

Write for a Month

Dumbo



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*

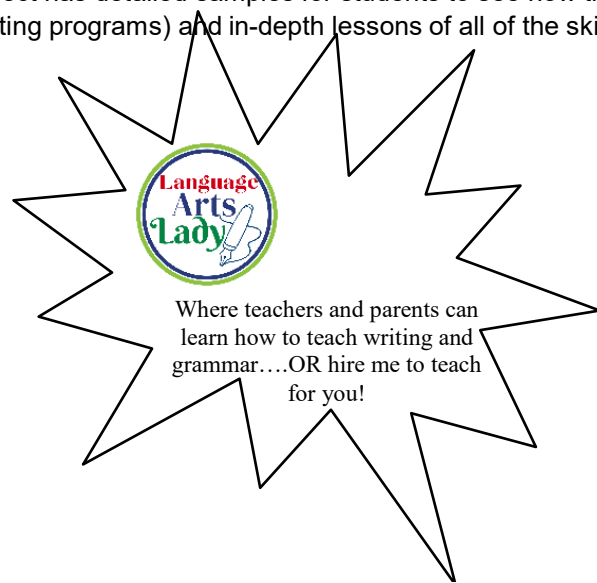
Level I = Grade 2nd & 3rd – Purple

Level II = Grade 4th & 5th – Red

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

Level IV = Grade 9th & 10th – Green

Level V = Grade 11th & 12th – Yellow



This book, *Write On, Dumbo, 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: The Story of Dumbo**
- **Beginning Report Writing: Two Types of Elephants**

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
- Reading Simple Paragraphs
- Writing from Given Notes

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

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

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

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

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

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

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

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

Project Labels/Levels and Printing/Use

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

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

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

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

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

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

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

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

Two Skill Levels in Each Book

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

Students will be able to complete the projects much more effectively if they understand the functions of subjects and verbs. Students will be able to insert the Checklist Challenge revisions into their writings much more easily if they understand how to do the revisions (how to combine sentences, how to add sentence openers, how to write SSS'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](#).



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

Report Over Given Material Using Writing Boxes--Dumbo

Overview of Writing Boxes Lesson

This week you will be writing a report 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 weekly lesson and take an S-by-S (Sentence-by-Sentence) Outline over this passage.

I. TOPIC OF REPORT

Sentence-by-Sentence Outline over given material about *Dumbo*.

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 REPORT

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).

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

Given Passage to Learn to Write From

PoB-A	Paragraph 1	<p>The circus elephants were delighted when a new baby was born. They all were amazed by his huge ears. They thought he would grow to be gigantic. The other baby animals grew, but only Jumbo's ears expanded. This made Jumbo and his mother unhappy.</p>
PoB-B	Paragraph 2	<p>Jumbo was selected to perform in the show. This cheered up Jumbo and his mother. Jumbo's role was to stand on top of five balancing elephants and wave a flag. Everything went smoothly until Jumbo tripped over his ears. He fell to the ground and rolled over. He knocked over all the elephants. The tent began falling. The people and animals scrambled to get outside.</p>
PoB-C	Paragraph 3	<p>The circus master was furious. Jumbo was taken away from his mother. He was re-named Dumbo and forced to perform the "fireman trick." He was forced to fall off a platform. When he landed in a pool of mud, the crowd would laugh.</p>

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 Character Ink book provides for you), you want to write the material in your own words.

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

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

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

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

(1) Always outline before you write!

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

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

We will work on those two steps extensively in this lesson. We will use a simple, short passage of material about *Dumbo* 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 *Dumbo* passage aloud with your teacher or to yourself to get an idea of what you will be writing about this week.

<p><> A-1a. In the first sentence of the first paragraph that is provided by itself below, highlight the following words:</p> <p>1. elephant 2. delighted 3. baby 4. born</p> <p><i>The circus elephants were delighted when a new baby was born.</i></p> <p>These four words are the most important words in the sentence.</p> <p>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.</p>	<p><> A-1b. Choose at least three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table border="1"> <thead> <tr> <th><u>elephants</u></th> <th><u>delighted</u></th> <th><u>baby</u></th> <th><u>born</u></th> </tr> </thead> <tbody> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> </tbody> </table> <p><> A-1c. Once you have at least three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>	<u>elephants</u>	<u>delighted</u>	<u>baby</u>	<u>born</u>	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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<p><> A-1d. Write a new sentence from the given one with your new words (highlighted above).</p> <p style="text-align: center;">Paragraph 1: Sentence One</p> <p>_____</p> <p>_____</p> <p>_____</p>																									

<p><> A-2a. Now repeat that process by highlighting the four most important nouns, pronouns, and verbs in the next sentence from the passage (provided below).</p> <p><i>They all were amazed by his huge ears.</i></p>	<p><> A-2b. Write those words on the top line in the following columns and underline them with a highlighter.</p> <p><> A-2c. Choose at least three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.</p> <table border="1"><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr></table> <p><> A-2d. Once you have at least three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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<p><> A-2e. Write a new sentence from the given one with your new words (highlighted above).</p> <p>Paragraph 1: Sentence Two</p> <p>_____</p> <p>_____</p> <p>_____</p>																													

<p><> A-3a. Now repeat that process by highlighting the four most important nouns, pronouns, and verbs in the next sentence from the passage (provided below).</p> <p><i>They thought he would grow to be gigantic.</i></p>	<p><> A-3b. Write those words on the top line in the following columns.</p> <p><> A-3c. Choose at least three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.</p> <table border="1"><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr></table> <p><> A-3d. Once you have at least three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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<p><> A-3e. Write a new sentence from the given one with your new words (highlighted above).</p> <p>Paragraph 1: Sentence Three</p> <p>_____</p> <p>_____</p> <p>_____</p>																													

<p><> A-4a. Now repeat that process by highlighting the four most important words in the fourth sentence of the passage (provided below).</p> <p><i>The other baby animals grew, but only Jumbo's ears expanded.</i></p>	<p><> A-4b. Write those words on the top line in the following columns.</p> <p><> A-4c. Choose at least three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.</p> <table border="1"> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> </table> <p><> A-4d. Once you have at least three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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<p><> A-4e. Write a new sentence from the given one with your new words (highlighted above).</p> <p>Paragraph 1: Sentence Four</p> <p>_____</p> <p>_____</p> <p>_____</p>																													

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

This made Jumbo and his mother unhappy.

