for	Describers for	Describers for	describers added)
	_		
	ou have three to five* listed umn that you think sound th one.		*Older or more advanced students should write five words whenever possible.

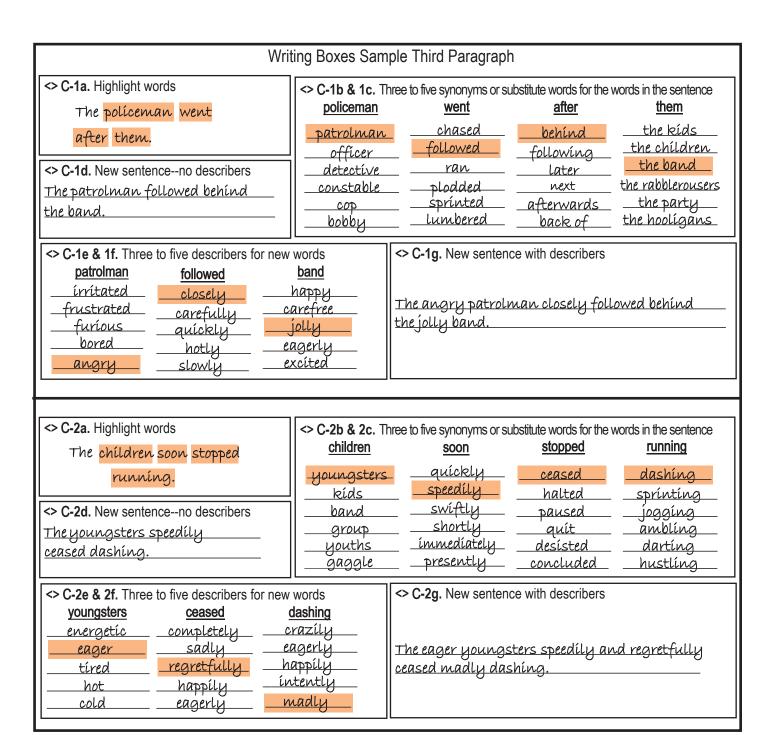
words in the	our most important third sentence of the aph from the pas-	columns. <> C-3c. Choose the for the wor	ree to five* synonyms or substitute words do you just highlighted in the sentence. Synonyms on the lines below in the columns.
	rosty kept going		
down the s	treet.		
<> C-3e. Write a new	sentence from the giv	think sounds words and h	ave three to five* synonyms, choose the one you is like the best substitute for each of the original highlight each one you choose.
	•	Sentence Three (no d	, ,
<> C-3f. (1) Write three sentence (2) Choose the words you		nanged in your new	c> C-3h. Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.
	e describers in the colum use a thesaurus or online refe		Paragraph 3: Sentence Three (with describers added)
Describers for	Describers for	Describers for	
	have three to five* descent column that you the		*Older or more advanced students should write five words whenever possible.

