

Write On, Dumbo Level II



Advanced Writing Boxes: Story of Dumbo

Sentence-by-Sentence Outline & Write From Given Source: Dumbo

Original Essay: One or Two Circus/Fair Concessions

A Write-for-a-Month Book



Write-for-a-Month

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

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

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

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

Each series contains five books*

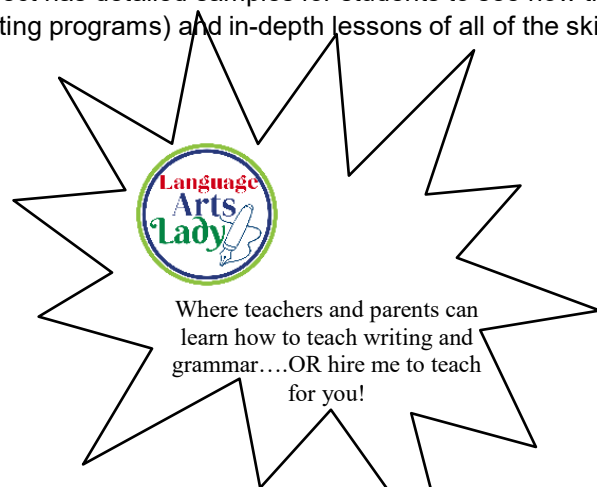
Level I = Grade 2nd & 3rd – Purple

Level II = Grade 4th & 5th – Red

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

Level IV = Grade 9th & 10th – Green

Level V = Grade 11th & 12th – Yellow



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

- **Advanced Writing Boxes: Story of Dumbo**
- **Sentence-by-Sentence Outline & Write From Given Source: Dumbo**
- **Original Essay: One or Two Circus/Fair Concessions**

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
- Using Pronouns
- Correct Given Sentences (Editing)
- Wacky Words: through and throw
- Semicolon Use
- Reading and Research
- Color-Coded Research
- Choosing Sources
- Outlining Cards
- Thesis Statement
- Thesis Statement Reloaded

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

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

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

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

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

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

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

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

Project Labels/Levels and Printing/Use

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

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

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

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

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

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

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

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

Two Skill Levels in Each Book

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

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

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

Grade Levels

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

Semester-Long Character Quality Writing Books

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



Write On: Dumbo--Level II

TABLE OF CONTENTS

Projects 1 & 2: Writing Boxes--Dumbo.....	page 3
Project 3: Sentence-by-Sentence Outline Over Given Material--Dumbo.....	page 41
Project 4: One or Two Favorite Concessions at the Circus.....	page 57
Appendix A: Editing and Revising.....	page 75
Appendix B: Other Language Arts Lady Products.....	page 77

Projects 1 & 2: Create and Write From Writing Boxes: Story of Dumbo

Story of Dumbo 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 week's lesson and take an S-by-S (Sentence-by-Sentence) Outline over this passage.

Don't worry! We will use Character Ink's new Writing Boxes to learn how to write from a source. It will be fun—and you will be surprised how quickly you learn how to take notes and write.

I. TOPIC OF STORY

Sentence-by-Sentence Outline over given material about *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 STORY

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

IV. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

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

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

Note: This Overview Box, which is provided at the beginning of each project, is here to give students (and teachers) an at-a-glance look at the entire composition 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 were all amazed by his huge ears. They thought this infant 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 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>

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 writing 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.

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

- 1. elephants 2. delighted
- 3. baby 4. born

The circus elephants were delighted when a new baby was born.

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

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

<> **A-1b.** Choose 3-5 synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

<u>elephants</u>	<u>delighted</u>	<u>baby</u>	<u>born</u>
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<> **A-1c.** Once you have at least 3-5 synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

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

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

<> **A-1e.** Choose 3-5 describers for each of the new words you changed in your new sentence and write them on the lines provided. You may use a thesaurus or online reference source if desired.

Describers
for

Describers
for

Describers
for

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

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

<> **A-1f.** Once you have 3-5 listed, choose the word in each column that you think sounds the best and highlight each one.

<> **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).

They were all amazed by his huge ears.

<> **A-2b.** Write those words on the top line in the following columns and underline them with a highlighter.

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

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

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

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

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

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

(2) Choose 3-5 descriptors for each of the words you listed.

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

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

Descriptors
for

Descriptors
for

Descriptors
for

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

<> **A-2g.** Once you have 3-5 descriptors listed, choose the word in each column that you think sounds the best and highlight each one you choose.

<> **A-2h.** Now write your new sentence again—this time with the descriptors you just highlighted added to it.

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

<> **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).

They thought this infant would grow to be gigantic.

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

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

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

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

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

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

(2) Choose at least 3-5 describers for each of the words you listed.

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

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

Describers
for

Describers
for

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

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

<> **A-3g.** Once you have 3-5 describers listed, choose the word in each column that you think sounds the best and highlight each one you choose.

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

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

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

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

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

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

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

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

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

(2) Choose 3-5 descriptors for each of the words you listed.

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

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

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

<> **A-4g.** Once you have 3-5 descriptors listed, choose the word in each column that you think sounds the best and highlight each one you choose.

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

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

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

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

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

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

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

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

(2) Choose 3-5 describers for each of the words you listed.

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

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

Describers
for

Describers
for

Describers
for

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

<> **A-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** describers added)

<> **A-5g.** Once you have 3-5 describers listed, choose the word in each column that you think sounds the best and highlight each one you choose.