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

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

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

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

Paragraph 1: Sentence Five

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Sample of Paragraph One

The circus pachyderms were thrilled when a new young one was birthed. The animals, as a whole, were astonished by his huge hearing appendages. The elephants concluded that Jumbo would mature to be gigantic. The other young mammals filled out, but only Jumbo's ears broadened. This caused the youngster and his parent to be miserable.

Writing Boxes Sample First Paragraph

<p><> A-1a. Highlight words</p> <p>The circus <u>elephants</u> were <u>delighted</u> when a new <u>baby</u> was <u>born</u> .</p>	<p><> A-1b. & 1c. Synonyms or substitute words for the words in the sentence</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><u>elephants</u></th> <th style="text-align: left; border-bottom: 1px solid black;"><u>delighted</u></th> <th style="text-align: left; border-bottom: 1px solid black;"><u>baby</u></th> <th style="text-align: left; border-bottom: 1px solid black;"><u>born</u></th> </tr> </thead> <tbody> <tr> <td><u>animals</u></td> <td><u>thrilled</u></td> <td><u>infant</u></td> <td><u>birthed</u></td> </tr> <tr> <td><u>creatures</u></td> <td><u>excited</u></td> <td><u>young one</u></td> <td><u>delivered</u></td> </tr> <tr> <td><u>pachyderms</u></td> <td><u>ecstatic</u></td> <td><u>elephant</u></td> <td><u>produced</u></td> </tr> <tr> <td><u>tuskiers</u></td> <td><u>pleased</u></td> <td><u>child</u></td> <td><u>conceived</u></td> </tr> <tr> <td><u>mammoths</u></td> <td><u>elated</u></td> <td><u>babe</u></td> <td><u>introduced</u></td> </tr> <tr> <td><u>beasts</u></td> <td><u>overjoyed</u></td> <td><u>youngster</u></td> <td><u>brought into the world</u></td> </tr> </tbody> </table>	<u>elephants</u>	<u>delighted</u>	<u>baby</u>	<u>born</u>	<u>animals</u>	<u>thrilled</u>	<u>infant</u>	<u>birthed</u>	<u>creatures</u>	<u>excited</u>	<u>young one</u>	<u>delivered</u>	<u>pachyderms</u>	<u>ecstatic</u>	<u>elephant</u>	<u>produced</u>	<u>tuskiers</u>	<u>pleased</u>	<u>child</u>	<u>conceived</u>	<u>mammoths</u>	<u>elated</u>	<u>babe</u>	<u>introduced</u>	<u>beasts</u>	<u>overjoyed</u>	<u>youngster</u>	<u>brought into the world</u>
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<p><> A-1e. New sentence</p> <p>The circus pachyderms were thrilled when a new young one was birthed.</p>																													

<p><> A-2a. Highlight words</p> <p>They <u>all</u> were <u>amazed</u> by his huge <u>ears</u> .</p>	<p><> A-2b. & 2c. Synonyms or substitute words for the words in the sentence</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><u>they</u></th> <th style="text-align: left; border-bottom: 1px solid black;"><u>all</u></th> <th style="text-align: left; border-bottom: 1px solid black;"><u>amazed</u></th> <th style="text-align: left; border-bottom: 1px solid black;"><u>ears</u></th> </tr> </thead> <tbody> <tr> <td><u>the elephants</u></td> <td><u>everyone</u></td> <td><u>shoked</u></td> <td><u>hearing</u></td> </tr> <tr> <td><u>the creatures</u></td> <td><u>each</u></td> <td><u>astounded</u></td> <td><u>appendage</u></td> </tr> <tr> <td><u>the beasts</u></td> <td><u>as a whole</u></td> <td><u>surprised</u></td> <td><u>body parts</u></td> </tr> <tr> <td><u>the pachyderm</u></td> <td><u>together</u></td> <td><u>impressed</u></td> <td><u>hearers</u></td> </tr> <tr> <td><u>the animals</u></td> <td><u>bar none</u></td> <td><u>astonished</u></td> <td><u>sensory organs</u></td> </tr> <tr> <td><u>the mammoths</u></td> <td><u>every single one</u></td> <td><u>stunned</u></td> <td><u>sensing apparatus</u></td> </tr> </tbody> </table>	<u>they</u>	<u>all</u>	<u>amazed</u>	<u>ears</u>	<u>the elephants</u>	<u>everyone</u>	<u>shoked</u>	<u>hearing</u>	<u>the creatures</u>	<u>each</u>	<u>astounded</u>	<u>appendage</u>	<u>the beasts</u>	<u>as a whole</u>	<u>surprised</u>	<u>body parts</u>	<u>the pachyderm</u>	<u>together</u>	<u>impressed</u>	<u>hearers</u>	<u>the animals</u>	<u>bar none</u>	<u>astonished</u>	<u>sensory organs</u>	<u>the mammoths</u>	<u>every single one</u>	<u>stunned</u>	<u>sensing apparatus</u>
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<p><> A-2e. New sentence</p> <p>The animals, as a whole, were astonished by his huge hearing appendages.</p>																													