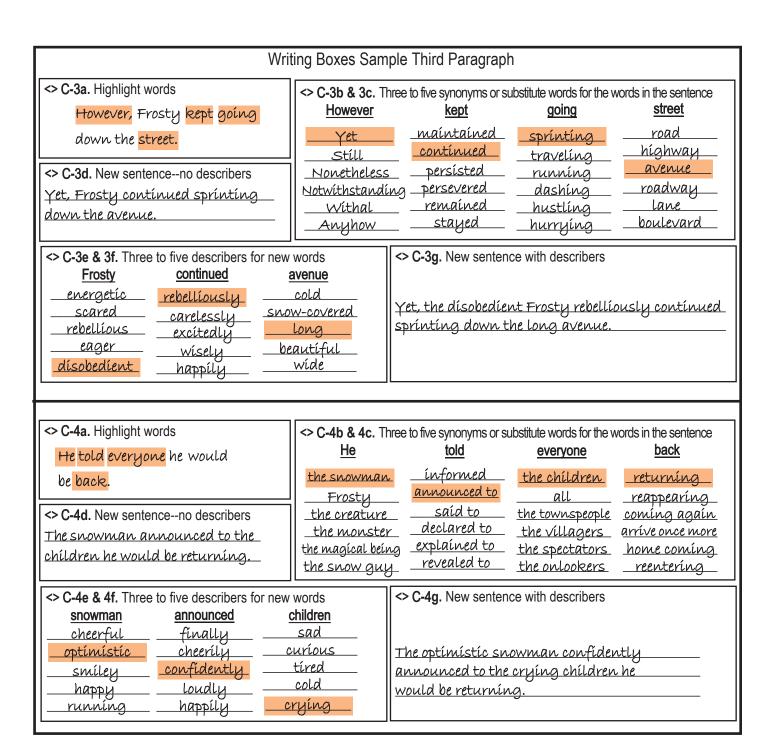
words in the	four most important fourth sentence of the aph from the passage	columns a <> C-4c. Choose th for the wor	ree to five* synonyms or substitute words you just highlighted in the sentence. Write was on the lines below in the columns.
_	one he would be		
back.			
		think sounds	ave three to five* synonyms, choose the one you is like the best substitute for each of the original sighlight each one you choose.
<> C-4e. Write a new	J	•	words (highlighted above).
	Paragraph 3:	Sentence Four (no de	escribers added)
*Note: Younger studen	nts may stop at this point	if your teacher so choo	oses.
sentence o			<> C-4h. Now write your new sentence again—this time with the
(2)Choose through you listed	ee to five* describers for	each of the words	describers you just highlighted added to it.
(3)Write these	describers in the column	s beneath each word.	
Note: You may u	use a thesaurus or online refe	erence source if desired.	Paragraph 3: Sentence Four (with
Describers for	Describers for	Describers for	describers added)
	ave three to five* listed n that you think sounds ne.		*Older or more advanced students should write five words whenever possible.

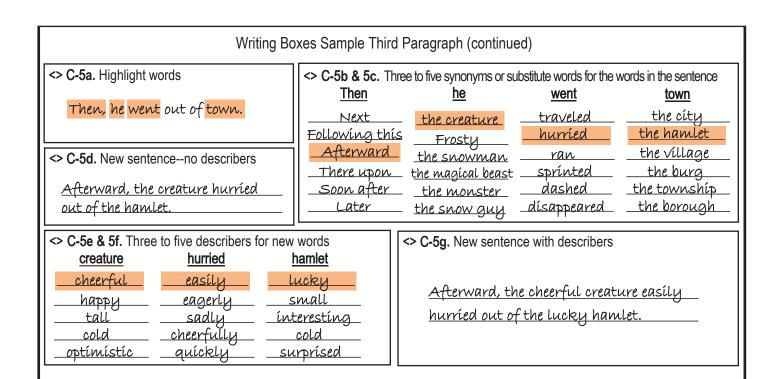
lighting the f words in the	first process by high- four most important fifth sentence of the aph from the pas- led below).	columns. <> C-5c. Choose the for the wor	ree to five* synonyms or substitute words rds you just highlighted in the sentence. synonyms on the lines below in the columns.
Then, he w	ent out of town.		
		think sounds	ave three to five* synonyms, choose the one you is like the best substitute for each of the original highlight each one you choose.
<> C-5e. Write a new	sentence from the giv	en one with your new	words (highlighted above).
	Paragraph 3:	Sentence Five (no d	escribers added)
	ts may stop at this point		
<> C-5f. (1) Write three sentence of the control	e of the words you just cl on the lines.	nanged in your new	<> C-5h. Now put your new words along with the adjectives and adverbs
	ree to five* describers fo	r each of the	together in a new sentence on the lines provided.
(3)Write these	e describers in the colum	ns beneath each word.	Daragraph 2: Captango Fiyo /with
Note: You may u	ise a thesaurus or online ref	erence source if desired.	Paragraph 3: Sentence Five (with describers added)
Describers for	Describers for	Describers for	
<> C-5g. Once you I	nave three to five* des	cribers listed, choose	*Older or more advanced students should
	each column that you t		

C-6. Write all of your final sentences from each page of Lesson C on the lines provided as one complete paragraph.		

