

Write for a Month

Fairy Tales



Level
I

DONNA REISH
AKA LANGUAGE ARTS LADY

Write-for-a-Month

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

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

The WFAM books are writing/composition books of two to four lengthy lessons each, between 50 and 120 pages per book (depending on the level). These books contain writing projects that last one month (four weeks) and are 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*

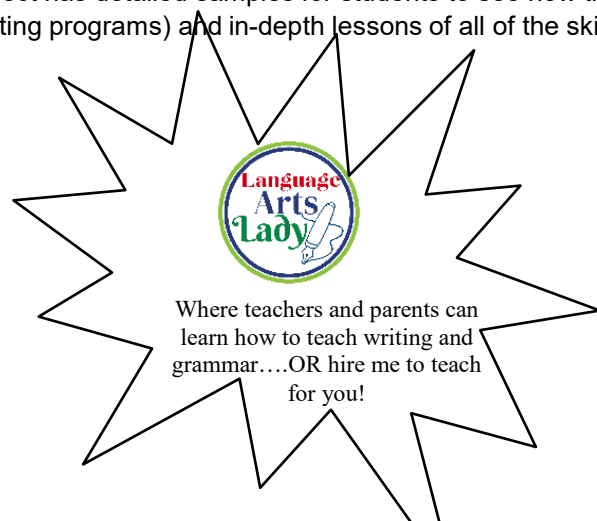
Level I = Grade 2nd & 3rd – Purple

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



Projects:

- Beginning Writing Boxes--Little Red Riding Hood
- Choose two (or more) Fairy Tale Characters to Describe

Skills:

- Introduction to the Sentence-by-Sentence (S-by-S) Outline
- Creating an S-by-S Outline
- Writing From a Sentence-by-Sentence Outline
- Reading Sample Paragraphs
- Writing from Given Notes

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

The Write-for-a-Month (WFAM) composition series is a non-religious, yet meaningful, writing program for use in homes, schools, co-ops, and tutoring situations. The books are writing/composition books of two to four lengthy lessons each, between 50 and 120 pages per book (depending on the level). These books contain writing projects of all types at grades two through twelve. Each WFAM book is either **topic-specific** (Mowgli, Peter Pan, Beauty and Beast, Christmas Friends, Dumbo, Slinky Dog, Fairy Tales, Nature, Animals, Famous People, etc.) or **writing-type-specific** (i.e. story writing, reports, essays, dialogue, Twice-Told Tales, Tools and Tricks, poetry, 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** book, 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 are available at the Language Arts Lady store (though the best way to try a WFAM 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

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 (as well as many of the WFAM projects) should check out my semester-long books, *Meaningful Composition* (MC). Two-week samples of each MC book are available at our [Language Arts Lady Store](#).



Write On: Fairy Tales--Level I

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

Report Over Given Material Using Writing Boxes--Little Red Riding Hood

Overview of Writing Boxes Lesson

This week you will be writing a report over given material. That is, you will not find your own material to write from, but you will use material provided for you in this weekly lesson and take an S-by-S (Sentence-by-Sentence) Outline over this passage.

I. TOPIC OF REPORT

Sentence-by-Sentence Outline over given material about *Little Red Riding Hood*.

III. SENTENCES PER PARAGRAPH

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

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR REPORT

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

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

IV. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

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

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

Given Passage to Learn to Write From

PoB-A	Paragraph 1	<p>Little Red Riding Hood's sick grandmother needed food. Little Red Riding Hood took a basket of food and walked into the trees. She met a wolf who asked where she was going. She told him her plans and where her grandmother was. Then, the wolf ran to grandmother's house ahead of the girl.</p>
PoB-B	Paragraph 2	<p>Little Red Riding Hood's grandmother let the wolf inside because he talked like the girl. The wolf then ate the grandmother and took her clothes. Little Red Riding Hood came and thought her grandmother looked strange. She asked about her grandmother's strange looks. The wolf cleverly replied to her. Then, he ate her and fell asleep.</p>
PoB-C	Paragraph 3	<p>A hunter came into the house and saw the wolf. He cut open the animal and freed Little Red Riding Hood and her grandmother. He put stones in the wolf's belly. The wolf woke and left to get a drink of water. The stones made him fall into the well and die.</p>

Lesson A. Study Skills: Outline First Paragraph With Writing Boxes

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

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

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

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

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

(1) Always outline before you write!

