

Write for a Month

Christmas Friends



Level
I

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AKA LANGUAGE ARTS LADY

Write-for-a-Month

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

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

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

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

Each series contains five books*

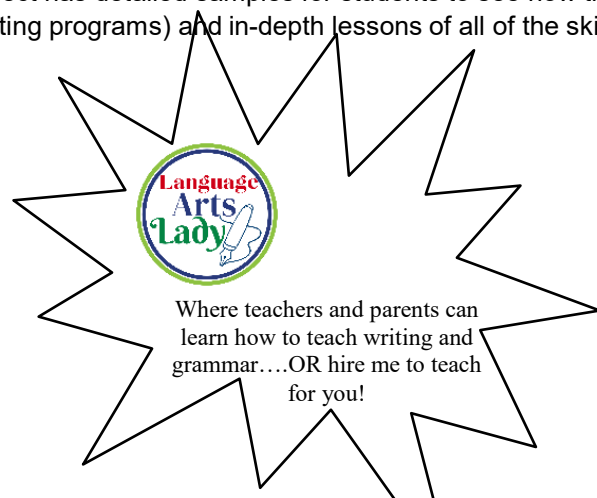
Level I = Grade 2nd & 3rd – Purple

Level II = Grade 4th & 5th – Red

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

Level IV = Grade 9th & 10th – Green

Level V = Grade 11th & 12th – Yellow



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

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

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

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

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

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

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

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

By utilizing our **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](#).



Christmas Friends, Level I

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Projects 1 & 2: Writing Boxes With Frosty Story

Story Over Given Material Using Writing Boxes

Overview of Writing Boxes Lesson

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

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

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

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

I. TOPIC OF STORY

Sentence-by-Sentence Outline and Writing Boxes over given material about the story of **Frosty the Snowman**.

III. SENTENCES PER PARAGRAPH

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

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR STORY

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

IV. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

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

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

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

Given Passage to Learn to Write From

PoB-A	Paragraph 1	<p>A group of children were playing in the snow. They built a snowman. They put a broomstick in his hand. They made his two eyes out of coal. Then, they set a hat on his head. Suddenly, he moved and danced.</p>
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PoB-B	Paragraph 2	<p>The children were happy with their friend. He laughed, talked, and threw snowballs. Then, he ran with the children into the town. The policeman told them to stop. They did not run slower.</p>
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PoB-C	Paragraph 3	<p>The policeman went after them. The children soon stopped running. However, Frosty kept going down the street. He told everyone he would be back. Then, he went out of town.</p>
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Lesson A. Study Skills: Outline First Paragraph With Writing Boxes

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

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

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

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

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

(1) Always outline before you write!

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

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

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

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

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

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

PoB-A

Paragraph 1

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

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

- 1. group 2. children
- 3. playing 4. snow

A group of children were playing in the snow.

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 three to five* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

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

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

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

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

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

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

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

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

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

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

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

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

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

They built a snowman.

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

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

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

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

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

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

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

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

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

Describers
for

Describers
for

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_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

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

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

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

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

They put a broomstick in his hand.

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

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

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

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

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

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

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

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

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

Describers
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Describers
for

Describers
for

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_____	_____	_____
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_____	_____	_____
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_____	_____	_____

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

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

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

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

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

They made his two eyes out of coal.

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

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

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

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

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

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

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

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

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

Describers
for

Describers
for

Describers
for

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

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

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

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

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

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

Then, they set a hat on his head.

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

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

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

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

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

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

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

<> **A-5f.** (1) Write three of the words you just changed in your new sentence on the lines.
(2) Choose three to five* descriptors for each of the words you listed
(3) Write these descriptors in the columns beneath each word.

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

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

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

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

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

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

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

Suddenly, he moved and danced.

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

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

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

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

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

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

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

<> **A-6f. (1)** Write two of the words you just changed in your new sentence on the lines.
(2) Choose three to five* describers for each of the words you listed
(3) Write these describers in the columns beneath each word.

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

Describers
for

Describers
for

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_____	_____
_____	_____
_____	_____

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

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

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

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

Sample of Paragraph One With New Sentences and Describers

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

Writing Boxes Sample First Paragraph

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

A group of children were playing in the snow.

<> **A-1b & 1c.** Three to five synonyms or substitute words for the words in the sentence

<u>group</u>	<u>children</u>	<u>playing</u>	<u>snow</u>
<u>crowd</u>	<u>youths</u>	<u>reveling</u>	<u>snowfall</u>
<u>body</u>	<u>kids</u>	<u>cavorting</u>	<u>precipitation</u>
<u>band</u>	<u>youngsters</u>	<u>romping</u>	<u>blizzard</u>
<u>gang</u>	<u>minors</u>	<u>amusing themselves</u>	<u>snowstorm</u>
<u>bunch</u>	<u>juveniles</u>	<u>frollicking</u>	<u>white cotton</u>

<> **A-1d.** New sentence--no descriptors

A crowd of kids were frollicking in the snowfall.