Sample of Paragraph Three With New Sentences and Describers
The angry patrolman closely followed behind the jolly band. The eager youngsters speedily and regretfully ceased madly dashing. Yet, the disobedience Frosty rebelliously continued sprinting down the long avenue. The optimistic snowman confidently announced to the crying children he would be returning. Afterward, the cheerful creature easily hurried out of the lucky hamlet.







Project 3: Original Christmas Riddle Essay

What Christmas Character 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 Christmas characters:

- A. Santa Claus
- B. Mrs. Claus
- C. Scrooge
- D. Tiny Tim
- E. Bob Cratchit
- F. Frosty
- G. Rudolph
- H. The Grinch
- I. Baby Jesus
- J. The Wise Men
- K. Other idea

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

- A. **Basic** students will write 1 paragraph for the body.
- B. Extensions* 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 <u>not</u> 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).

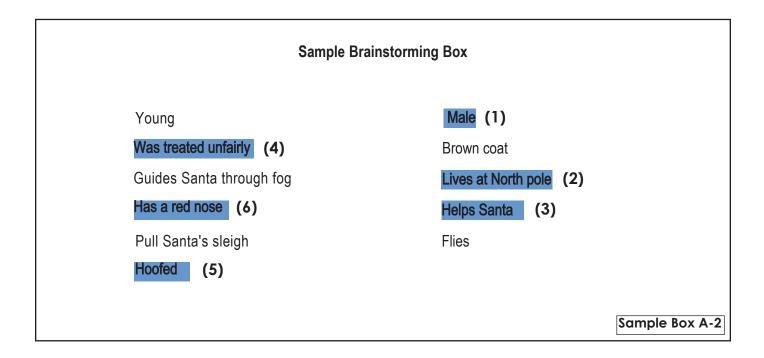
*Extensions are older or more advanced writing students who can handle more paragraphs and/or sentences.

Lesson A. Choose Your Character and Brainstorm

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

(1) _				
(2) F	Extension:			
(<i>—)</i> -		 	 	

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



- <> A-3. Brainstorm and write characteristics, attributes, funny things, etc., about the character 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 character.

	Brainstorming for Charact	Box er	
			Box A-3
Brai	nstorming BoxI	Extension	
Brai	nstorming BoxI For Character	Extension #2	
Brai	nstorming BoxI For Character	Extension #2	
Brai	nstorming BoxI For Character	Extension #2	
Brai	nstorming BoxI For Character	Extension #2	
Brai	nstorming BoxI For Character	Extension #2	
Brai	nstorming BoxI For Character	Extension #2	
Brai	nstorming BoxI For Character	Extension #2	

Lesson B. Research Your Character(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 character in an online source or find information in order to write a sentence about him or her.
 - (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 character/each box, according to your teacher's instructions.
 - (4) **Extension** students should do this for both characters you chose.

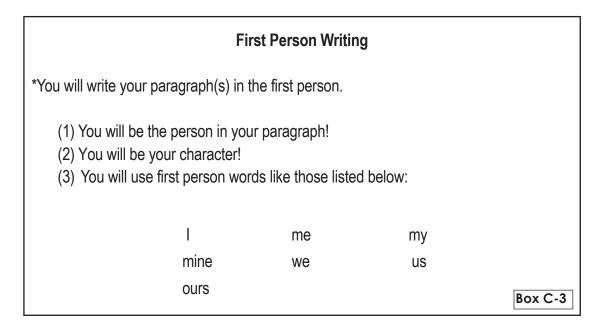
Lesson C. Composition: Write Sentences

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

- 1. I am a male.
- 2. I am old.
- 3. I do not mind cold.
- 4. I live in Victorian England.
- 5. I have lots of money.
- 6. I hate Christmas.