Sample of Paragraph One

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

Writing Boxes Sample First Paragraph

<p><> A-1a. Highlight words</p> <p>The circus elephants were delighted when a new baby was born .</p>	<p><> A-1b. & 1c. 3-5 synonyms or substitute words for the words in the sentence</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">elephants</td> <td style="text-align: center;">delighted</td> <td style="text-align: center;">baby</td> <td style="text-align: center;">born</td> </tr> <tr> <td style="text-align: center;">animals</td> <td style="text-align: center;">thrilled</td> <td style="text-align: center;">infant</td> <td style="text-align: center;">birthed</td> </tr> <tr> <td style="text-align: center;">creatures</td> <td style="text-align: center;">excited</td> <td style="text-align: center;">young one</td> <td style="text-align: center;">delivered</td> </tr> <tr> <td style="text-align: center;">pachyderms</td> <td style="text-align: center;">ecstatic</td> <td style="text-align: center;">elephant</td> <td style="text-align: center;">produced</td> </tr> <tr> <td style="text-align: center;">tuskers</td> <td style="text-align: center;">pleased</td> <td style="text-align: center;">child</td> <td style="text-align: center;">conceived</td> </tr> <tr> <td style="text-align: center;">mammoths</td> <td style="text-align: center;">elated</td> <td style="text-align: center;">babe</td> <td style="text-align: center;">introduced</td> </tr> <tr> <td style="text-align: center;">beasts</td> <td style="text-align: center;">overjoyed</td> <td style="text-align: center;">youngster</td> <td style="text-align: center;">brought in world</td> </tr> </table>	elephants	delighted	baby	born	animals	thrilled	infant	birthed	creatures	excited	young one	delivered	pachyderms	ecstatic	elephant	produced	tuskers	pleased	child	conceived	mammoths	elated	babe	introduced	beasts	overjoyed	youngster	brought in world
elephants	delighted	baby	born																										
animals	thrilled	infant	birthed																										
creatures	excited	young one	delivered																										
pachyderms	ecstatic	elephant	produced																										
tuskers	pleased	child	conceived																										
mammoths	elated	babe	introduced																										
beasts	overjoyed	youngster	brought in world																										
<p><> A-1e. New sentence--no descriptors</p> <p>The circus pachyderms were thrilled when a new young one was birthed.</p>	<p><> A-1f. & 1g. 3-5 descriptors for new words</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">pachyderms</td> <td style="text-align: center;">thrilled</td> <td style="text-align: center;">young one</td> </tr> <tr> <td style="text-align: center;">talented</td> <td style="text-align: center;">extremely</td> <td style="text-align: center;">tiny</td> </tr> <tr> <td style="text-align: center;">bored</td> <td style="text-align: center;">absolutely</td> <td style="text-align: center;">cute</td> </tr> <tr> <td style="text-align: center;">mothering</td> <td style="text-align: center;">very</td> <td style="text-align: center;">helpless</td> </tr> <tr> <td style="text-align: center;">huge</td> <td style="text-align: center;">immediately</td> <td style="text-align: center;">innocent</td> </tr> <tr> <td style="text-align: center;">curious</td> <td style="text-align: center;">unsurprisingly</td> <td style="text-align: center;">miniscule</td> </tr> </table>	pachyderms	thrilled	young one	talented	extremely	tiny	bored	absolutely	cute	mothering	very	helpless	huge	immediately	innocent	curious	unsurprisingly	miniscule										
pachyderms	thrilled	young one																											
talented	extremely	tiny																											
bored	absolutely	cute																											
mothering	very	helpless																											
huge	immediately	innocent																											
curious	unsurprisingly	miniscule																											
<p><> A-1h. New sentence with descriptors</p> <p>The huge circus pachyderms were extremely thrilled when a new, tiny young one was birthed.</p>																													

<p><> A-2a. Highlight words</p> <p>They were all amazed by his huge ears .</p>	<p><> A-2b. & 2c. 3-5 synonyms or substitute words for the words in the sentence</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">they</td> <td style="text-align: center;">all</td> <td style="text-align: center;">amazed</td> <td style="text-align: center;">ears</td> </tr> <tr> <td style="text-align: center;">the elephants</td> <td style="text-align: center;">everyone</td> <td style="text-align: center;">shoked</td> <td style="text-align: center;">hearing</td> </tr> <tr> <td style="text-align: center;">the creatures</td> <td style="text-align: center;">each</td> <td style="text-align: center;">astounded</td> <td style="text-align: center;">appendages</td> </tr> <tr> <td style="text-align: center;">the beasts</td> <td style="text-align: center;">as a whole</td> <td style="text-align: center;">surprised</td> <td style="text-align: center;">body parts</td> </tr> <tr> <td style="text-align: center;">the pachyderm</td> <td style="text-align: center;">together</td> <td style="text-align: center;">impressed</td> <td style="text-align: center;">hearers</td> </tr> <tr> <td style="text-align: center;">the animals</td> <td style="text-align: center;">bar none</td> <td style="text-align: center;">astonished</td> <td style="text-align: center;">sensory organs</td> </tr> <tr> <td style="text-align: center;">the mammoths</td> <td style="text-align: center;">every single one</td> <td style="text-align: center;">stunned</td> <td style="text-align: center;">sensing apparatus</td> </tr> </table>	they	all	amazed	ears	the elephants	everyone	shoked	hearing	the creatures	each	astounded	appendages	the beasts	as a whole	surprised	body parts	the pachyderm	together	impressed	hearers	the animals	bar none	astonished	sensory organs	the mammoths	every single one	stunned	sensing apparatus
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<p><> A-2h. New sentence with descriptors</p> <p>The curious animals were, as a whole, utterly astonished by his huge, floppy hearing appendages.</p>																													

<p><> A-3a. Highlight words</p> <p>They thought he would grow to be gigantic .</p>	<p><> A-3b. & 3c. 3-5 synonyms or substitute words for the words in the sentence</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">They</td> <td style="text-align: center;">thought</td> <td style="text-align: center;">he</td> <td style="text-align: center;">grow</td> </tr> <tr> <td style="text-align: center;">the animals</td> <td style="text-align: center;">believed</td> <td style="text-align: center;">jumbo</td> <td style="text-align: center;">expand</td> </tr> <tr> <td style="text-align: center;">the beast</td> <td style="text-align: center;">concluded</td> <td style="text-align: center;">the baby</td> <td style="text-align: center;">mature</td> </tr> <tr> <td style="text-align: center;">the creatures</td> <td style="text-align: center;">expected</td> <td style="text-align: center;">the elephant</td> <td style="text-align: center;">develop</td> </tr> <tr> <td style="text-align: center;">the elephants</td> <td style="text-align: center;">theorized</td> <td style="text-align: center;">the young one</td> <td style="text-align: center;">swell</td> </tr> <tr> <td style="text-align: center;">the mammoths</td> <td style="text-align: center;">suggested</td> <td style="text-align: center;">the youngster</td> <td style="text-align: center;">broaden</td> </tr> <tr> <td style="text-align: center;">the tuskers</td> <td style="text-align: center;">speculated</td> <td style="text-align: center;">the infant</td> <td style="text-align: center;">enlarge</td> </tr> </table>	They	thought	he	grow	the animals	believed	jumbo	expand	the beast	concluded	the baby	mature	the creatures	expected	the elephant	develop	the elephants	theorized	the young one	swell	the mammoths	suggested	the youngster	broaden	the tuskers	speculated	the infant	enlarge
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interested	quickly																												
<p><> A-3h. New sentence with descriptors</p> <p>The surprised elephants quickly 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-4b. & 4c. 3-5 synonyms or substitute words for the words in the sentence

baby	animals	grew	expanded
<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>widen</u>	<u>matured</u>