<> **A-1e & 1f.** Three to five descriptors for new words

<u>crowd</u>	<u>kids</u>	<u>snowfall</u>
<u>energetic</u>	<u>loud</u>	<u>large</u>
<u>large</u>	<u>rambunctious</u>	<u>beautiful</u>
<u>cold</u>	<u>happy</u>	<u>cold</u>
<u>lazy</u>	<u>excited</u>	<u>fresh</u>
<u>milling</u>	<u>angry</u>	<u>first</u>

<> **A-1g.** New sentence with descriptors

A large crowd of excited kids were frollicking in the fresh snowfall.

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

They built a snowman.

<> **A-2b & 2c.** Three to five synonyms or substitute words for the words in the sentence

<u>They</u>	<u>built</u>	<u>snowman</u>
<u>The kids</u>	<u>constructed</u>	<u>snowperson</u>
<u>The children</u>	<u>assembled</u>	<u>person of snow</u>
<u>The band</u>	<u>created</u>	<u>snow statue</u>
<u>The bunch</u>	<u>fabricated</u>	<u>snow monument</u>
<u>The youngsters</u>	<u>made</u>	<u>mannequin</u>
<u>The youths</u>	<u>produced</u>	<u>snow figure</u>

<> **A-2d.** New sentence--no descriptors

The bunch constructed a snow statue.

<> **A-2e & 2f.** Three to five descriptors for new words

<u>bunch</u>	<u>constructed</u>
<u>excited</u>	<u>easily</u>
<u>creative</u>	<u>quickly</u>
<u>ambitious</u>	<u>rapidly</u>
<u>energetic</u>	<u>swiftly</u>
<u>cold</u>	<u>speedily</u>

<> **A-2g.** New sentence with descriptors

The energetic bunch quickly constructed a snow statue.

Writing Boxes Sample First Paragraph

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

They put a broomstick
in his hand.

<> **A-3b & 3c.** Three to five synonyms or substitute words for the words in the sentence

<u>They</u>	<u>put</u>	<u>broomstick</u>	<u>hand</u>
<u>The youngsters</u>	placed	brown	appendage
The kids	<u>lodged</u>	sweeper	fists
The youths	deposited	mop	<u>arm</u>
The group	installed	swab	grip
The bands	sets	whisk	palm
The children	positioned	floor brush	paw

<> **A-3d.** New sentence--no describers

The youngsters lodged a broom
in his arm.

<> **A-3e & 3f.** Three to five describers for new words

<u>youngster</u>	<u>lodged</u>	<u>broom</u>
eager	<u>carefully</u>	broken
tired	quickly	old
cold	carelessly	<u>ragged</u>
strong	hurriedly	yellow
<u>creative</u>	eagerly	shorts

<> **A-3g.** New sentence with describers

The creative youngsters carefully lodged a
ragged broom in his arm.

<> **A-4a.** Highlight words

They made his two eyes
out of coal.

<> **A-4b & 4c.** Three to five synonyms or substitute words for the words in the sentence

<u>They</u>	<u>made</u>	<u>eyes</u>	<u>coal</u>
<u>The children</u>	constructed	eye balls	charcoal
The kids	<u>formed</u>	blinders	rock
The youths	built	lamps	stone
The youngsters	shaped	oculars	carbon
The minors	contrived	peepers	anthracite
The juveniles	produced	optics	ash

<> **A-4d.** New sentence--no describers

The children formed his
eyeballs out of charcoal.

<> **A-4g.** New sentence with describers

The determined children cleverly formed his
two missing eyeballs out of charcoal.

<> **A-4e & 4f.** Three to five describers for new words

<u>children</u>	<u>formed</u>	<u>eyeballs</u>
ambitious	carefully	round
<u>determined</u>	quickly	important
excited	<u>cleverly</u>	large
happy	easily	small
cold	simply	<u>missing</u>

Writing Boxes Sample First Paragraph (continued)

<> A-5a. Highlight words

Then, they **set** a **hat** on **his** **head**.

<> A-5d. New sentence--no describers

Then they settled a headpiece on the snowman's scalp.

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

<u>set</u>	<u>hat</u>	<u>his</u>	<u>head</u>
<u>placed</u>	headpiece	<u>the statue's</u>	<u>brain</u>
<u>positioned</u>	<u>helmet</u>	the snowman's	scalp
settled	<u>bowler</u>	<u>their work's</u>	<u>skull</u>
<u>deposited</u>	<u>lid</u>	<u>the snow creation's</u>	<u>dome</u>
<u>mounted</u>	<u>sombrero</u>	<u>the piece's</u>	<u>crown</u>
<u>plunked</u>	<u>fedora</u>	<u>the fellow's</u>	<u>noggin</u>

<> A-5e & 5f. Three to five describers for new words

<u>settled</u>	<u>headpiece</u>	<u>scalp</u>
carefully	worn	hard
<u>painstakingly</u>	<u>black</u>	<u>wet</u>
<u>easily</u>	<u>old</u>	<u>cold</u>
<u>slowly</u>	<u>tall</u>	<u>snowy</u>
<u>speedily</u>	<u>round</u>	<u>rough</u>

<> A-5g. New sentence with describers

Then, they carefully settled a worn headpiece on the snowman's hard scalp.