<p><> A-3a. Highlight words</p> <p>They <u>thought</u> <u>he</u> would <u>grow</u> to be gigantic.</p>	<p><> A-3b. & 3c. Synonyms or substitute words for the words in the sentence</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><u>they</u></th> <th style="text-align: left; border-bottom: 1px solid black;"><u>thought</u></th> <th style="text-align: left; border-bottom: 1px solid black;"><u>he</u></th> <th style="text-align: left; border-bottom: 1px solid black;"><u>grow</u></th> </tr> </thead> <tbody> <tr> <td><u>the animals</u></td> <td><u>believed</u></td> <td><u>jumbo</u></td> <td><u>expand</u></td> </tr> <tr> <td><u>the beasts</u></td> <td><u>concluded</u></td> <td><u>the baby</u></td> <td><u>mature</u></td> </tr> <tr> <td><u>the creatures</u></td> <td><u>expected</u></td> <td><u>the elephant</u></td> <td><u>develop</u></td> </tr> <tr> <td><u>the elephants</u></td> <td><u>theorized</u></td> <td><u>the young one</u></td> <td><u>swell</u></td> </tr> <tr> <td><u>the mammoths</u></td> <td><u>suggested</u></td> <td><u>the youngster</u></td> <td><u>broaden</u></td> </tr> <tr> <td><u>the tuskiers</u></td> <td><u>speculated</u></td> <td><u>the infant</u></td> <td><u>enlarge</u></td> </tr> </tbody> </table>	<u>they</u>	<u>thought</u>	<u>he</u>	<u>grow</u>	<u>the animals</u>	<u>believed</u>	<u>jumbo</u>	<u>expand</u>	<u>the beasts</u>	<u>concluded</u>	<u>the baby</u>	<u>mature</u>	<u>the creatures</u>	<u>expected</u>	<u>the elephant</u>	<u>develop</u>	<u>the elephants</u>	<u>theorized</u>	<u>the young one</u>	<u>swell</u>	<u>the mammoths</u>	<u>suggested</u>	<u>the youngster</u>	<u>broaden</u>	<u>the tuskiers</u>	<u>speculated</u>	<u>the infant</u>	<u>enlarge</u>
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<u>the tuskiers</u>	<u>speculated</u>	<u>the infant</u>	<u>enlarge</u>																										
<p><> A-3e. New sentence</p> <p>The elephants concluded that jumbo would mature to be gigantic.</p>																													

Writing Boxes Sample First Paragraph (continued)

<> A-4a. Highlight words

The other baby animals grew,
but only Jumbo's ears expanded.

<> A-4e. New sentence

The other young mammals filled
out, but only Jumbo's ears expanded.

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

<u>baby</u>	<u>animals</u>	<u>grew</u>	<u>expanded</u>
<u>new</u>	<u>creatures</u>	<u>filled out</u>	<u>broadened</u>
<u>tiny</u>	<u>mammals</u>	<u>developed</u>	<u>grew</u>
<u>miniature</u>	<u>beasts</u>	<u>matured</u>	<u>developed</u>
<u>young</u>	<u>performers</u>	<u>expanded</u>	<u>filled out</u>
<u>newborn</u>	<u>living things</u>	<u>broadened</u>	<u>widened</u>
<u>immature</u>	<u>vertebrates</u>	<u>widened</u>	<u>matured</u>

<> A-5a. Highlight words

This made Jumbo and his
mother unhappy.

<> A-5e. New sentence

This caused the youngster and his
parent to be miserable.

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

<u>made</u>	<u>Jumbo</u>	<u>mother</u>	<u>unhappy</u>
<u>forced</u>	<u>the youngster</u>	<u>guardian</u>	<u>miserable</u>
<u>created</u>	<u>the elephant</u>	<u>mom</u>	<u>sad</u>
<u>shaped</u>	<u>the young one</u>	<u>parent</u>	<u>distressed</u>
<u>caused</u>	<u>the child</u>	<u>child-bearer</u>	<u>depressed</u>
<u>induced</u>	<u>the kid</u>	<u>progenitor</u>	<u>troubled</u>
<u>obliged</u>	<u>the newbie</u>		<u>sorrowful</u>

Lesson B. Study Skills: Outline Second Paragraph

PoB-B	Paragraph 2	<p>Jumbo was selected to perform in the show. This cheered up Jumbo and his mother. Jumbo’s role was to stand on top of five balancing elephants and wave a flag. Everything went smoothly until Jumbo tripped over his ears. He fell to the ground and rolled over. He knocked over all the elephants. The tent began falling. The people and animals scrambled to get outside.</p>
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<p><> 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).</p> <p><i>Jumbo was selected to perform in the show.</i></p>	<p><> B-1b. Write those words on the top line in the following columns.</p> <p><> B-1c. Choose at least three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.</p> <table border="1"><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr></table> <p><> B-1d. Once you have at least three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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<p><> B-1e. Write a new sentence from the given one with your new words (highlighted above).</p> <p>Paragraph 2: Sentence One</p> <p>_____</p> <p>_____</p> <p>_____</p>																													

<p><> 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).</p> <p><i>This cheered up Jumbo and his mother.</i></p>	<p><> B-2b. Write those words on the top line in the following columns.</p> <p><> B-2c. Choose at least three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.</p> <table border="1"> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> </table> <p><> B-2d. Once you have at least three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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_____	_____	_____	_____																										
<p><> B-2e. Write a new sentence from the given one with your new words (highlighted above).</p> <p>Paragraph 2: Sentence Two</p> <p>_____</p> <p>_____</p> <p>_____</p>																													

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

Jumbo's role was to stand on top of five balancing elephants and wave a flag.

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

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

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

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

Paragraph 2: Sentence Three

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

Everything went smoothly until Jumbo tripped over his ears.

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

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

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

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

Paragraph 2: Sentence Four

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

He fell to the ground and rolled over.

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

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

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

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

Paragraph 2: Sentence Five

<p><> 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).</p> <p><i>He knocked over all the elephants.</i></p>	<p><> B-6b. Write those words on the top line in the following columns.</p> <p><> B-6c. Choose at least three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.</p> <table border="1"><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr></table> <p><> B-6d. Once you have at least three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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<p><> B-6e. Write a new sentence from the given one with your new words (highlighted above).</p> <p>Paragraph 2: Sentence Six</p> <p>_____</p> <p>_____</p> <p>_____</p>																													

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

The tent began falling.