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

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

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

filled out	broadened
<u>quickly</u>	<u>ever</u>
<u>gradually</u>	<u>actually</u>
<u>slowly</u>	<u>finally</u>
<u>speedily</u>	<u>eventually</u>
<u>eventually</u>	<u>slowly</u>

<> A-4h. New sentence with descriptors

The other young mammals gradually filled out,
but only Jumbo's ears slowly broadened.

<> A-5a. Highlight words

This **made** **Jumbo** and his
mother **unhappy** .

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

made	Jumbo	mother	unhappy
<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>

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

This caused the youngster and his
parent to be miserable.

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

youngster	parent	miserable
<u>powerless</u>	<u>female</u>	<u>constantly</u>
<u>innocent</u>	<u>compassionate</u>	<u>extremely</u>
<u>tiny</u>	<u>nurturing</u>	<u>very</u>
<u>helpless</u>	<u>loving</u>	<u>incredibly</u>
<u>miniscule</u>	<u>helpless</u>	<u>dreadfully</u>

<> A-5h. New sentence with descriptors

This caused the helpless youngster and his
loving parent to be constantly miserable.

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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<> **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).

Jumbo was selected to perform in the show.

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

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

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

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

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

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

(2) Choose at least 3-5 describers for each of the words you listed.

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

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

Describers
for

Describers
for

Describers
for

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

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

<> **B-1g.** Once you have 3-5 describers listed, choose the one in each column that you think sounds the best.

<> **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).

This cheered up Jumbo and his mother.

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

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

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

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

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

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

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

(2) Choose at least 3-5 descriptors for each of the words you listed.

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

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

Descriptors
for

Descriptors
for

Descriptors
for

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

<> **B-2g.** Once you have 3-5 descriptors listed, choose the one in each column that you think sounds the best.

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

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

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

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

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

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

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

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

(2) Choose at least 3-5 descriptors for each of the words you listed.

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

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

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

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

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

<> **B-3g.** Once you have 3-5 descriptors listed, choose the one in each column that you think sounds the best.

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

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

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

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

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

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

(2) Choose at least 3-5 descriptors for each of the words you listed.

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

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

Descriptors
for

Descriptors
for

Descriptors
for

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

<> **B-4g.** Once you have 3-5 descriptors listed, choose the one in each column that you think sounds the best.

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

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

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

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

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

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

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

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

(2) Choose at least 3-5 describers for each of the words you listed.

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

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

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

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

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

<> **B-5g.** Once you have 3-5 describers listed, choose the one in each column that you think sounds the best.

<> **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).

He knocked over all the elephants.

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

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

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

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

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

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

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

(2) Choose at least 3-5 descriptors for each of the words you listed.

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

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

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

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

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

<> **B-6g.** Once you have 3-5 descriptors listed, choose the one in each column that you think sounds the best.

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

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

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

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

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

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

(2) Choose at least 3-5 descriptors for each of the words you listed.

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

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

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

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

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

<> **B-7g.** Once you have 3-5 descriptors listed, choose the one in each column that you think sounds the best.

<> **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).

The people and animals scrambled to get outside.

<> **B-8b.** Write those words on the top line in the following columns.

<> **B-8c.** Choose at least 3-5 synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

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

<> **B-8d.** Once you have at least 3-5 synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

<> **B-8e.** Write a new sentence from the given one with your new words (highlighted above).

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

<> **B-8f.** (1) Write the words you just changed in your new sentence on the lines.

(2) Choose at least 3-5 descriptors for each of the words you listed.

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

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

Descriptors
for

Descriptors
for

Descriptors
for

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

<> **B-8g.** Once you have 3-5 descriptors listed, choose the one in each column that you think sounds the best.

<> **B-8h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

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

Sample of Paragraph Two

The sad youngster was surprisingly chosen to appear in the main performance. The wonderful honor encouraged the small misfit and his caring parent. Jumbo's tiny part was to settle on top of five balancing elephants and happily fly a colorful banner. The complex performance moved forward smoothly until the distracted youngster suddenly stumbled over his ears. The small, clumsy mammal quickly dropped to the hard earth and turned over. A frightened Jumbo blindly flattened everyone of the balancing performers. The huge pavilion suddenly started collapsing. The scared audience and the shocked entertainers madly ran to get outdoors.

Writing Boxes Sample Second Paragraph

<> B-1a. Highlight words

Jumbo was selected to perform in the show.

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

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

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

The youngster was chosen to appear in the performance.

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

youngster	chosen	performance
sad	surprisingly	big
ashamed	specially	main
depressed	specifically	incredible
tiny	amazingly	featured
clumsy	kindly	major

<> B-1h. New sentence with descriptors

The sad youngster was surprisingly chosen to appear in the main performance.

<> B-2a. Highlight words

This cheered up Jumbo and his mother.

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

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

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

The honor encouraged the misfit and his parent.

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

honor	misfit	parent
wonderful	gray	caring
surprising	hooved	loving
cheering	small	kind
great	sad	compassionate
awesome	obvious	faithful

<> B-2h. New sentence with descriptors

The wonderful honor encouraged the small misfit and his caring parent.