<> A-6a. Highlight words

Suddenly, he **moved** and **danced**.

<> A-6d. New sentence--no describers

Unexpectedly, he stirred and capered.

<> A-6b & 6c. Three to five synonyms or substitute words for the words in the sentence

<u>Suddenly</u>	<u>moved</u>	<u>danced</u>
<u>Abruptly</u>	<u>jumped</u>	<u>frisked</u>
<u>quickly</u>	<u>advanced</u>	<u>bounded</u>
<u>swiftly</u>	<u>budged</u>	<u>bounced</u>
unexpectedly	<u>jiggled</u>	capered
<u>All at once</u>	stirred	<u>romped</u>
<u>Without warning</u>	<u>shifted</u>	<u>tangoed</u>

<> A-6e & 6f. Three to five describers for new words

<u>stirred</u>	<u>capered</u>
joyfully	<u>happily</u>
<u>slightly</u>	<u>joyfully</u>
<u>slowly</u>	excitedly
<u>quickly</u>	<u>easily</u>
<u>clearly</u>	<u>crazily</u>

<> A-6g. New sentence with describers

unexpectedly, he joyfully stirred and excitedly capered.

Lesson B. Study Skills: Outline Second Paragraph

PoB-B	Paragraph 2	<p>The children were happy with their friend. He laughed, talked, and threw snowballs. Then, he ran with the children into the town. The policeman told them to stop. They did not run slower.</p>
-------	-------------	--

<> **B-1a.** Now repeat that process by highlighting the three most important words in the first sentence of the second paragraph from the passage (provided below).

The children were happy with their friend.

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

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

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

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

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

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

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

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

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

Descriptors for	Descriptors for	Descriptors for
--------------------	--------------------	--------------------

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

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

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

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

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

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

He laughed, talked, and threw snowballs.

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

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

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

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

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

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

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

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

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

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

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

Descriptors
for

Descriptors
for

Descriptors
for

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

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

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

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

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

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

Then, he ran with the children into the town.

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

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

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

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

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

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

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

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

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

Describers
for

Describers
for

Describers
for

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

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

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

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

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

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

The policeman told them to stop.

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

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

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

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

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

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

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

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

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

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

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

Descriptors
for

Descriptors
for

Descriptors
for

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

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

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

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

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

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

They did not run slower.

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

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

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

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

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

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

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

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

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

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

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

Descriptors
for

Descriptors
for

Descriptors
for

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

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

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

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

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

Sample of Paragraph Two With New Sentences and Describers

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

Writing Boxes Sample Second Paragraph (continued)

<> B-1a. Highlight words

The children were happy
with their friend.

<> B-1b & 1c. Three to five synonyms or substitute words for the words in the sentence

<u>Children</u>	<u>happy</u>	<u>friend</u>
<u>youngsters</u>	<u>delighted</u>	<u>buddy</u>
<u>kids</u>	<u>overjoyed</u>	<u>companion</u>
<u>youths</u>	<u>joyful</u>	<u>playmate</u>
<u>juvenile</u>	<u>thrilled</u>	<u>pal</u>
<u>minors</u>	<u>pleased</u>	<u>mate</u>
<u>young people</u>	<u>contented</u>	<u>acquaintance</u>

<> B-1d. New sentence--no describers

The youngsters were thrilled with
their pal.

<> B-1e & 1f. Three to five describers for new words

<u>youngsters</u>	<u>pal</u>
<u>energetic</u>	<u>magical</u>
<u>diligent</u>	<u>talented</u>
<u>surprised</u>	<u>new</u>
<u>cold</u>	<u>happy</u>
<u>bored</u>	<u>energetic</u>

<> B-1g. New sentence with describers

The surprised youngsters were thrilled
with their magical pal.

<> B-2a. Highlight words

He laughed, talked, and
threw snowballs.

<> B-2b & 2c. Three to five synonyms or substitute words for the words in the sentence

<u>He</u>	<u>laughed</u>	<u>talked</u>	<u>threw</u>
<u>Their buddy</u>	<u>giggled</u>	<u>chatted</u>	<u>tossed</u>
<u>The snowman</u>	<u>howled</u>	<u>communicated</u>	<u>chucked</u>
<u>The snow statue</u>	<u>chuckled</u>	<u>expressed</u>	<u>flung</u>
<u>The magical man</u>	<u>whooped</u>	<u>spoke</u>	<u>hurled</u>
<u>Their creation</u>	<u>guffawed</u>	<u>told</u>	<u>heaved</u>
<u>Miracle creature</u>	<u>snorted</u>	<u>conversed</u>	<u>cast</u>

<> B-2d. New sentence--no describers

Their buddy chuckled, chatted,
and tossed snowballs.

<> B-2g. New sentence with describers

Their buddy loudly chuckled, happily
chatted, and excitedly tossed snowballs.