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

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

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

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

Read the entire "*Little Red Riding Hood*" passage aloud with your teacher or to yourself to get an idea of what you will be writing about this week.

<p><> A-1a. In the first sentence of the first paragraph that is provided by itself below, highlight the following words:</p> <p>1. sick 2. grandmother 3. needed 4. food</p> <p><i>Little Red Riding Hood's sick grandmother needed food.</i></p> <p>These four words are the most important words in the sentence.</p> <p>They are also words you will want to change when you write the sentence in your own words. This is because they are so important to the sentence, and the author chose those himself.</p>	<p><> A-1b. Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table border="1"> <thead> <tr> <th><u>sick</u></th> <th><u>grandmother</u></th> <th><u>needed</u></th> <th><u>food</u></th> </tr> </thead> <tbody> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> </tbody> </table> <p><> A-1c. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>	<u>sick</u>	<u>grandmother</u>	<u>needed</u>	<u>food</u>	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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<p><> A-1d. Write a new sentence from the given one with your new words (highlighted above).</p> <p>Paragraph 1: Sentence One</p> <p>_____</p> <p>_____</p> <p>_____</p>																									

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

<> **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).

*She met a wolf who asked
where she was going.*

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

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

<> **A-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

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

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

*Then, the wolf ran to
grandmother's house
ahead of the girl.*

<> **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've listed and underlined. 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

[illegible]

Sample of Paragraph One

Little Red Riding Hood's ailing granny lacked victuals. Little Red Riding Hood packed up a basket of provisions and strolled into the forest. The girl stumbled upon a wolf who inquired where she was journeying. She disclosed to the canine her itinerary and where her grandmother resided. Then, the wolf dashed to the matriarch's cottage ahead of the youngster.

Writing Boxes Sample First Paragraph

<p><> A-1a. Highlight words</p> <p>Little Red Riding Hood's <u>sick</u> <u>grandmother</u> <u>needed</u> <u>food</u>.</p>	<p><> A-1b. & 1c. Synonyms or substitute words for the words in the sentence</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><u>sick</u></td> <td style="text-align: center;"><u>grandmother</u></td> <td style="text-align: center;"><u>needed</u></td> <td style="text-align: center;"><u>food</u></td> </tr> <tr> <td style="text-align: center;"><u>ill</u></td> <td style="text-align: center;"><u>granny</u></td> <td style="text-align: center;"><u>desired</u></td> <td style="text-align: center;"><u>vituals</u></td> </tr> <tr> <td style="text-align: center;"><u>unhealthy</u></td> <td style="text-align: center;"><u>ancestor</u></td> <td style="text-align: center;"><u>lacked</u></td> <td style="text-align: center;"><u>nourishment</u></td> </tr> <tr> <td style="text-align: center;"><u>ailing</u></td> <td style="text-align: center;"><u>family member</u></td> <td style="text-align: center;"><u>required</u></td> <td style="text-align: center;"><u>fare</u></td> </tr> <tr> <td style="text-align: center;"><u>affected</u></td> <td style="text-align: center;"><u>grandma</u></td> <td style="text-align: center;"><u>necessitated</u></td> <td style="text-align: center;"><u>cuisine</u></td> </tr> <tr> <td style="text-align: center;"><u>diseased</u></td> <td style="text-align: center;"><u>gram</u></td> <td style="text-align: center;"><u>wanted</u></td> <td style="text-align: center;"><u>provisions</u></td> </tr> <tr> <td style="text-align: center;"><u>feeble</u></td> <td style="text-align: center;"><u>matriarch</u></td> <td style="text-align: center;"><u>wished for</u></td> <td style="text-align: center;"><u>fodder</u></td> </tr> </table>	<u>sick</u>	<u>grandmother</u>	<u>needed</u>	<u>food</u>	<u>ill</u>	<u>granny</u>	<u>desired</u>	<u>vituals</u>	<u>unhealthy</u>	<u>ancestor</u>	<u>lacked</u>	<u>nourishment</u>	<u>ailing</u>	<u>family member</u>	<u>required</u>	<u>fare</u>	<u>affected</u>	<u>grandma</u>	<u>necessitated</u>	<u>cuisine</u>	<u>diseased</u>	<u>gram</u>	<u>wanted</u>	<u>provisions</u>	<u>feeble</u>	<u>matriarch</u>	<u>wished for</u>	<u>fodder</u>
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<p><> A-1e. New sentence</p> <p><u>Little Red Riding Hood's ailing</u> <u>granny lacked vituals.</u></p>																													