<> B-3a. Highlight words

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

<> B-3b. & 3c. 3-5 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

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

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

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

part	fly	banner
tiny	joyfully	colorful
small	happily	bright
minuscule	vigorously	American
visible	slowly	small
special	quickly	tiny

<> B-3h. New sentence with descriptors

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

Writing Boxes Sample Second Paragraph (continued)

<> B-4a. Highlight words

Everything went smoothly until
Jumbo tripped over his ears.

<> B-4e. New sentence--no describers

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

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

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

<> B-4f. & 4g. 3-5 describers for new words

performance	youngster	stumbled
amazing	clumsy	suddenly
complex	helpless	accidentally
astounding	happy	careless
fateful	distracted	fully
exciting	confident	headlong

<> B-4h. New sentence with describers

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

<> B-5a. Highlight words

He fell to the
ground and rolled over.

<> B-5e. New sentence--no describers

The small mammal dropped to
the earth and turned over.

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

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

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

mammal	dropped	earth
gray	quickly	hard
awkward	wildly	unforgiving
ungainly	speedily	soft
clumsy	swiftly	brown
bulky	immediately	green

<> B-5h. New sentence with describers

The small, clumsy mammal quickly dropped
to the hard earth and turned over.

<> B-6a. Highlight words

He knocked over all
the elephants.

<> B-6e. New sentence--no describers

Jumbo flattened every one of
the performers.

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

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

<> B-6f. & 6g. 3-5 describers for new words

Jumbo	flattened	performers
embarrassed	blindly	animal
frightened	accidentally	balancing
tiny	quickly	heavy
clumsy	slowly	huge
hurt	speedily	surprised

<> B-6h. New sentence with describers

A frightened Jumbo blindly flattened every
one of the balancing performers.

<> **B-7a.** Highlight words
 The **tent** **began** **falling** .

<> **B-7b. & 7c.** 3-5 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>teepee</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-7e.** New sentence--no descriptors
 The pavilion started collapsing.

<> **B-7f. & 7g.** 3-5 descriptors for new words

<u>pavilion</u>	<u>started</u>
<u>huge</u>	<u>suddenly</u>
<u>sturdy</u>	<u>quickly</u>
<u>colorful</u>	<u>speedily</u>
<u>heavy</u>	<u>swiftly</u>
<u>weak</u>	<u>accidentally</u>

<> **B-7h.** New sentence with descriptors
 The huge pavilion suddenly started collapsing.

<> **B-8a.** Highlight words
 The **people** and **animals**
scrambled to get **outside** .

<> **B-8b. & 8c.** 3-5 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>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>exterior</u>
<u>humans</u>	<u>acrobats</u>	<u>scuttled</u>	<u>external</u>

<> **B-8e.** New sentence--no descriptors
 The audience and entertainers
ran to get outdoors.

<> **B-8f. & 8g.** 3-5 descriptors for new words

<u>audience</u>	<u>entertainers</u>	<u>ran</u>
<u>scared</u>	<u>angry</u>	<u>quickly</u>
<u>shocked</u>	<u>shocked</u>	<u>desperately</u>
<u>huge</u>	<u>scared</u>	<u>madly</u>
<u>big</u>	<u>frightened</u>	<u>swiftly</u>
<u>frightened</u>	<u>talented</u>	<u>clumsily</u>

<> **B-8h.** New sentence with descriptors
 The scared audience and the shocked
entertainers madly ran to get outdoors.

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 3-5 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 3-5 synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

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

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

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

(2) Choose at least 3-5 describers for each of the words you listed.

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

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

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

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

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

<> **C-1g.** Once you have 3-5 describers listed, choose the one in each column that you think sounds the best.

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

Jumbo was taken away from his mother.

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

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

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

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

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

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

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

(2) Choose at least 3-5 descriptors for each of the words you listed.

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

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

Descriptors
for

Descriptors
for

Descriptors
for

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

<> **C-2g.** Once you have 3-5 descriptors listed, choose the one in each column that you think sounds the best.

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

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

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

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 3-5 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 3-5 synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

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

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

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

(2) Choose at least 3-5 descriptors for each of the words you listed.

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

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

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

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

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

<> **C-3g.** Once you have 3-5 descriptors listed, choose the one in each column that you think sounds the best.

<> **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).

He was forced to fall off a platform.

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

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

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

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

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

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

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

(2) Choose at least 3-5 descriptors for each of the words you listed.

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

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

Descriptors
for

Descriptors
for

Descriptors
for

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

<> **C-4g.** Once you have 3-5 descriptors listed, choose the one in each column that you think sounds the best.

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

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

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

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 3-5 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 3-5 synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

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

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

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

(2) Choose at least 3-5 describers for each of the words you listed.

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

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

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

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

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

<> **C-5g.** Once you have 3-5 describers listed, choose the one in each column that you think sounds the best.

Sample of Paragraph Three

The powerful circus manager speedily became completely irate. The innocent misfit was violently separated from his beloved parent. Jumbo was mockingly called Dumbo and constantly required to unwillingly appear in the "fireman truck." The sad outcast was mercilessly driven to tumble off a high balcony. When he painfully thumped down in a deep puddle of mud, the delighted audience would roar.

Writing Boxes Sample Third Paragraph

<> C-1a. Highlight words

The circus **master**
was **furiously** .

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

The circus manager became irate.

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

master	was	furiously
leader	became	angry
owner	happened to be	mad
manager	came to be	lived
director	began to be	irate
chief	grew	enraged
boss	turned out to be	incensed

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

manager	became	irate
big	quickly	suddenly
kind	swiftly	fully
powerful	suddenly	amazingly
calm	immediately	shockingly
strong	speedily	completely

<> C-1h. New sentence with descriptors

The powerful circus manager speedily
became completely irate.

<> C-2a. Highlight words

Jumbo was **taken away**
from his **mother** .

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

The misfit was separated from
his parent.

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

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

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

misfit	separated	parent
sad	forcefully	loving
disappointed	rudely	caring
frightened	viciously	only
scared	immediately	beloved
innocent	violently	faithful

<> C-2h. New sentence with descriptors

The innocent misfit was violently
separated from his beloved parent.