<> B-2e & 2f. Three to five describers for new words

<u>chuckled</u>	<u>chatted</u>	<u>tossed</u>
<u>heartily</u>	<u>joyfully</u>	<u>excitedly</u>
<u>easily</u>	<u>easily</u>	<u>easily</u>
<u>loudly</u>	<u>willingly</u>	<u>effortlessly</u>
<u>often</u>	<u>happily</u>	<u>ferociously</u>
<u>frequently</u>	<u>nicely</u>	<u>carefully</u>

Writing Boxes Sample Second Paragraph (continued)

<> B-3a. Highlight words

Then, he ran with the children into the town.

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

<u>Then</u>	<u>ran</u>	<u>children</u>	<u>town</u>
<u>Next</u>	<u>sprinted</u>	<u>youths</u>	<u>village</u>
<u>Afterward</u>	<u>hurried</u>	<u>group</u>	<u>hamlet</u>
<u>At that point</u>	<u>rushed</u>	<u>juveniles</u>	<u>city</u>
<u>Before Long</u>	<u>galloped</u>	<u>band</u>	<u>burg</u>
<u>On that occasion</u>	<u>raced</u>	<u>throng</u>	<u>metropolis</u>
<u>later</u>	<u>dashed</u>	<u>kids</u>	<u>township</u>

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

Later, he dashed with the kids into the village.

<> B-3e & 3f. Three to five descriptors for new words

<u>dashed</u>	<u>kids</u>	<u>village</u>
<u>careless</u>	<u>eager</u>	<u>large</u>
<u>clueless</u>	<u>energetic</u>	<u>pleasant</u>
<u>happily</u>	<u>excited</u>	<u>beautiful</u>
<u>speedily</u>	<u>delighted</u>	<u>tidy</u>
<u>madly</u>	<u>cold</u>	<u>nearby</u>

<> B-3g. New sentence with descriptors

Later, he carelessly dashed with the eager kids into the nearby village.

<> B-4a. Highlight words

The policeman told them to stop.

<> B-4b & 4c. Three to five synonyms or substitute words for the words in the sentence

<u>policeman</u>	<u>told</u>	<u>them</u>	<u>stop</u>
<u>officer</u>	<u>ordered</u>	<u>the band</u>	<u>pause</u>
<u>constable</u>	<u>commanded</u>	<u>the gang</u>	<u>stand</u>
<u>detective</u>	<u>charged</u>	<u>the party</u>	<u>halt</u>
<u>patrolman</u>	<u>enjoined</u>	<u>the throng</u>	<u>desist</u>
<u>cop</u>	<u>adjure</u>	<u>the group</u>	<u>balk</u>
<u>bobby</u>	<u>directed</u>	<u>the body</u>	<u>wait</u>

<> B-4d. New sentence--no descriptors

The officer ordered the group to halt.

<> B-4e & 4f. Three to five descriptors for new words

<u>officer</u>	<u>ordered</u>	<u>group</u>
<u>traffic</u>	<u>loudly</u>	<u>carefree</u>
<u>alarmed</u>	<u>frantically</u>	<u>merry</u>
<u>bored</u>	<u>firmly</u>	<u>oblivious</u>
<u>angry</u>	<u>angrily</u>	<u>stubborn</u>
<u>worried</u>	<u>nervous</u>	<u>energetic</u>

<> B-4g. New sentence with descriptors

The alarmed officer frantically ordered the merry group to halt.

Writing Boxes Sample Second Paragraph (continued)

<> B-5a. Highlight words

They did not run slower.

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

<u>They</u>	<u>run</u>	<u>slower</u>
<u>The band</u>	<u>dash</u>	<u>more slowly</u>
<u>The gang</u>	<u>sprint</u>	<u>less fast</u>
<u>The body</u>	<u>hurry</u>	<u>less quickly</u>
<u>The party</u>	<u>gallop</u>	<u>less swiftly</u>
<u>The group</u>	<u>jog</u>	<u>less speedily</u>
<u>The throng</u>	<u>bound</u>	<u>less rapidly</u>

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

The band did not gallop more slowly.

<> B-5e & 5f. Three to five describers for new words

<u>band</u>	<u>gallop</u>
<u>eager</u>	<u>furiously</u>
<u>careless</u>	<u>unevenly</u>
<u>carefree</u>	<u>happily</u>
<u>focused</u>	<u>madly</u>
<u>obstinate</u>	<u>easily</u>

<> B-5g. New sentence with describers

The carefree band did not happily gallop more slowly.

Lesson C. Study Skills: Outline Third Paragraph

PoB-C	Paragraph 3	<p>The policeman went after them. The children soon stopped running. However, Frosty kept going down the street. He told everyone he would be back. Then, he went out of town.</p>
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<> **C-1a.** Now repeat that process by highlighting the four most important words in the first sentence of the third paragraph from the passage (provided below).

The policeman went after them.

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

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

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

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

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

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

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

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

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

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

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

Descriptors
for

Descriptors
for

Descriptors
for

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

<> **C-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** descriptors added)

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

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

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

The children soon stopped running.

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

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

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

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

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

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

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

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

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

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

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

Descriptors
for

Descriptors
for

Descriptors
for

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

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

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

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

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

<> **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).