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

<> **B-7c.** Choose at least three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

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

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

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

Paragraph 2: Sentence Seven

<p><> B-8a. Now repeat that process by highlighting the four most important words in the eighth sentence of the second paragraph from the passage (provided below).</p> <p><i>The people and animals scrambled to get outside.</i></p>	<p><> B-8b. Write those words on the top line in the following columns.</p> <p><> B-8c. Choose at least three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.</p> <table border="1" data-bbox="703 315 1513 598"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> <p><> B-8d. Once you have at least three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>																																
<p><> B-8e. Write a new sentence from the given one with your new words (highlighted above).</p> <p style="text-align: center;">Paragraph 2: Sentence Eight</p> <table border="1" data-bbox="243 871 1442 997"> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> </table>																																	

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Sample of Paragraph Two

The youngster was chosen to appear in the performance. The honor encouraged the misfit and his parent. Jumbo's part was to settle on top of five balancing elephants and fly a banner. The performance moved forward smoothly until the youngster stumbled over his ears. The small mammal dropped to the earth and turned over. Jumbo flattened every one of the performers. The pavilion started collapsing. The audience and entertainers ran to get outdoors.

Writing Boxes Sample Second Paragraph

<> B-1a. Highlight words

Jumbo was selected to perform
in the show .

<> B-1e. New sentence

The youngster was chosen to
appear in the performance.

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

Jumbo	selected	perform	show
the elephant	picked	appear	presentation
the young one	named	perform	spectacle
the youngster	tabbed	play a part	play
the kid	called	display	drama
the misfit	chosen	exhibit	display
the creature	preferred	present	performance

<> B-2a. Highlight words

This cheered up
Jumbo and his mother .

<> B-2e. New sentence

The honor encouraged the
misfit and his parent.

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

This	cheered up	Jumbo	mother
the turn of events	comforted	misfit	guardian
the break	enlivened	youngster	parent
the honor	encouraged	young one	loved one
the opportunity	gladdened	tiny elephant	mom
the chance	brightened	outcast	ancestor
the role	heartened	small mammal	mommy

<> B-3a. Highlight words

Jumbo's role was to stand on top of five
balancing elephants and wave a flag .

<> B-3e. New sentence

Jumbo's part was to settle on top
of five balancing elephants and
fly a banner.

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

role	stand	wave	flag
job	mount	brandish	emblem
task	settle	swing	streamer
part	erect	fly	ensign
act	place	wield	pennant
piece	position	shake	standard
appearance	poise	flourish	banner

Writing Boxes Sample Second Paragraph (continued)

<> B-4a. Highlight words

Everything went smoothly until
Jumbo tripped over his ears.

<> B-4e. New sentence

The performance moved forward smoothly
until the youngster stumbled over his ears.

<> B-4b. & 4c. Synonyms or substitute words for the words in the sentence

everything	went	Jumbo	tripped
his part	moved forward	the youngster	stumbled
the performance	came along	the young one	tumbled
the show	passed	the small elephant	fell
his role	proceeded	the tiny mammal	toppled
the presentation	progressed	the misfit	sprawled
the drama	advanced	the outcast	slipped

<> B-5a. Highlight words

He fell to the
ground and rolled over.

<> B-5e. New sentence

The small mammal dropped to
the earth and turned over.

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

He	fell	ground	rolled
the elephant	went down	earth	rotated
the small mammal	dropped	turf	flopped
the misfit	tumbled	dirt	twisted
the new guy	plummeted	mud	pivoted
the young one	plunged	soil	spun
the youngster	crashed	sod	turned

<> B-6a. Highlight words

He knocked over all
the elephants.

<> B-6e. New sentence

Jumbo flattened every one of
the performers.

<> B-6b. & 6c. Synonyms or substitute words for the words in the sentence

He	knocked over	all	elephants
Jumbo	flattened	each one	acrobats
the youngster	whacked	every	mammals
the young one	decked	each	pachyderms
the elephant	hit	every one	performers
the misfit	thumped	the whole	entertainers
the mammal	smacked	any	actors

Writing Boxes Sample Second Paragraph (continued)

<> B-7a. Highlight words

The tent began falling .

<> B-7e. New sentence

The pavilion started collapsing.

<> B-7b. & 7c. Synonyms or substitute words for the words in the sentence

<u>tent</u>	<u>began</u>	<u>falling</u>
<u>pavilion</u>	<u>started</u>	<u>dropping</u>
<u>house</u>	<u>initiated</u>	<u>lowering</u>
<u>home</u>	<u>undertook</u>	<u>collapsing</u>
<u>tepee</u>	<u>induced</u>	<u>descending</u>
<u>canvas</u>	<u>found</u>	<u>crumbling</u>
<u>awning</u>	<u>established</u>	<u>plunging</u>

<> B-8a. Highlight words

The people and animals
scrambled to get outside .

<> B-8e. New sentence

The audience and entertainers
ran to get outdoors.

<> B-8b. & 8c. Synonyms or substitute words for the words in the sentence

<u>people</u>	<u>animals</u>	<u>scrambled</u>	<u>outside</u>
<u>spectators</u>	<u>entertainers</u>	<u>rushed</u>	<u>outdoors</u>
<u>crowd</u>	<u>mammals</u>	<u>raced</u>	<u>in the open</u>
<u>audience</u>	<u>actors</u>	<u>jostled</u>	<u>without</u>
<u>masses</u>	<u>performers</u>	<u>ran</u>	<u>out</u>
<u>mob</u>	<u>elephants</u>	<u>scurried</u>	<u>to the exterior</u>
<u>humans</u>	<u>acrobats</u>	<u>scuttled</u>	<u>to the external</u>

Lesson C. Study Skills: Outline Third Paragraph

PoB-C	Paragraph 3	<p>The circus master was furious. Jumbo was taken away from his mother. He was renamed Dumbo and forced to perform the “fireman trick.” He was forced to fall off a platform. When he landed in a pool of mud, the crowd would laugh.</p>
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<> **C-1a.** Now repeat that process by highlighting the three most important words in the first sentence of the third paragraph from the passage (provided below).

***The circus master
was furious.***

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

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

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

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

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

Paragraph 3: Sentence One

<p><> C-2a. Now repeat that process by highlighting the four most important words in the second sentence of the third paragraph from the passage (provided below).</p> <p><i>Jumbo was taken away from his mother.</i></p>	<p><> C-2b. Write those words on the top line in the following columns.</p> <p><> C-2c. Choose at least three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.</p> <table border="1"><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr></table> <p><> C-2d. Once you have at least three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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<p><> C-2e. Write a new sentence from the given one with your new words (highlighted above).</p> <p>Paragraph 3: Sentence Two</p> <p>_____</p> <p>_____</p> <p>_____</p>																													

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

He was renamed Dumbo and forced to perform the “fireman trick.”