Writing Boxes Sample Third Paragraph (continued)

<> C-3a. Highlight words

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

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

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

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

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

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

called	required	appear
mockingly	always	constantly
constantly	permanently	frequently
permanently	forcibly	embarrassingly
soon	immediately	unwillingly
forcibly	constantly	sadly

<> C-3h. New sentence with describers

Jumbo was mockingly called Dumbo and
constantly required to unwillingly appear
in the "fireman truck."

<> C-4a. Highlight words

He was forced to
fall off a platform.

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

The outcast was driven to
tumble off a balcony.

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

outcast	driven	balcony
sad	mockingly	small
innocent	violently	colorful
sorrowful	angrily	towering
embarrassed	sadly	high
depressed	mercilessly	lofty

<> C-4h. New sentence with describers

The sad outcast was mercilessly driven to
tumble off a high balcony.

Writing Boxes Sample Third Paragraph (continued)

<> C-5a. Highlight words

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

<> C-5e. New sentence--no describers

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

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

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

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

<u>thumped down</u>	<u>puddle</u>	<u>audience</u>
<u>violently</u>	<u>huge</u>	<u>delighted</u>
<u>clumsily</u>	<u>wide</u>	<u>amused</u>
<u>painfully</u>	<u>deep</u>	<u>happy</u>
<u>wildly</u>	<u>small</u>	<u>merciless</u>
<u>crazily</u>	<u>massive</u>	<u>unkind</u>

<> C-5h. New sentence with describers

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

Project 3: Sentence-by-Sentence (S-by-S) Outline from Given Material

Dumbo

Overview of Narrative Essay From Given Material

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 materials provided for you in this weekly project and take an S-by-S (Sentence-by-Sentence) Outline.

I. TOPIC OF STORY

Sentence-by-Sentence Outline over given material about the story of *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 STORY

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

Extension students will write 4 paragraphs for the body (P'soB).

IV. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

- A. **Using Pronouns**
- B. **Correct Given Sentences (Editing)**
- C. **Wacky Words: through and throw**

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

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

PoB-A Paragraph 1	The circus animals were amazed by the baby elephant's big ears. When he was older, his ears were still very big. One day, Jumbo was chosen to be in the show. Jumbo messed up the whole show when he fell over his ears. The tent fell, and the people and animals had to run to get out.
PoB-B Paragraph 2	The circus master was furious because of the destruction Jumbo had caused. Jumbo was taken away from his mother. He was renamed Dumbo and forced to perform the "fireman trick." For this act, he was made to fall off a platform. When he landed in a pool of mud, the crowd would laugh.
PoB-C Paragraph 3	Dumbo was sad, and he left the circus. He met a robin named Red in the forest. The robin said he would teach Dumbo to fly, so he had Dumbo jump off a cliff. At first Dumbo fell, but then he flew through the air.
PoB-D Paragraph 4	Dumbo returned to the circus. At the next show, he fell off the platform, but instead of hitting the ground, he began flying. This shocked the crowd, but then they started to cheer. From that day on, Dumbo was a star, and he was happy.

***Note: PoB stands for Paragraph of the Body (referring to a non-opening or non-closing paragraph) P_{so}B stands for Paragraphs of Body (more than one PoB).**

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*

Lesson A. Study Skills/Prewriting: Sentence-by-Sentence Outline

<> A. Follow these steps to write a Sentence-by-Sentence Outline (S-by-S Outline) for this week's passage:

1. Read the first paragraph to yourself.
 - a. **Determine the topic of the entire paragraph.**
 - b. Write the topic of that paragraph on the Topic of Paragraph line.
2. Read the first sentence of the first paragraph and think about what it means.
 - a. Highlight **3–5 words** that would most help you to remember the content of the sentence.
 - b. Write those **3–5 words** on the line provided for Sentence One.
 - c. Repeat these steps for all of the sentences in the first paragraph.
3. **Repeat these steps** for all of the paragraphs and sentences in the passage.

***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).**

Sample Sentence-by-Sentence Outline

Topic of Paragraph 2: Dumbo learns to fly
Sentence 1: Dumbo + + + sad → circus
Sentence 2: He → robin Red → forest
Sentence 3: Robin → Dumbo 2 fly jump ↓ cliff
Sentence 4: 1st Dumbo ↓ then flew → air

Sample Paragraph

Since Dumbo was so unhappy, he decided to leave the circus. While walking through the forest, he was introduced to a robin called Red. The robin volunteered to instruct him how to fly, so he suggested Dumbo vault himself off a tall embankment. In the beginning Dumbo plummeted then he glided on the wind.

Extension--Paragraph of Body A (PoB-A)

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

All--Paragraph of Body B (PoB-B)

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

All--Paragraph of Body C (PoB-C)

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

All--Paragraph of Body D (PoB-D)

Topic of Paragraph 4 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Lesson B. Composition/Creative Writing: Write a Rough Draft Story From an S-by-S Outline Over Given Material

- <> **B-1.** Follow these steps for writing your rough draft story from your S-by-S Outline:
- (1) **Re-read the entire passage** to recall its content.
 - (2) **Read your first line of notes** and consider what you want your sentence to say.
 - (3) **Practice saying your sentence aloud** to get it just the way you want it.
 - (4) **Write your first sentence** in your notebook, or key your story on the computer.
 - (5) Be sure to **double space** your story to make inputting the Checklist Challenge revisions easier.
 - (6) **Indent** the beginning of each paragraph five spaces.
 - (7) **Repeat** these steps for each line of notes, writing on every other line.
- <> **B-2.** Read your story aloud. Do you like the way it sounds?