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 character 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/character.
 - (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 person--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/character.
 - (7) See the Student Sample Box C-1.



Your Riddle Sentences for Character 1

46

Extension--Your Riddle Sentences for Character 2

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N	lote: 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 #1

I live at the North Pole. I love Christmas and giving gifts. I am married. I wear a red suit with white fur. I help Santa prepare the thousands of gifts he brings to children each year. You probably can guess by now that I am Mrs. Claus.

Sample Box for D-1

Sample Riddle #2

I am male, not female. I love winter with all the snow and cold that come with it. I live alone. I hate the celebrating, gift-giving, and joy that go with Christmas. I am not human, and I have bright green fur. By now, you have probably identified me as the Grinch.

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 character is, such as *By now, you probably guessed that I am Scrooge!*
 - (5) **Extension**: Repeat these steps for another paragraph/character.

Your Riddle Paragraph 1

Extension--Your Riddle Paragraph 2

Project 4: Snowman Instructional Essay

Overview of Original Instructional Essay

I. TOPIC OF ESSAY

Original instructional essay about how to build a snowman.

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

- A. Basic students will write 3 paragraphs.
- B. Extension students will write 4 paragraphs.

III. SENTENCES PER PARAGRAPH

All students will write <u>3-6</u> sentences per paragraph

*Note: You may always choose to write fewer sentences per paragraph but more total paragraphs in any LAL writing assignment (with your teacher's permission).

IV. OPENING PARAGRAPH

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

V. CLOSING PARAGRAPH

Students will <u>not</u> write a **Closing 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).

This Lesson's Sample

PoB-A*

Paragraph 1

A snowman is a simple, fun piece of art. Before building one, first make sure there is plenty of snow outside. Then, check whether the snow is suitable for packing. If it is wet and heavy, you are ready to start building!

Topic of Paragraph:

Checking That You Have the Right Material

Paragraph 2

To begin, start gathering snow into a pile. As you add snow, shape it into a roughly round shape with your hands. Continue until you decide the ball is large enough. Then, you are ready to craft the second sphere.

Topic of Paragraph:

Building the First Section

PoB-C Paragraph The second ball should be slightly smaller than the first. Once it is done, lift it into place on top of your first section. Then, create one more smaller ball as the head. Place this piece on top of the previous two sections.

Topic of Paragraph:

Building the Second and Third Sections

Extension--PoB-D Paragraph 4

Now, to decorate, place a carrot in the middle of the "face" as a nose. Next, use whatever small, round objects you have on hand to create eyes and a smile. Then, place a stick into each side of your snowman's middle for arms. Finally, stand back and admire your masterpiece!

Topic of Paragraph:

Decorating Your Snowman

Lesson A. Read Sample and Learn About Instructional Writing

- A. Read the Sample Instructional Essay provided in the beginning of this lesson (in the paragraph boxes).
 - (1) Who were those paragraphs written to?
 - (2) They were written to **you**! (Or whoever reads them!)
 - (3) When sentences have instructions in them but are not written about a specific person, we say that they have an **Understood YOU subject**.
 - (4) That is, it is understood that the person reading the sentences is the subject of the sentences.
 - (5) Instructional writing is writing that gives instructions.
 - (6) We see instructional writing everywhere--online, in toy instructions, in cookbooks...everywhere
 - (7) You will be writing an instructional essay this week about how to build a snowman.
 - (8) Just like the sample that you just read, you will write sentences and paragraphs telling someone how to build your perfect "Frosty"!

Lesson B. Pre-Writing

S-1. Read the sample outline that went with the sample Instructional Essay (outline provided below).