<p><> A-2a. Highlight words</p> <p>Little Red Riding Hood <u>took</u> a basket of <u>food</u> and <u>walked</u> into the <u>trees</u>.</p>	<p><> A-2b. & 2c. Synonyms or substitute words for the words in the sentence</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><u>took</u></td> <td style="text-align: center;"><u>food</u></td> <td style="text-align: center;"><u>walked</u></td> <td style="text-align: center;"><u>trees</u></td> </tr> <tr> <td style="text-align: center;"><u>grabbed</u></td> <td style="text-align: center;"><u>vituals</u></td> <td style="text-align: center;"><u>ambled</u></td> <td style="text-align: center;"><u>forest</u></td> </tr> <tr> <td style="text-align: center;"><u>picked up</u></td> <td style="text-align: center;"><u>fodder</u></td> <td style="text-align: center;"><u>hiked</u></td> <td style="text-align: center;"><u>woods</u></td> </tr> <tr> <td style="text-align: center;"><u>obtained</u></td> <td style="text-align: center;"><u>provisions</u></td> <td style="text-align: center;"><u>trekked</u></td> <td style="text-align: center;"><u>vegetation</u></td> </tr> <tr> <td style="text-align: center;"><u>scooped up</u></td> <td style="text-align: center;"><u>fare</u></td> <td style="text-align: center;"><u>trudged</u></td> <td style="text-align: center;"><u>thicket</u></td> </tr> <tr> <td style="text-align: center;"><u>packed up</u></td> <td style="text-align: center;"><u>eats</u></td> <td style="text-align: center;"><u>strolled</u></td> <td style="text-align: center;"><u>timber</u></td> </tr> <tr> <td style="text-align: center;"><u>seized</u></td> <td style="text-align: center;"><u>grub</u></td> <td style="text-align: center;"><u>strode</u></td> <td style="text-align: center;"><u>grove</u></td> </tr> </table>	<u>took</u>	<u>food</u>	<u>walked</u>	<u>trees</u>	<u>grabbed</u>	<u>vituals</u>	<u>ambled</u>	<u>forest</u>	<u>picked up</u>	<u>fodder</u>	<u>hiked</u>	<u>woods</u>	<u>obtained</u>	<u>provisions</u>	<u>trekked</u>	<u>vegetation</u>	<u>scooped up</u>	<u>fare</u>	<u>trudged</u>	<u>thicket</u>	<u>packed up</u>	<u>eats</u>	<u>strolled</u>	<u>timber</u>	<u>seized</u>	<u>grub</u>	<u>strode</u>	<u>grove</u>
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<p><> A-2e. New sentence</p> <p><u>Little Red Riding Hood packed up a basket</u> <u>of provisions and strolled into the forest.</u></p>																													