Lesson C. Grammar: Pronouns

Example: **he, she, they**

- <> **C-1.** In the last paragraph of the passage, highlight the following words:

1. he
2. he
3. they
4. he

1. These words are pronouns.
2. Did you know that the letters *pro* mean “for.”
3. So, a **pronoun is for a noun.**
4. A **pronoun is a word that takes the place of a noun.**
5. A **noun is the name of any of the following:**
 - a. **Person:** girl, boy, doctor
 - b. **Place:** town, street, backyard
 - c. **Thing:** ball, dog, book
 - d. **Idea:** love, joy, peace

Pronoun Box

- | | |
|------------|------------|
| 1. I | 2. me |
| 2. we | 4. us |
| 5. he | 6. she |
| 7. him | 8. her |
| 9. they | 10. them |
| 11. it | 12. its |
| 13. our | 14. ours |
| 15. theirs | 16. hers |
| 17. mine | 18. myself |
| 19. you | 20. your |

6. Pronouns take the place of those words in your sentences.
 - a. The **boy** walked. or **He** walked. (*He* takes the place of *boy*.)
 - b. The **ball** rolled. or **It** rolled. (*It* takes the place of the *ball*.)
 - c. The **teacher** wrote on the board. or **She** wrote on the board.
7. You do not have to remember what pronouns are yet!
8. You will just have to learn to recognize them.
9. You just need to learn two rules for using pronouns:
 - a. **Be sure you tell the noun in your paragraph before you use a pronoun.** If you don't write the noun first, the reader will not know what the pronoun stands for!
 - b. **Use pronouns when you have the same noun over and over again in your essay.** That way, you won't keep using the same word over and over.

<> **C-2.** Read the paragraph below with your teacher. See what happens when you **never use pronouns**?

Jumbo's mother kissed Jumbo as Jumbo marched into the ring. Jumbo carried a flag in Jumbo's trunk as the crowd cheered for Jumbo. Jumbo looked back at Jumbo's mother and tripped over Jumbo's trunk.

<> **C-3.** Read the paragraph below with your teacher. See what happens when **you use all pronouns**--without naming the noun first? The reader doesn't know who or what you are writing about!

Because of his failure, he gave him to them. They taunted him and made him perform for them. They laughed when he fell in the pool and cried. He decided to run away from them.

<> **C-4.** In the sentences provided, highlight all of the pronouns.

All

1. They thought he would be huge
2. His mother loved him dearly.
3. He tripped over his trunk.
4. The robin taught him to fly.
5. Dumbo cried when they taunted him.

6. The other animals grew larger than him.
7. A train car had Dumbo's name painted on its side.

Extension

8. The crowd roared when he appeared.
9. His flying ability made him a star.
10. They greeted him excitedly.
11. His embarrassment entertained the crowd.
12. Dumbo and his mother were happy.

Answer Key for C-4

All

1. They thought he would be huge.
2. His mother loved him dearly.
3. He tripped over his trunk.
4. The robin taught him to fly.
5. Dumbo cried when they taunted him.
6. The other animals grew larger than him.
7. A train car had Dumbo's name painted on its side.

Extension

8. The crowd roared when he appeared.
9. His flying ability made him a star.
10. They greeted him excitedly.
11. His embarrassment entertained the crowd.
12. Dumbo and his mother were happy.

Lesson D. Vocabulary/Structural Analysis: Wacky Words

Homophones: threw, through

<> D-1. In the third paragraph of the passage, highlight the word *through*.

1. Do you remember the Wacky Word partner for *through*?
2. Did you remember that *through* means from one side to the other side of something or somewhere?

<> D-2. Fill in the blanks provided with the correct Wacky Word--*through* or *threw*.

1. Dumbo flew _____ an open window.
2. Dumbo boldly _____ himself off the cliff.

Answer Key for E-2

1. Dumbo flew through an open window.
2. Dumbo boldly threw himself off the cliff.

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

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

- (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 secure a Write for a Month--Tools and Tricks book. Also, see the Checklist Challenge Coding box provided.

Lesson F. Composition: Final Copy Story From Given Material

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

Sample Paragraph

The creatures gathered around the big top to inspect the amazingly large ears that the new pachyderm had. As this baby elephant named Jumbo grew, his ears continued to grow as well! Jumbo was so excited to be selected to be in the circus performance! However, when he did his part in the show, he tumbled over his ears and ruined the production. The circus canopy collapsed; spectators and performers had to scamper out as quickly as they could.

Jumbo knew he had ruined things—and the ringmaster was raging. The poor little elephant was removed from Mama Elephant's care and was given a humiliating name---Dumbo! The circus heads made him to an embarrassing stunt known as the "fireman trick." Dumbo was placed on a high scaffold and pushed off into a huge mud puddle. The audience cheered and laughed at him.

The elephant child decided to run away from the big tent fair because he was overwhelmed with sadness and embarrassment. As he ran into the woods, he became friends with a lovely bird. This robin, appropriately named Red, told Dumbo that he could instruct him in how to soar across the sky. Red encouraged the pachyderm to leap off of a high overhang. Dumbo did, and, of course, he tumbled to the ground. But after some practice, this big-eared guy could actually fly!

This flying elephant felt confident and proud—and headed back to the big top. When the circus master had him get up onto the platform this time, Dumbo surprised him and the rest of the circus cast by soaring up into the air rather than falling flat on the ground. Everyone began clapping, whistling, and chanting out his name. Yes, this little guy had risen to stardom---and was overjoyed!

Optional--Checklist Challenge (CC) Coding

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

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

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

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

Box F

Checklist Challenge for Project 3: S-by-S Outline from Given Material

Dumbo

Complete the Checklist Challenge by using these guides:

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

ALL ALL LEVELS

B BASIC LEVEL only

E EXTENSION only

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

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

All All 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 All 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 All 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.**

All All All E

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.***

All All All E

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.***

All All All E

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.**

E E E E

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 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 catch: “**From Sinking to Soaring**”
- Something bold: “**The Flying Elephant**”
- A song title or line: “**I’ll Fly Away**”
- A Scripture: “**The Last Shall Be First**”
- Something biblical: “**The Power of Perseverance**”
- Something about character: “**Do Not Despair**”
- Other: “**The Highs and Lows of a Circus Performer**”

☞ **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:

- What do a beast, a beauty, and an inventor have in common?
- Pride is a dangerous thing, and one prince found that out through a shocking experience.

☞ **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.*

Examples:

- A beast, a beauty, and an inventor might not have anything else in common, but they all have been in at least one story together.
- Pride can result in terrible consequences if left unchecked.

☞ **You may choose to include Thesis Statement “Reloaded” that restates the title of your paper rather than the Thesis Statement.**

E E E 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.**

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
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 All 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.

Opt

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.