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

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

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

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

Paragraph 3: Sentence Three

<p><> C-4a. Now repeat that process by highlighting the four most important words in the fourth sentence of the third paragraph from the passage (provided below).</p> <p><i>He was forced to fall off a platform.</i></p>	<p><> C-4b. Write those words on the top line in the following columns.</p> <p><> C-4c. Choose at least three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.</p> <table border="1"><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr></table> <p><> C-4d. Once you have at least three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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<p><> C-4e. Write a new sentence from the given one with your new words (highlighted above).</p> <p>Paragraph 3: Sentence Four</p> <p>_____</p> <p>_____</p> <p>_____</p>																													

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

When he landed in a pool of mud, the crowd would laugh.

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

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

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

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

Paragraph 3: Sentence Five

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

[illegible]

Sample of Paragraph Three

The circus manager became irate. The misfit was separated from his parent. Jumbo was called Dumbo and required to appear in the "fireman trick." The outcast was driven to tumble off a balcony. When he thumped down in a puddle of mud, the audience would roar.

Writing Boxes Sample Third Paragraph

<> **C-1a.** Highlight words

The circus master
was furious .

<> **C-1e.** New sentence

The circus manager became irate.

<> **C-1b. & 1c.** Synonyms or substitute words for the words in the sentence

<u>master</u>	<u>was</u>	<u>furious</u>
<u>leader</u>	<u>became</u>	<u>angry</u>
<u>owner</u>	<u>happened to be</u>	<u>mad</u>
<u>manager</u>	<u>came to be</u>	<u>livid</u>
<u>director</u>	<u>began to be</u>	<u>irate</u>
<u>chief</u>	<u>grew</u>	<u>enraged</u>
<u>boss</u>	<u>turned out to be</u>	<u>incensed</u>

<> **C-2a.** Highlight words

Jumbo was taken away
from his mother .

<> **C-2e.** New sentence

The misfit was separated from
his parent.

<> **C-2b. & 2c.** Synonyms or substitute words for the words in the sentence

<u>Jumbo</u>	<u>taken away</u>	<u>mother</u>
<u>the misfit</u>	<u>torn away</u>	<u>guardian</u>
<u>the elephant</u>	<u>separated</u>	<u>parent</u>
<u>the culprit</u>	<u>ripped away</u>	<u>mom</u>
<u>the outcast</u>	<u>removed</u>	<u>ancestor</u>
<u>the mammal</u>	<u>parted</u>	<u>mommy</u>
<u>the performer</u>	<u>severed</u>	

<> **C-3a.** Highlight words

He was renamed Dumbo
and forced to perform
the "fireman trick."

<> **C-3e.** New sentence

Jumbo was called Dumbo and required
to appear in the "fireman trick."

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

<u>He</u>	<u>renamed</u>	<u>forced</u>	<u>perform</u>
<u>the elephant</u>	<u>called</u>	<u>made</u>	<u>appear in</u>
<u>Jumbo</u>	<u>named</u>	<u>compelled</u>	<u>act out</u>
<u>the mammal</u>	<u>labeled</u>	<u>required</u>	<u>stage</u>
<u>the outcast</u>	<u>titled</u>	<u>bound</u>	<u>present</u>
<u>the misfit</u>	<u>styled</u>	<u>driven</u>	<u>execute</u>
<u>the youngster</u>	<u>identified as</u>	<u>obliged</u>	<u>display</u>

Writing Boxes Sample Third Paragraph (continued)

<> C-4a. Highlight words

He was forced to
fall off a platform.

<> C-4e. New sentence

The outcast was driven to
tumble off a balcony.

<> C-4b. & 4. Synonyms or substitute words for the words in the sentence

He	forced	fall	platform
the elephant	driven	drop	balcony
the outcast	required	descend	podium
the mammal	made	tumble	terrace
jumbo	obliged	plunge	storage
the misfit	compelled	dive	dais
the youngster	bound	slip	deck

<> C-5a. Highlight words

When he landed in a pool of
mud, the crowd would laugh.

<> C-5e. New sentence

When he thumped down in a
puddle of mud, the audience
would roar.

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

landed	pool	crowd	laugh
thumped down	puddle	people	snicker
settled	basin	throng	roar
touched down	tank	multitude	chuckle
alighted	lake	audience	howl
docked	bath	group	scream
came down	tub	rabble	whoop

Projects 3 & 4: Two Elephant Types

Essay from Given Material

Overview Box

This week you will be writing an essay from given material about one or two types of elephants.

I. TOPIC OF ESSAY

Students will write one or two paragraphs about **one or two elephant types** from given notes.

III. SENTENCES PER PARAGRAPH

A. Basic students will write 4-6 sentences for their paragraph.

B. Extension students will write 4-6 sentences in EACH of their two paragraphs.

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

A. Basic students will write 1 paragraph from given notes.

B. Extension students will write 2 paragraphs from given notes.

IV. OTHER SKILLS

A. Reading Sample Paragraphs

B. Writing from Given Notes

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).

PoB-A	PARAGRAPH 1	African elephants weigh between 8,500 and 16,500 pounds. They also reach up to thirteen feet in height. Additionally, they have large ears. This keeps them cool in the hot African sun. They have heads with only one bump on top. As far as tusks, both males and females have them.
PoB-B	PARAGRAPH 2	Asian elephants weigh between 6,500 and 13,000 pounds. They only reach eleven and a half feet. They also have smaller ears. The sun above their home is less hot. Additionally, they have heads with two bumps on top. Finally, only males have tusks.

Lesson A. Passage and Reading:

↔ A-1. Read the passage aloud with your teacher.

↔ A-2. In the passage, highlight the words *African* and *Asian* one time each.

This week you will be writing one or two paragraphs about African and/or Asian elephant(s).