Sample Outline

Paragraph 1: Checking That you Have the Right

materials

Sentence 1: snowman = simple art Sentence 2: check if +++ snow

Sentence 3: check if +++ 4 packing Sentence 4: wet/heavy → start building

Paragraph 2: Building the First Section

Sentence 1: gather snow → pile

Sentence 2: shape →round shape Sentence 3: continue until +++ ball

Sentence 4: ready make 2nd ball

Paragraph 3: Building the Second & Third Section

Sentence 1: 2nd ball less +++ than 1st

Sentence 2: place on top of 1st

Sentence 3: 1 more smaller ball = head Sentence 4: place on top of 1st/2nd

Ext.--Paragraph 4: Decorating Your Snowman

Sentence 1: Carrot → face

Sentence 2: Small round objects = eyes/smile

Sentence 3: Stick →each side of middle

Sentence 4: Stand/admire

Notice how the outline had symbols in it so the student didn't have to use so many words when he created it.

Sentence-by-Sentence Outlining Symbols

Symbols may help you to understand your notes better—without using more words or stealing the author's words (since symbols usually represent general ideas, not specific words):

- + can mean up, more, above, increase, better
- = can mean the result of, the same as, is equal to, means, like, occurred

can mean *number*, *pound*, or *numeral*

Numbers can mean to (2), for (4), dates, and can also stand for time, etc.

- → can mean the result of, caused, said, showed, back, forward, front, to, like
- @ can mean at, to, from
- \$ can mean money, cost, expensive
- ∧ can mean up, above, more
- ++ can mean most important, more important
- "" can be spoken words or special words
- <, > can mean more, greater than, less than, less, great, important, unimportant, vast, large, small

- Second B-2. Highlight the topic of each paragraph in the sample essay.
 - (1) Do you see how each paragraph has a "topic"?
 - (2) When you are about to write a paragraph, you need to **decide ahead of time what is going to be in that paragraph.**
 - (3) You can't just start writing and hope it all fits together!
 - (4) By deciding ahead of time what will be in that paragraph, you are helping your brain put things together in an organized way
 - (5) When you write, it will be much easier because you thought of the paragraph's contents ahead of time.
 - (6) Your writing will be better, and your readers will thank you!
- B-3. In the box on the next page, complete the following steps to determine what each of your paragraphs will be about.
 - (1) **Basic** Students:
 - a. Put an X in the fourth box
 - b. Think about what you want to include in your Instructional Essay and write these three steps in the three remaining boxes. Some examples might include:
 - i. Go to favorite snowy area and build a snowball and start rolling it.
 - ii. Roll each ball until you have three of three different sizes/stack.
 - iii. Decorate with favorite things.
 - (2) **Extension** Students:
 - a. Think about what four main steps or parts you need to include in order to give someone instructions on building a snowman and write these in the four Topic of Paragraph boxes.
 - b. Here are some to consider:
 - i. Bundle up in warm clothes.
 - ii. Find nice area with mounds of snow
 - iii. Start rolling balls (3) and roll in snow until you have three sizes. Stack and place firmly.
 - iv. Decorate

Your Paragraph Topics		
Topic of Paragraph 1:	Topic of Paragraph 2:	
	<u></u>	
Topic of Paragraph 3:	ExtensionTopic of Paragraph 4:	
	Box B-3	

Lesson C. Outline Essay

- C. Outline your essay using these tips:
 - (1) Write the Topic of Paragraph 1 on the line given for that (from Box B-3).
 - (2) Outline that paragraph with words and symbols one sentence at a time.
 - (3) Do this for each of your 3 or 4 paragraphs.
 - (4) Plan to include 3-6 sentences per paragraph. (You probably won't need all sentence lines.)

*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).