Opt

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.

Opt

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.**

All

All

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.

Project 4: Original Informative Report

One or Two Favorite Concessions at a Circus

Overview of Informative Report With Sources

You will be writing an informative report over the next two weeks. An informative report is a report that informs a reader. It has factual information in it about a topic. It basically teaches a reader about a subject.

To write an informative report, you will need to research to get information. Remember, you are going to inform your reader, so you want to find information from a book or online source to put in your report.

I. TOPIC OF REPORT

You will write an informative report about **one or two favorite concessions at a circus**. You may pick one from the list provided or choose another favorite concession altogether.

- A. Popcorn
- B. Cotton candy
- C. Ice cream
- D. Candy bars
- E. Pizza
- F. Hot dogs
- G. Soda/pop
- H. Peanuts
- I. Pretzels
- J. Nachos

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR REPORT

- A. **Basic** students will write **1 paragraph** for the body.
- B. **Extension** students will write **2 paragraphs** for the body.

III. SENTENCES PER PARAGRAPH

- A. **Basic** students will write **4-6 sentences per paragraph**.
- B. **Extension** students will write **5-8 sentences per paragraph**.

IV. OPENING PARAGRAPH

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

V. CLOSING PARAGRAPH

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

VI. SOURCES

- A. **Basic** students will use **one source**.
- B. **Extension** students will use **two sources**.

VII. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

- A. Semicolon Use
- B. Reading and Research
- C. Color-Coded Research
- D. Choosing Sources
- E. Outlining Cards
- F. Thesis Statement
- G. Thesis Statement Reloaded

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).

*Extension students are those using this book who have more advanced writing skills.

Lesson A. Choose Your Topic and Sources: Reading and Research

You have been given a list of topics from which to choose for your report. The first step in writing a report is to choose the topic you will be writing about.

<> **A-1. Read the sample reports provided in the boxes labeled A-1.**

<> **A-2. Start with the list of topics that are provided for you and think about these aspects of topic choosing:**

- (1) The topics* suggested for you to write about are purposely chosen for the length of paper you will have.
- (2) You will want to choose a topic from the list that is most interesting to you. You will be reading and researching about the topic, so you want to be sure you enjoy learning about it.
- (3) You want to choose a topic that you know you can find information about easily. For example, if you know you have an encyclopedia that has information about the soda/pop in it, you might want to write about the soda/pop.

<> **A-3. Write the topic(s) you have chosen on the topic line below.**

Topic: _____

Ext. - 2nd Topic: _____

<> **A-4. Choose one or two sources that contain information about your topic that will help you write your report.**

- (1) Now that you have chosen your topic, you will begin the reading and research process.
- (2) You will need one or two sources for your report, depending on your level and your teacher's wishes.
- (3) Follow the tips in the sidebar for locating a source or two that is at your reading and writing level.
- (4) You may choose any types of sources you desire.

⇔ **A-5. Read and mark your source(s) for possible aspects that you want to include in your report, following these Color-Coded Research tips:**

- (1) Photocopy the pages of your book that have to do with your topic or print off the pages of your online source that you think you will use.

Note: Copying a few pages of a book for a child's school report should not violate any copyright laws. If, however, your teacher or you feel that it does violate a law, plan to use sticky notes on the edges of your book rather than copying its pages.

- (2) Skim through the text of your source to get an idea of the various aspects of your topic(s). As you skim through your source(s), consider that you are writing one or two short paragraphs about your concessions--and your book or source contains many paragraphs! You will need to decide which parts of your topic you want in your report (since you cannot include all of the information from your source in just a short report).
- (3) Now that you have skimmed your source, while considering the **exact assignment** topic, start marking or highlighting your source for possible paragraph topics following these tips:
- Start out with one color of highlighter and highlight the information that has to do with your first (or only) concession's **basic characteristics** (which you will include in your paragraph).
 - Extension**--Using a second color of highlighter, highlight all of the information about the basic characteristics of your second concession such as:
 - Continue doing this with different color highlighters, one color for each paragraph you are assigned:
 - Basic students** will mark the only concession with one color highlighter, since you will write a one paragraph body.
 - Extension** students will mark the first concession with one color highlighter and the second concession with one other color of highlighter since you will write two paragraphs for your report.

Choosing User Friendly Sources

Specifically, you might like a source book that contains any or all of the following:

- Sidebars with further explanations of the material.
- Section headings that indicate what the next section is about.
- Pictures, graphs, and drawings that help to explain difficult information.
- Short chapters, but more chapters, that begin with each aspect of your topic.
- Vocabulary words or other challenging/technical terms in bold font or italics and defined somewhere--either directly in the text, in a sidebar, or in a glossary (list of terms and their definitions located in the back of the book).
- Detailed Table of Contents that not only lists the chapter titles but also the section headings, if possible.
- Index in the back of the book that tells you specifically on what page each minor topic can be found.
- Summaries at the ends of the chapters that briefly tell you what the chapter's contain.

Lesson B. Study Skills/Research: Create Outline for Informative Report

<> **B-1. Create an outline (notes) that you can write your report from using the source(s) that you have chosen and marked, following these steps:**

- (1) By now you should have chosen the concession(s) that you wish to write about, so it should be fairly easy to plug the information that you have highlighted onto the outlining cards you will create.
- (2) **Start with the first card given in this lesson, cut it out, and fill it in with information about your concession(s), using your source(s).**
- (3) **Extension** students may get information for your cards from both of your sources (two concessions).
- (4) **Extension** students will move to the second card, cut it out, and write notes about your second concession:
 - a. Write the topic of that paragraph on the topic of paragraph line (the second aspect you have chosen).
 - b. Open your source and find the information you highlighted or marked with sticky notes for that topic.
 - c. Fill in the sentence lines with the information from your source(s) until you have enough information on your card for an entire paragraph of the number of sentences assigned.
- (5) Keep these tips in mind:
 - a. **A paragraph is a unit of thought.**
 - i. Each card should only contain information about one concession.
 - ii. Do not put information about your other concession on the same paragraph card.
 - iii. **Each concession will have a separate paragraph.**

(Note: If you would like to write more than the assigned paragraphs, and your teacher agrees, you may create some additional note taking cards and do extra paragraphs.)
 - b. Just write down key words for each note card, but be sure to include any details that are hard to spell or difficult to remember.