Lesson B. Pre-Writing: Choose Notes and Number Them:

Follow the steps given below to prepare to write a paragraph (or two) similar to the passage using the notes provided:

1. Choose Your Paragraph

- Basic students: Circle the box of notes that you are going to write from, based on which type of elephant you want to write about. Place an X on the other box.
- Extension students: You will write about both types of elephants.

2. Number the notes in each of the boxes that you are using:

- Number the notes in the order that you would like to put them in your paragraph.
- Extension students repeat this for the second box.

3. Optional: Add notes if desired:

Add notes to either or both boxes from information that you find in a book or online source.

Asian Elephants

Long and tapered lower lip
Less wrinkled skin
Less ribs
More tightly compressed ridges on teeth
Less trunk rings
Softer trunk
One trunk 'finger'
More toenails
More grass in diet

African Elephants

Short and round lower lip
More wrinkled skin
More ribs
Looser ridges on teeth
More trunk rings
Harder trunk
Two trunk 'fingers'
Fewer toenails
More leaves in diet

Student Sample of Two Elephant Types

Did you know how big African elephants are? They weigh in at 8,500 pounds to 16,500 pounds! As for height, they are often as tall as thirteen feet. As many people assume, these mammals have bulky ears. These "Dumbo-like" ears keep them from overheating in the blistering heat of Africa. These pachyderms have a single lump right on their heads. All full-grown African elephants get to sport those "ivory horns"--not just the males.

Elephants from Asia are a little smaller than their African friends. They weigh anywhere from 6,500 to 13,000 pounds. They are also shorter as they only get to be about 11 1/2 feet tall. While all pachyderms have fairly big ears, the Asian elephants have smaller ones than the African elephants. These Asian "packys" do not have to deal with extreme heat in their habitat. And...they get to have double bumps on their heads. Only the males get to have tusks in Asia.

Lesson C. Composition/Creative Writing: Write an Original Rough Draft Essay

<> C-1. Follow these steps to write your essay:

- (1) Read your first line of notes and consider what you want your sentence to say.
- (2) Practice saying your sentence aloud to get it just the way you want it.
- (3) Write your first sentence in your notebook, or key your essay on the computer.
- (4) Be sure to double space your essay to make inputting the Checklist Challenge revisions easier.
- (5) Indent the beginning of each paragraph five spaces.
- (6) Repeat these steps for each line of notes, writing on every other line.

<> C-2. Read your essay aloud. Do you like the way it sounds?

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

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

Note: Language Arts Lady Store and my Teachers Pay Teachers Store have several Challenge how-to products (including a free one for languageartsladyblog.com subscribers).

Lesson E. Composition: Final Copy Essay

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

Optional--Checklist Challenge 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. For more help on this, see the Suggested CC Coding Chart in the back of this *Meaningful Composition* book.

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 D

Checklist Challenge for Projects 3 & 4: Dumbo

Two Elephant Types

Complete the Checklist Challenge by using these guides:

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

☐ All ALL LEVELS

☐ B BASIC LEVEL only

☐ E EXTENSION only

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

☐ All ☐ E

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 ☐ 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.**

☐ All ☐ E

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.**

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. ***If you have already done this, you should still “code” the CC check box(es) and these words in your paper as directed by your teacher.***

☞ **A word you have never used in writing might be one you use in speaking but not in your compositions. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words (or ask your teacher for spelling help).**

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: "The Great Gray Giant"
- Something bold: "Elephants!"
- A song title or line: "All Creatures Great and Small"
- A Scripture: "Consider the Elephant"
- Something biblical: "He Made Them All"
- Something about character: "Learn from the Elephant"
- Other: "The Enormous Elephant"

🔑 **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.

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.

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 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

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.*

All

Start one or more of your sentences with an **adverb** (/y word or other) (or more than one, according to your level). *If you have already done this, you should still “code” the CC check box(es) and the adverb opener(s) in your paper as directed by your teacher.*

Examples:

- Adverb opener: **Consequently**, there is no way for the creature to get loose.
- Adverbial clause or phrase opener: **Directly assailing their victims**, courageous predator attack and eat.

☞ The comma may be directly after the adverb or shortly after it, depending on where you “hear” it. Do not use a comma if the adverb phrase or clause is actually a subject *Directly assailing their victims is what they do* (no comma).

B B

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long or you hear a pause after it, follow it with a comma. *If you have already done this, you should still “code” the CC check box(es) and the PP openers in your paper as directed by your teacher.*

Examples:

- **Within its abdomen**, the spider has special glands that produce silk. (Optional comma)
- **From the center of the web**, spokes fan out and anchor the surrounding frame. (Double prepositional phrase opener)
- **Onto the surrounding frame**, the center of the bridge is anchored. (Optional comma)
- **In the center of a web**, the spider waits patiently for its victim. (Double prepositional phrase opener)
- **With even more silk**, the spider further entangles its prey.
- **With leaves tipped with spines that act like prison bars**, the spider catches its prey. (Prepositional phrase opener & subordinate clause opener)
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

☞ A PP is a preposition + its object (*over the cloud; after the bird, etc.*)

☞ Follow the PP opener with a comma if it is five words or longer or two prepositional phrases in a row, or when a pause is heard when it is read aloud.

Add one **subordinate clause opener** followed by a comma (or more than one, according to your level). ***If you have already done this, you should still “code” the CC check box and the subordinate clause opener in your paper as directed by your teacher.***

Examples

- **When a spider creates its web**, it uses an original design.
- **Because a web must capture many types of prey**, it is durable and adhesive.
- **While a spider is designing its web**, it constructs a frame and spins spokes that span out from the center.
- **Since a web needs to be durable and adhesive**, it is made of silk threads.

☞ **Subordinators are words that come at the beginning of subordinate clauses. They include words in this rhyme (plus many more):**

Since, When, Though

Because, If, Although

☞ **A subordinate clause consists of a subordinator + a subject + a verb: *When a spider creates its web, it uses an original design.***

☞ **Remember how to punctuate a subordinate clause opener:**

When you start a sentence with a subordinate clause,

Put the comma in when you hear the pause.