However, Frosty kept going down the street.

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

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

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

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

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

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

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

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

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

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

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

Descriptors
for

Descriptors
for

Descriptors
for

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

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

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

<> **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 told everyone he would be back.

<> **C-4b.** Write those words on the top line in the following columns and underline them with a highlighter.

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

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

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

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

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

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

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

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

Descriptors
for

Descriptors
for

Descriptors
for

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

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

<> **C-4h.** Now write your new sentence again—this time with the descriptors you just highlighted added to it.

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

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

<> **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).

Then, he went out of town.

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

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

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

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

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

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

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

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

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

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

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

Descriptors
for

Descriptors
for

Descriptors
for

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

<> **C-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** descriptors added)

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

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

Sample of Paragraph Three With New Sentences and Describers

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

Writing Boxes Sample Third Paragraph

<> C-1a. Highlight words

The policeman went
after them.

<> C-1b & 1c. Three to five synonyms or substitute words for the words in the sentence

<u>policeman</u>	<u>went</u>	<u>after</u>	<u>them</u>
<u>patrolman</u>	<u>chased</u>	<u>behind</u>	<u>the kids</u>
<u>officer</u>	<u>followed</u>	<u>following</u>	<u>the children</u>
<u>detective</u>	<u>ran</u>	<u>later</u>	<u>the band</u>
<u>constable</u>	<u>plodded</u>	<u>next</u>	<u>the rabblers</u>
<u>cop</u>	<u>sprinted</u>	<u>afterwards</u>	<u>the party</u>
<u>bobby</u>	<u>lumbered</u>	<u>back of</u>	<u>the hooligans</u>

<> C-1d. New sentence--no describers

The patrolman followed behind
the band.

<> C-1g. New sentence with describers

The angry patrolman closely followed behind
the jolly band.

<> C-1e & 1f. Three to five describers for new words

<u>patrolman</u>	<u>followed</u>	<u>band</u>
<u>irritated</u>	<u>closely</u>	<u>happy</u>
<u>frustrated</u>	<u>carefully</u>	<u>carefree</u>
<u>furious</u>	<u>quickly</u>	<u>jolly</u>
<u>bored</u>	<u>hotly</u>	<u>eagerly</u>
<u>angry</u>	<u>slowly</u>	<u>excited</u>

<> C-2a. Highlight words

The children soon stopped
running.

<> C-2b & 2c. Three to five synonyms or substitute words for the words in the sentence

<u>children</u>	<u>soon</u>	<u>stopped</u>	<u>running</u>
<u>youngsters</u>	<u>quickly</u>	<u>ceased</u>	<u>dashing</u>
<u>kids</u>	<u>speedily</u>	<u>halted</u>	<u>sprinting</u>
<u>band</u>	<u>swiftly</u>	<u>paused</u>	<u>jogging</u>
<u>group</u>	<u>shortly</u>	<u>quit</u>	<u>ambling</u>
<u>youths</u>	<u>immediately</u>	<u>desisted</u>	<u>darting</u>
<u>gaggle</u>	<u>presently</u>	<u>concluded</u>	<u>hustling</u>

<> C-2d. New sentence--no describers

The youngsters speedily
ceased dashing.

<> C-2g. New sentence with describers

The eager youngsters speedily and regretfully
ceased madly dashing.

<> C-2e & 2f. Three to five describers for new words

<u>youngsters</u>	<u>ceased</u>	<u>dashing</u>
<u>energetic</u>	<u>completely</u>	<u>crazily</u>
<u>eager</u>	<u>sadly</u>	<u>eagerly</u>
<u>tired</u>	<u>regretfully</u>	<u>happily</u>
<u>hot</u>	<u>happily</u>	<u>intently</u>
<u>cold</u>	<u>eagerly</u>	<u>madly</u>

Writing Boxes Sample Third Paragraph

<> C-3a. Highlight words

However, Frosty kept going
down the street.

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

However	kept	going	street
Yet	maintained	sprinting	road
Still	continued	traveling	highway
Nonetheless	persisted	running	avenue
Notwithstanding	persevered	dashing	roadway
Withal	remained	hustling	lane
Anyhow	stayed	hurrying	boulevard

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

Yet, Frosty continued sprinting
down the avenue.

<> C-3e & 3f. Three to five describers for new words

Frosty	continued	avenue
energetic	rebelliously	cold
scared	carelessly	snow-covered
rebellious	excitedly	long
eager	wisely	beautiful
disobedient	happily	wide

<> C-3g. New sentence with describers

Yet, the disobedient Frosty rebelliously continued
sprinting down the long avenue.

<> C-4a. Highlight words

He told everyone he would
be back.

<> C-4b & 4c. Three to five synonyms or substitute words for the words in the sentence

He	told	everyone	back
the snowman	informed	the children	returning
Frosty	announced to	all	reappearing
the creature	said to	the townspeople	coming again
the monster	declared to	the villagers	arrive once more
the magical being	explained to	the spectators	home coming
the snow guy	revealed to	the onlookers	reentering

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

The snowman announced to the
children he would be returning.