AllParagraph 1 of Body (F	PoB-A)		
Topic of Paragraph 1		 	
Sentence 1		 	
Sentence 2		 	
Sentence 3			
Sentence 4			
Sentence 5			
Sentence 6	· · · · · · · · · · · · · · · · · · ·	 	
Sentence 7			
Sentence 8		 	
	,		
AllParagraph 2 of Body (F	PoB-R)		
Topic of Paragraph 2		 	
Sentence 1		 	
Sentence 2		 	
Sentence 3			
Sentence 4			
Sentence 5			
Sentence 6			
Sentence 7			
Sentence 8			

AllParagraph 3 of Body (PoB-C)
Topic of Paragraph 3
Sentence 1
Sentence 2
Sentence 3
Sentence 4
Sentence 5
Sentence 6
Sentence 7
Sentence 8
ExtensionParagraph 4 of Body (PoB-D)
Topic of Paragraph 4
Sentence1
Sentence 2
Sentence 2 Sentence 3
Sentence 3
Sentence 3 Sentence 4
Sentence 3 Sentence 4 Sentence 5
Sentence 3 Sentence 4 Sentence 5 Sentence 6
Sentence 3 Sentence 4 Sentence 5

Lesson D. Composition: Write a Rough Draft Essay

- D-1. Follow these steps for writing your rough draft essay:
 - (1) Read the topic of the first paragraph and the sentence notes beneath it.
 - (2) Add any notes to this paragraph that you desire or mark through things you do not want or renumber the sentence lines if you want your information in a different order.
 - (3) Write the first paragraph of the body of your essay in your notebook or key it on the computer.
 - (4) Be sure to double space (if keying) or write on every other line if writing by hand.
 - (5) Continue the steps above for the rest of your essay.
- > D-2. Read your essay aloud. Do you like the way it sounds?

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

- E. Optional: 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: If you are not familiar with the Checklist Challenge, and you feel that you need more help on it than this book provides, you may desire to use a "How to Do the Checklist Challenge" or "Tools and Tricks" product at LAL store or at Teachers Pay Teachers Store.

Lesson F. Composition: Final Copy of Essay

- F-1. Write the final copy of your essay in your notebook (on every line). If you prefer, you may key it on the computer (double spaced).
- F-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?

Advanced Checklist Challenge Coding-for Teachers-

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. For more help on this, see a "Tools and Tricks" product by Donna Reish.

- 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 with out 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.

I have a free book and video for students to learn how to code their CC. I also have a few How I Teach... audio/video broadcasts in which I teach how to teach it.

Box C

Checklist Challenge for Project 4: Snowman Instructional Essay

Snowman Instructional Essay

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 LEVELS
 - B BASIC LEVEL only
 - E EXTENSION only

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



Read your essay 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.



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.

Instead of	<u>Use</u>	Instead of	<u>Use</u>	Instead of	<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: "Super Snowman"
- Something comical: "Got Snow?"
- Something bold: "A Winter Wonder"
- A Song Title: "Do You Want to Build a Snowman?""
- A Scripture: "In the Beginning God Created...Snow!"
- Something Biblical: "Diligence Will Be Rewarded"
- Something informative: "How to Build a Snowman"
- Something about character: "Make a Masterpiece...One Piece at a Time"
- Other: "Ice-Cold Sculpture"

©≕ 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-letteror-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.

Add a sentence to the beginning of your paper that describes the whole piece. This is called the Thesis Statement. If you have already done this, you should still "code" the CC check box and the Thesis Statement in your paper as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

Tips

- Write a sentence that describes your paper without telling the reader exactly what it is about.
- Do not say: In this paper you will learn about . . .
- Be sure this Thesis Statement is truly representative of the content of your entire composition.
- Your Thesis Statement is your commitment to write about that topic. It should cleverly introduce your composition's subject.
- If your paper does not have a separate Opening Paragraph, you will want to add an Opening Thesis Statement-Plus--a sentence or two introducing your topic that contains the Thesis Statement--to the beginning of your paper.

All

Add a sentence to the very end of your writing that **restates your Thesis Statement** in some way. This is called the **Thesis Statement** "Reloaded" and should conclude your paper. *If you have already done this*, you should still "code" the CC check box and the Thesis Statement "Reloaded" as directed by your teacher.

You may choose to include Thesis Statement "Reloaded" that restates the title of your paper rather than the Thesis Statement.

All

Add one SSS5—Super Short Sentence of five words or fewer. *If you have already done this,* you should still "code" the CC check box and the SSS5 in your paper as directed by your teacher.