Add one set (or more according to check boxes) of **descriptive double adjectives** separated with *and* or a comma. ***If you have already done this, you should still “code” the CC check box(es) and the double adjectives in your paper as directed by your teacher.***

Examples:

- Joined by *and*: The **crafty** and **ingenious** spider nearly always catches its prey.
- Joined by a comma: The **crafty, ingenious** spider nearly always catches its prey.

☞ **Remember, double adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct (i.e. *crafty and ingenious* or *ingenious and crafty*; *crafty, ingenious* or *ingenious, crafty*). Another benchmark for comma use with two adjectives is if you could place an *and* instead of a comma--and your adjectives still sound correct--use a comma.**

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. ***If you have already done this, you should still “code” the CC check box(es) and these words in your paper as directed by your teacher.***

☞ **A word you have never used in writing might be one you use in speaking but not in your compositions. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words (or ask your teacher for spelling help).**

E E

Add different sentence openers (also known as **introductory material or non-essential information**). ***If you have already done these, you should still “code” the CC check boxes and the sentence openers in your paper as directed by your teacher.***

Examples:

- A subordinate clause opener: **When the spider’s victims are in these challenging positions**, those critters are dinner for sure! (Sub Clause + Subordinator + subject + verb)
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, spiders trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, the spider designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, the spider produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, the victim cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **Once there**, the “dinner” has no way of escape.

☞ **Upper level students should choose various ones -- preferably without much repeating.**

All

Add another complete sentence to one of your sentences with a **coordinating conjunction or semicolon** to create a compound sentence. ***If you have already done this, you should still “code” the CC check box(es) and the complete sentence with the coordinating conjunction or semicolon in your paper as directed by your teacher.***

Example:

- Original: The Venus’ flytrap provides another example of entrapment. It is a plant that eats bugs and flies.
- Compound Sentence: The Venus’ flytrap provides another example of entrapment, **for it is a plant that eats bugs and flies.**

☞ **CS , cc CS or CS ; CS.**

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

Symbol

Meaning

Capitalize a letter

Make a capital letter into a lowercase letter.

Delete (take out)

He went to town.

When he left, he went to town.

Insert punctuation

He went town.

Insert

He went town.

Reverse

He went totown.

Insert space

He went to town.

Leave as it was before the mark was added.

He town went to.

Move

Make a new paragraph

Teacher Tips & Free Resources

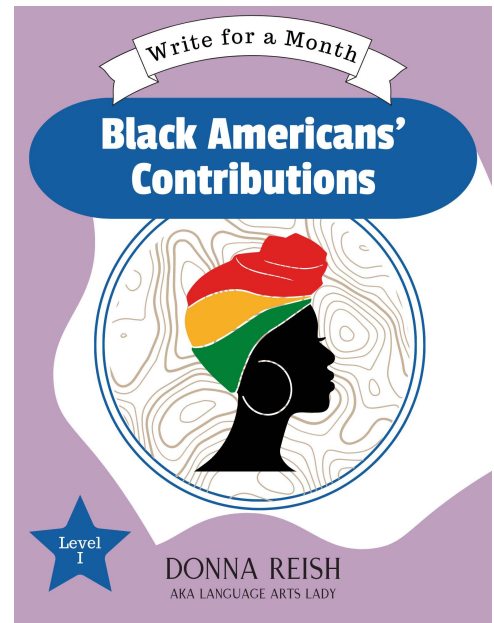
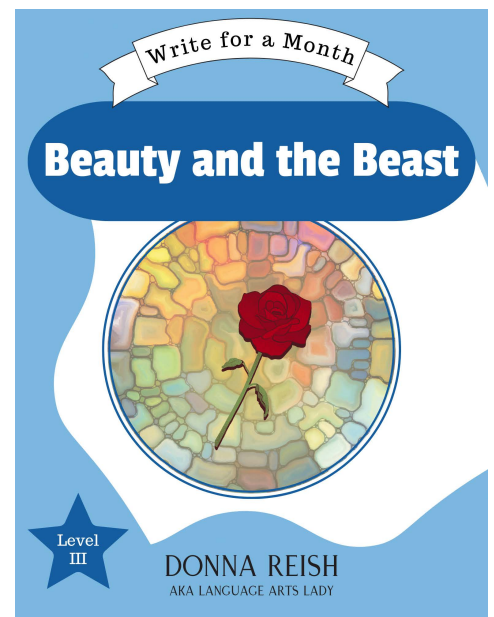
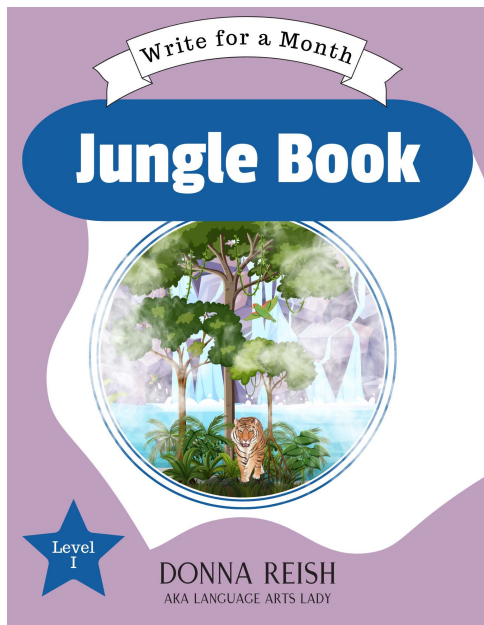