CARD ONE: FIRST PARAGRAPH (PoB-A)

Topic of Paragraph: _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Extension--CARD TWO: SECOND PARAGRAPH (PoB-B)

Topic of Paragraph: _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Student One Paragraph Sample Essay

Cotton candy is many people's favorite concession at the circus. Cotton candy is made from sugar and air. Chefs used to melt sugar in a pan to create cotton candy. John C. Wharton and William J. Morrison invented the first cotton candy maker. They showed off their machine at the 1904 St. Louis World's Fair. The cotton candy maker turned this sugary treat into a cheap and delicious concession. **[PoB-A: Cotton Candy]**

(A-1 Sample)

Sample Outline for A-1 Sample

Topic of PoB-A Cotton Candy

Sentence 1 Cotton candy -> + + + people + + + concession -> circus

Sentence 2 Cotton candy -> sugar & air

Sentence 3 Chefs melt sugar & cotton candy

Sentence 4 Wharton & Morrison -> cotton candy maker

Sentence 5 Showed machine -> 1904 World's Fair

Sentence 6 Maker -> cheap & delicious concession

Student Two Paragraph Sample Essay

Popcorn and peanuts are two of many people's favorite concessions at the circus. Popcorn is one of the most popular American concessions. South American tribes grew the first popcorn. Popcorn arrived in New England in the early 1800s. Americans loved watching the popcorn pop. They also loved the taste of this treat. Then, in 1885, Charles Cretor invented the mobile, steam-powered popper. This turned popcorn into one of Americans' favorite concessions at the fair and the circus. **[PoB-A: Popcorn]**

The peanut is the concession most closely connected to the circus. The peanut grows naturally in South America. In the 1800s, people began to grow peanuts in the southern U.S. Civil War soldiers on both sides found peanuts delicious and filling. Union soldiers brought peanuts north after the Civil War. Then, in the late 1800s, P.T. Barnum decided to sell peanuts at his circus. People loved the taste of roasted peanuts. The peanut was now a beloved concession. **[PoB-B: Peanuts]**

(A-1 Two Paragraph Sample)

Lesson C. Composition: Write Rough Draft of Informative Report About Favorite Concession at the Circus

Sample Thesis Statement

Cotton candy is many people's favorite concession at the circus

⇔ C-1. Follow these steps to write your report about a favorite concession at the circus:

- (1) **Read the topic of entire report** line to remind yourself of what your report is about.
- (2) **Read the topic of your first paragraph** and **the sentence notes** beneath it.
- (3) **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.
- (4) **Write the first paragraph of the body** of your report in your notebook or key it on the computer.
- (5) Be sure to **double space** (if keying) or **write on every other line** if writing by hand.
- (6) **Extension--Continue the steps above** for the rest of your report.

<> C-2. Add a Thesis Statement as needed.

- (1) Since you are not assigned an Opening Paragraph later, add a sentence in the first paragraph of your body that tells your readers what your entire report is about. (See examples below.) **This is called a Thesis Statement because it states the thesis (topic) of your paper.**
- (2) A Thesis Statement may be one sentence length or a couple of sentences in length.
- (3) If you already have a Thesis Statement, do not add another one.
- (4) You may just add a Thesis Statement in general about your concession, or you may use your quote as your Thesis Statement. Both examples are given below.

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

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

- (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.

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 secure a Write for a Month--Tools and Tricks book. Also, see the Checklist Challenge Coding box provided.

Lesson E. Composition: Final Copy Original Informative Report

- <> E-1. Write the final copy of your report in your notebook (on every line). If you prefer, you may key it on the computer (double spaced).**

- <> E-2. Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report 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.

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

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

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

Box F

Checklist Challenge for Project 4: Original Informative Report

One or Two Favorite Concessions at the Circus

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 report 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 coded your 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.**

All E

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.***

All E

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 a pronoun. It tells *whose, which one, how many, or what kind.* You should add descriptive adjectives--those that tell *what kind*--though often clarifying adjectives are needed to tell the reader which one. (These are normally inserted during writing.)**

All E

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.**

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: "Sweet and Sticky"
- Something comical: "Air Sugar"
- Something bold: "Fairy Floss"
- A song title or line: "He Floats Through the Air"
- A Scripture: "Sweeter than Honey"
- Something biblical: "Dripping Honey"
- Something about character: "Sweet Treats or Deliberate Deception?"
- Something informative: "The History of Cotton Candy"
- Other: "Cotton Candy"

☞ **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 two favorite concessions (popcorn/peanuts): Popcorn and peanuts are two of many people’s favorite concessions at the circus.
- Report about one favorite concession (cotton candy): Cotton candy is many people’s favorite concession at the circus.

☞ **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--this would be the Title “Reloaded.”

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.

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.***

E

Add one **interjection** to the beginning of one of your sentences, or add a new sentence with an interjection in it (or more than one time, according to your level). **If you have already done this, you should still “code” the CC check box and the interjection in your paper as directed by your teacher.**

Punctuate appropriately:

- Follow it with a comma: **Yes**, that “hunter” has an easy meal! **OR**
- Follow it with an exclamation mark, then start a new sentence with a capital: **Yes!** That hunter has an easy meal.

☞ **Interjections include words from the following rhyme:**

My, well, oh
Wow, yes, no

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. 

Insert punctuation

When he left,  he went to town.

He went  town.

Insert

He  went town.

Reverse

He went  totown.

Insert space

He went  town.

Leave as it was before the mark was added.

He  town went to.

Move



Make a new paragraph

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Original First Person Essay--Favorite Holiday Traditions

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Write On, Fairy Tales Level IV




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

A Write-for-a-Month Book




Tools & Tricks Level I

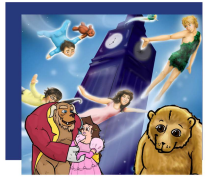


Outlining/Writing From Story--Three Little Pigs
Editing With a Checklist--Chicken Little

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Three Holiday Traditions

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Packet

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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*.

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