Examples:

- They display extraordinary stealth.
- Then, they are trapped!
- · And soon it happened.



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.

Instead of:	<u>Use:</u>	Instead of:	<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*.



Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just "code" the CC check box(es) as directed by your teacher.

Examples:

- If joyful is redundant, substitute elated the next time.
- If drove is redundant, substitute careened the next time.
- If answered is redundant, substitute retorted the next time.

Note: Advanced level students should omit as much redundancy as possible throughout all paragraphs.

□ Do not change insignificant words such as was, it, and, etc.



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

Proditeauer's Marks				
Symbol	Meaning			
a	Capitalize a letter			
X	Make a capital letter into a lowercase letter.			
annd	Delete (take out)			
He went to town. When he left, he went to town.	Insert punctuation			
He went town.	Insert			
He to went town.	Reverse			
He went totown.	Insert space			
He went to town.	Leave as it was before the mark was added.			
He town went to.	Move			
A	Make a new paragraph			

Teacher Tips & Free Resources

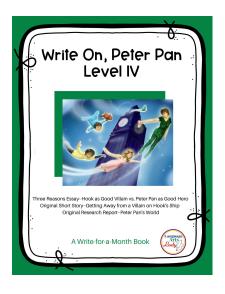


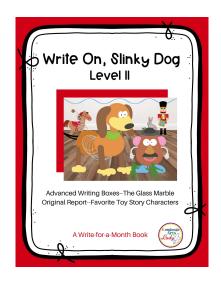
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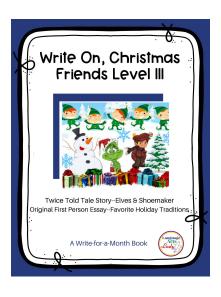
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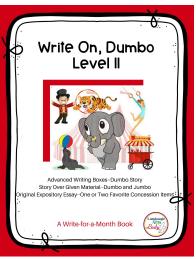
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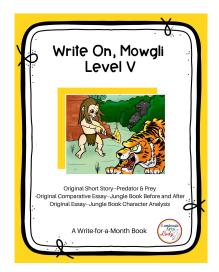
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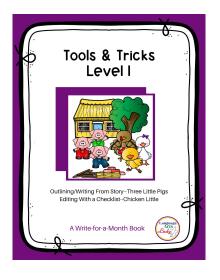






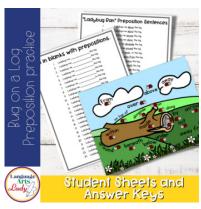




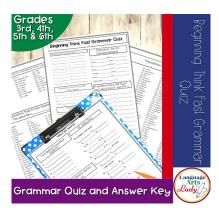




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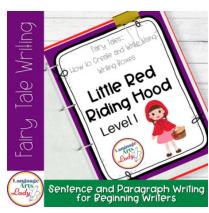


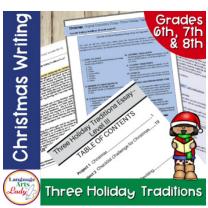




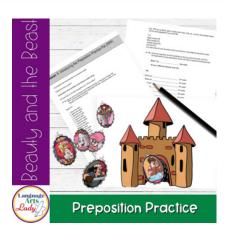


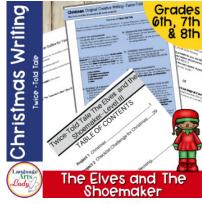


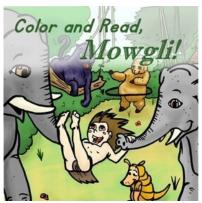














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Donna Reish, mother of seven grown children, Nonna to ten lovies, and thirty-two year homeschool veteran, is a prolific curriculum writer, blogger, and teacher from Indiana. She graduated from Ball State University with a degree in Elementary Education 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*.

Want daily grammar, writing, & teaching tips? Follow me @languageartslady on Instagram!

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