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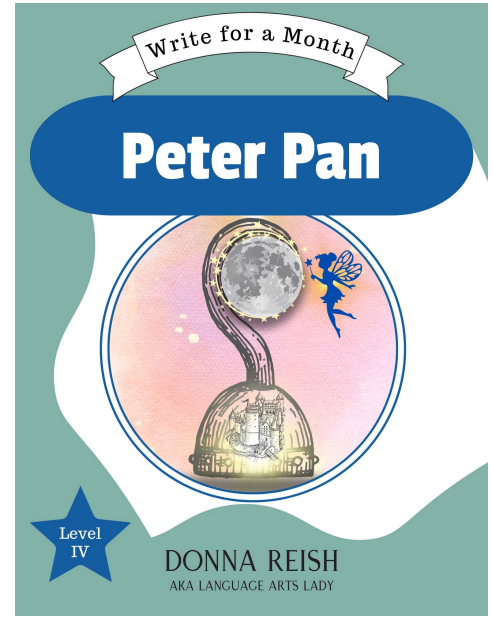
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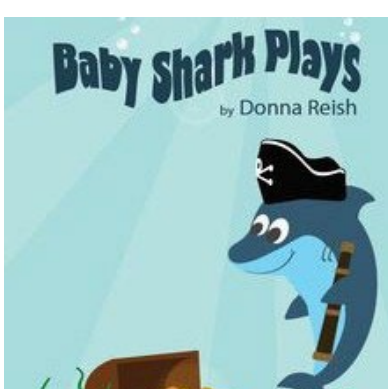
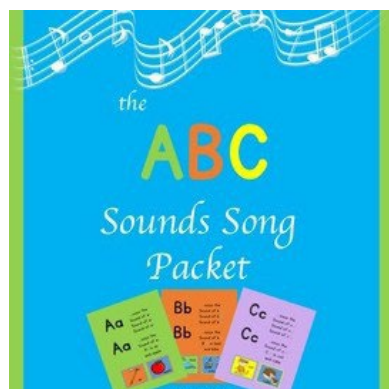
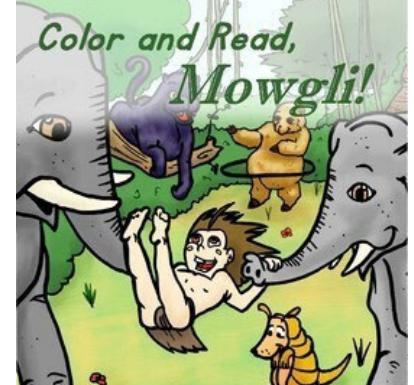
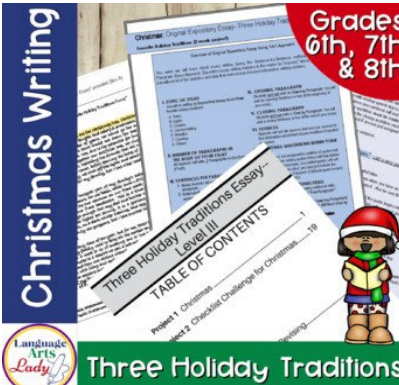
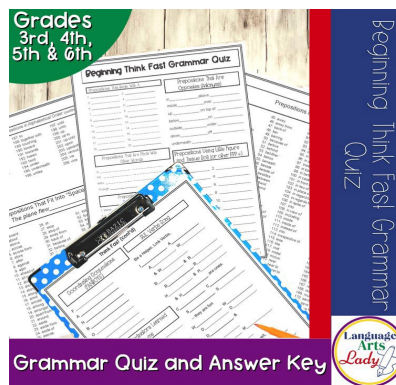
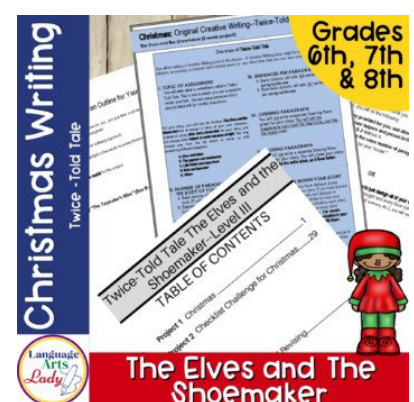
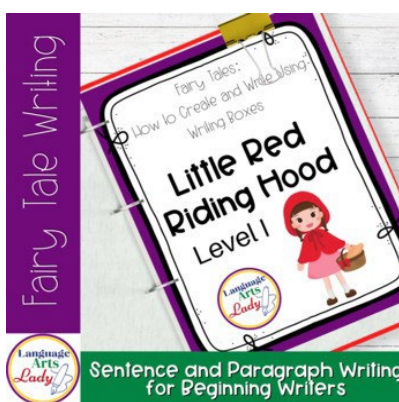
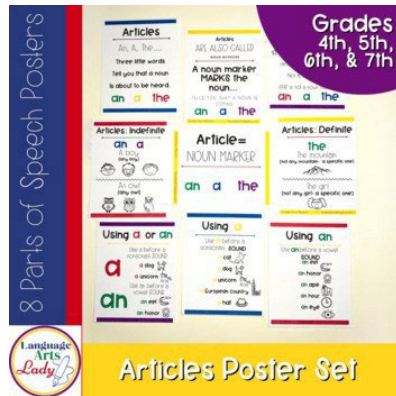
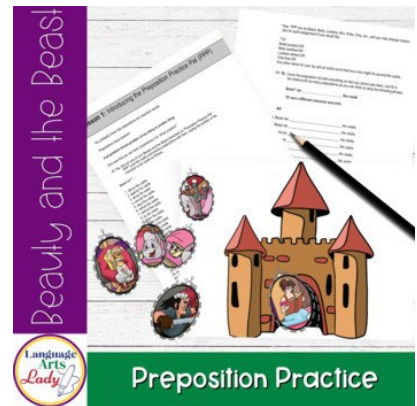
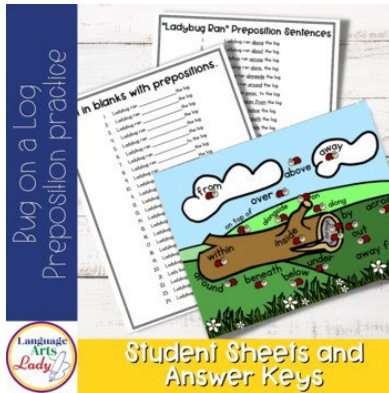
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Donna Reish, mother of seven grown children, Nonna to ten lovies, and thirty-two year homeschool veteran, is a prolific curriculum writer, blogger, and teacher from Indiana. She graduated from Ball State University with a degree in Elementary Education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