<> C-4e & 4f. Three to five describers for new words

snowman	announced	children
cheerful	finally	sad
optimistic	cheerily	curious
smiley	confidently	tired
happy	loudly	cold
running	happily	crying

<> C-4g. New sentence with describers

The optimistic snowman confidently
announced to the crying children he
would be returning.

Writing Boxes Sample Third Paragraph (continued)

<> C-5a. Highlight words

Then, he went out of town.

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

Afterward, the creature hurried
out of the hamlet.

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

<u>Then</u>	<u>he</u>	<u>went</u>	<u>town</u>
<u>Next</u>	<u>the creature</u>	<u>traveled</u>	<u>the city</u>
<u>Following this</u>	<u>Frosty</u>	<u>hurried</u>	<u>the hamlet</u>
<u>Afterward</u>	<u>the snowman</u>	<u>ran</u>	<u>the village</u>
<u>There upon</u>	<u>the magical beast</u>	<u>sprinted</u>	<u>the burg</u>
<u>Soon after</u>	<u>the monster</u>	<u>dashed</u>	<u>the township</u>
<u>Later</u>	<u>the snow guy</u>	<u>disappeared</u>	<u>the borough</u>

<> C-5e & 5f. Three to five describers for new words

<u>creature</u>	<u>hurried</u>	<u>hamlet</u>
<u>cheerful</u>	<u>easily</u>	<u>lucky</u>
<u>happy</u>	<u>eagerly</u>	<u>small</u>
<u>tall</u>	<u>sadly</u>	<u>interesting</u>
<u>cold</u>	<u>cheerfully</u>	<u>cold</u>
<u>optimistic</u>	<u>quickly</u>	<u>surprised</u>

<> C-5g. New sentence with describers

Afterward, the cheerful creature easily
hurried out of the lucky hamlet.

Project 3: Original Christmas Riddle Essay

What Christmas Character Am I? The Riddle Paragraph

Overview of Creative Essay

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

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

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

I. TOPIC OF ESSAY

You will write an informative riddle about one or two Christmas characters:

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

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

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

III. SENTENCES PER PARAGRAPH

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

IV. OPENING PARAGRAPH

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

V. CLOSING PARAGRAPH

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

VI. ADDITIONAL SKILLS

- A. Brainstorming
- B. Researching

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

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

Lesson A. Choose Your Character and Brainstorm

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

(1) _____

(2) **Extension:** _____

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

Sample Brainstorming Box

Young	Male (1)
Was treated unfairly (4)	Brown coat
Guides Santa through fog	Lives at North pole (2)
Has a red nose (6)	Helps Santa (3)
Pull Santa's sleigh	Flies
Hoofed (5)	

Sample Box A-2

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

(1) Just write anything you can think of.

(2) Don't worry about whether you will use it or not.

(3) Jot down things even if you don't know that much about that tidbit since you will be researching in the next lesson.

(4) **Extension:** Repeat these steps for a second riddle character.

**Brainstorming Box
for Character**

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

Box A-3

**Brainstorming Box--Extension
For Character #2**

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

Box A-3

Lesson B. Research Your Character(s)

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

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

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

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

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

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

Lesson C. Composition: Write Sentences

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

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

Student Sample Box C-1

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

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

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

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

First Person Writing

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

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

I	me	my
mine	we	us
ours		

Box C-3

Your Riddle Sentences for Character 1

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Note: You may not use all of these lines.

Extension--Your Riddle Sentences for Character 2

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Note: You may not use all of these lines.

Lesson D. Composition: Write a Paragraph

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

Sample Riddle #1

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

Sample Box for D-1

Sample Riddle #2

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

Sample Box for D-1

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

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

Project 4: Snowman Instructional Essay

Overview of Original Instructional Essay

I. TOPIC OF ESSAY

Original instructional essay about how to build a snowman.

IV. OPENING PARAGRAPH

Students will not write an Opening Paragraph.

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

A. **Basic** students will write **3** paragraphs.

B. **Extension** students will write **4** paragraphs.

V. CLOSING PARAGRAPH

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

III. SENTENCES PER PARAGRAPH

All students will write 3-6 sentences per paragraph

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

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

This Lesson's Sample

PoB-A*	Paragraph 1	<p>A snowman is a simple, fun piece of art. Before building one, first make sure there is plenty of snow outside. Then, check whether the snow is suitable for packing. If it is wet and heavy, you are ready to start building!</p> <p><i>Topic of Paragraph:</i> Checking That You Have the Right Material</p>
PoB-B	Paragraph 2	<p>To begin, start gathering snow into a pile. As you add snow, shape it into a roughly round shape with your hands. Continue until you decide the ball is large enough. Then, you are ready to craft the second sphere.</p> <p><i>Topic of Paragraph:</i> Building the First Section</p>
PoB-C	Paragraph 3	<p>The second ball should be slightly smaller than the first. Once it is done, lift it into place on top of your first section. Then, create one more smaller ball as the head. Place this piece on top of the previous two sections.</p> <p><i>Topic of Paragraph:</i> Building the Second and Third Sections</p>
Extension--PoB-D	Paragraph 4	<p>Now, to decorate, place a carrot in the middle of the “face” as a nose. Next, use whatever small, round objects you have on hand to create eyes and a smile. Then, place a stick into each side of your snowman’s middle for arms. Finally, stand back and admire your masterpiece!</p> <p><i>Topic of Paragraph:</i> Decorating Your Snowman</p>

Lesson A. Read Sample and Learn About Instructional Writing

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

Lesson B. Pre-Writing

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

Sample Outline	
Paragraph 1: Checking That you Have the Right materials	Paragraph 3: Building the Second & Third Section
Sentence 1: snowman = simple art	Sentence 1: 2nd ball less +++ than 1st
Sentence 2: check if +++ snow	Sentence 2: place on top of 1st
Sentence 3: check if +++ 4 packing	Sentence 3: 1 more smaller ball = head
Sentence 4: wet/heavy → start building	Sentence 4: place on top of 1st/2nd
Paragraph 2: Building the First Section	Ext.--Paragraph 4: Decorating Your Snowman
Sentence 1: gather snow →pile	Sentence 1: Carrot →face
Sentence 2: shape →round shape	Sentence 2: Small round objects = eyes/smile
Sentence 3: continue until +++ ball	Sentence 3: Stick →each side of middle
Sentence 4: ready make 2nd ball	Sentence 4: Stand/admire

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

Sentence-by-Sentence Outlining Symbols

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

+ can mean *up, more, above, increase, better*

= can mean *the result of, the same as, is equal to, means, like, occurred*

can mean *number, pound, or numeral*

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

→ can mean *the result of, caused, said, showed, back, forward, front, to, like*

@ can mean *at, to, from*

\$ can mean *money, cost, expensive*

^ can mean *up, above, more*

++ can mean *most important, more important*

“ ” can be *spoken words or special words*

<, > can mean *more, greater than, less than, less, great, important, unimportant, vast, large, small*

<> B-2. Highlight the topic of each paragraph in the sample essay.

- (1) Do you see how each paragraph has a "topic"?
- (2) When you are about to write a paragraph, you need to **decide ahead of time what is going to be in that paragraph.**
- (3) You can't just start writing and hope it all fits together!
- (4) **By deciding ahead of time what will be in that paragraph, you are helping your brain put things together in an organized way**
- (5) When you write, it will be much easier because you thought of the paragraph's contents ahead of time.
- (6) Your writing will be better, and your readers will thank you!

<> B-3. In the box on the next page, complete the following steps to determine what each of your paragraphs will be about.

(1) **Basic Students:**

- a. Put an X in the fourth box
- b. Think about what you want to include in your Instructional Essay and **write these three steps in the three remaining boxes.** Some examples might include:
 - i. Go to favorite snowy area and build a snowball and start rolling it.
 - ii. Roll each ball until you have three of three different sizes/stack.
 - iii. Decorate with favorite things.

(2) **Extension Students:**

- a. Think about what four main steps or parts you need to include in order to give someone instructions on building a snowman and **write these in the four Topic of Paragraph boxes.**
- b. Here are some to consider:
 - i. Bundle up in warm clothes.
 - ii. Find nice area with mounds of snow
 - iii. Start rolling balls (3) and roll in snow until you have three sizes. Stack and place firmly.
 - iv. Decorate

Your Paragraph Topics	
<p>Topic of Paragraph 1:</p> <hr/> <hr/>	<p>Topic of Paragraph 2:</p> <hr/> <hr/>
<p>Topic of Paragraph 3:</p> <hr/> <hr/>	<p>Extension--Topic of Paragraph 4:</p> <hr/> <hr/>

Box B-3

Lesson C. Outline Essay

<> C. Outline your essay using these tips:

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

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

All--Paragraph 1 of Body (PoB-A)

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

All--Paragraph 2 of Body (PoB-B)

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

All--Paragraph 3 of Body (PoB-C)

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Extension--Paragraph 4 of Body (PoB-D)

Topic of Paragraph 4 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Lesson D. Composition: Write a Rough Draft Essay

<> D-1. Follow these steps for writing your rough draft essay:

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

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

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

<> **E. Optional:** Use the Checklist Challenge located after this week's lesson to edit your essay.

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

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

Lesson F. Composition: Final Copy of Essay

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

<> **F-2. Read your final copy aloud.** Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?

Advanced Checklist Challenge Coding-for Teachers-

Your teacher may desire for you to code your CC for her so that she can grade it/check it more easily. The following steps will help you learn to code your CC for your teacher. For more help on this, see a "Tools and Tricks" product by Donna Reish.

1. Use **colored pencil** or **colored pens** or **highlighters**.
2. **Print off your double spaced rough draft report or essay** (or use your handwritten rough draft).
3. **With your CC on one side and your paper on your dominant side** (right hand side for right handed students), complete the first CC task.
4. **Place a check mark in the check boxes for the items that say "read" or "look for errors,"** etc., with a pen as you complete them.
5. For items that involve inserting things or omitting something and adding something else, code in one of two ways:
 - a. **Insert the change or addition with a pen or pencil on your paper and use a highlighter to mark it in your paper** in a distinguishing way--highlight the addition with an orange highlighter, circle the change with blue highlighter, double underline the title with a pink highlighter, etc. (choosing whatever colors you desire without repeating the exact same marking). **OR**
 - b. **Insert the change or addition with a colored pencil or colored pen** (choosing whatever colors you desire 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.

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

Box C

Checklist Challenge for Project 4: Snowman Instructional Essay

Snowman Instructional Essay

Complete the Checklist Challenge by using these guides:

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

All 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 All All E

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


 Focus on content errors at this time.

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.**

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

Consider the following ideas:

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

 **Tips:**

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

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

Examples:

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

 **Tips**

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

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

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

All

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 All 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 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.*

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.







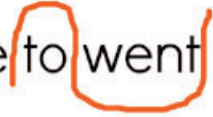




Appendix A: Editing and Revising

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

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

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

Proofreader's Marks

<i>Symbol</i>	<i>Meaning</i>
	Capitalize a letter
	Make a capital letter into a lowercase letter.
	Delete (take out)
He went to town.  When he left,  he went to town.	Insert punctuation
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

Teacher Tips & Free Resources

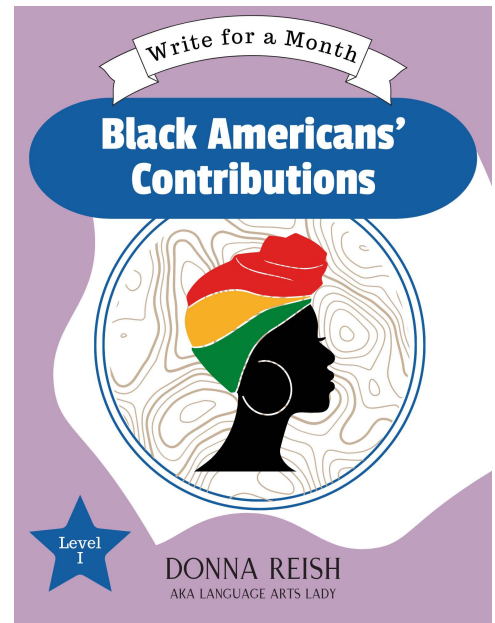
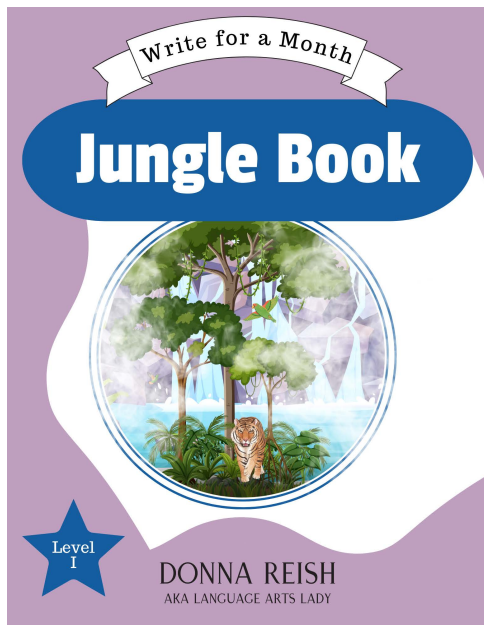


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Fairy Tales




Level III

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Write for a Month

Peter Pan



Level IV

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Write for a Month

Twice-Told Tales



Level V

DONNA REISH
AKA LANGUAGE ARTS LADY

Click on My TPT Products

Bug on a Log
Preposition practice

Ladybug Dan Preposition Sentences

in blanks with prepositions:

from over above
within behind below

Student Sheets and Answer Keys

Grades
4th, 5th,
6th, & 7th

Tricky Tricks to Help II Stick
Posters

5 Parts of a
Sentence
TO HELP IT
STICK

Reference Ring

Beauty and the Beast

Preposition Practice

8 Parts of Speech Posters

Grades
4th, 5th,
6th, & 7th

Articles

Articles: Indefinite
an a the

Article =
NOUN MARKER
an a the

Articles: Definite
the

Using a or an

Using an

Using an

Articles Poster Set

Fairy Tale Writing

Fairy Tales:
How to Create and Write Using
Writing Boxes

Little Red Riding Hood
Level I

Sentence and Paragraph Writing
for Beginning Writers

Christmas Writing
Twice - Told Tale

Grades
6th, 7th
& 8th

Christmas: Original Creative Writing - Twice-Told Tale

Twice-Told Tale: The Elves and the Shoemaker - Level III

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The Elves and The Shoemaker

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Quiz

Deepening Think Fast Grammar Quiz

Grammar Quiz and Answer Key

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Christmas: Original Creative Writing - Three Holiday Traditions

Three Holiday Traditions Essay -
Level III

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Color and Read,
Mowgli!

the
ABC
Sounds Song
Packet

Aa Bb Cc

Baby Shark Plays
by Donna Reish

Twice-Told Tales

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

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Teaching Services



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

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

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