<p><> A-3a. Highlight words</p> <p><u>She</u> <u>met</u> a wolf who <u>asked</u> where she was <u>going</u>.</p>	<p><> A-3b. & 3c. Synonyms or substitute words for the words in the sentence</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><u>she</u></td> <td style="text-align: center;"><u>met</u></td> <td style="text-align: center;"><u>asked</u></td> <td style="text-align: center;"><u>going</u></td> </tr> <tr> <td style="text-align: center;"><u>The traveler</u></td> <td style="text-align: center;"><u>saw</u></td> <td style="text-align: center;"><u>inquired</u></td> <td style="text-align: center;"><u>travelling</u></td> </tr> <tr> <td style="text-align: center;"><u>The kid</u></td> <td style="text-align: center;"><u>stumbled upon</u></td> <td style="text-align: center;"><u>wondered</u></td> <td style="text-align: center;"><u>journeying</u></td> </tr> <tr> <td style="text-align: center;"><u>The child</u></td> <td style="text-align: center;"><u>accosted</u></td> <td style="text-align: center;"><u>questioned</u></td> <td style="text-align: center;"><u>walking</u></td> </tr> <tr> <td style="text-align: center;"><u>The girl</u></td> <td style="text-align: center;"><u>happened on</u></td> <td style="text-align: center;"><u>queried</u></td> <td style="text-align: center;"><u>heading</u></td> </tr> <tr> <td style="text-align: center;"><u>The youth</u></td> <td style="text-align: center;"><u>bumped into</u></td> <td style="text-align: center;"><u>requested</u></td> <td style="text-align: center;"><u>strolling</u></td> </tr> <tr> <td style="text-align: center;"><u>The journeyer</u></td> <td style="text-align: center;"><u>fell in with</u></td> <td style="text-align: center;"><u>demanded</u></td> <td style="text-align: center;"><u>trekking</u></td> </tr> </table>	<u>she</u>	<u>met</u>	<u>asked</u>	<u>going</u>	<u>The traveler</u>	<u>saw</u>	<u>inquired</u>	<u>travelling</u>	<u>The kid</u>	<u>stumbled upon</u>	<u>wondered</u>	<u>journeying</u>	<u>The child</u>	<u>accosted</u>	<u>questioned</u>	<u>walking</u>	<u>The girl</u>	<u>happened on</u>	<u>queried</u>	<u>heading</u>	<u>The youth</u>	<u>bumped into</u>	<u>requested</u>	<u>strolling</u>	<u>The journeyer</u>	<u>fell in with</u>	<u>demanded</u>	<u>trekking</u>
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<u>The journeyer</u>	<u>fell in with</u>	<u>demanded</u>	<u>trekking</u>																										
<p><> A-3e. New sentence</p> <p><u>The girl stumbled upon a wolf who</u> <u>inquired where she was journeying.</u></p>																													

Writing Boxes Sample First Paragraph (continued)

<> A-4a. Highlight words

She told him her plans and
where her grandmother was.

<> A-4e. New sentence

She disclosed to the canine her itinerary
and where her grandmother resided.

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

<u>told</u>	<u>him</u>	<u>plans</u>	<u>was</u>
<u>informed</u>	<u>the predator</u>	<u>itinerary</u>	<u>resided</u>
<u>instructed</u>	<u>the canine</u>	<u>agenda</u>	<u>dwelled</u>
<u>announced to</u>	<u>the villain</u>	<u>arrangements</u>	<u>lived</u>
<u>disclosed to</u>	<u>the beast</u>	<u>intents</u>	<u>lodged</u>
<u>notified</u>	<u>the animal</u>	<u>purposes</u>	<u>abided</u>
<u>divulged to</u>	<u>the crook</u>	<u>strategy</u>	<u>banked</u>

<> A-5a. Highlight words

Then, the wolf ran to grandmother's
house ahead of the girl.

<> A-5e. New sentence

This caused the youngster and his
parent to be miserable.

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

<u>ran</u>	<u>grandmother's</u>	<u>house</u>	<u>girl</u>
<u>hustled</u>	<u>the matriarch's</u>	<u>abode</u>	<u>youngster</u>
<u>sprinted</u>	<u>granny's</u>	<u>dwelling</u>	<u>female child</u>
<u>hurried</u>	<u>the grandparent's</u>	<u>cottage</u>	<u>kid</u>
<u>dashed</u>	<u>grandma's</u>	<u>lodging</u>	<u>youth</u>
<u>shot off</u>	<u>the ancestor's</u>	<u>hut</u>	<u>fool</u>
<u>galloped</u>	<u>the victim's</u>	<u>residence</u>	<u>adolescent</u>

Lesson B. Study Skills: Outline Second Paragraph

PoB-B	Paragraph 2	<p>Little Red Riding Hood's grandmother let the wolf inside because he talked like the girl. The wolf then ate the grandmother and took her clothes. Little Red Riding Hood thought her grandmother looked strange. She asked about her grandmother's strange looks. The wolf cleverly replied to her. Then, he ate her and fell asleep.</p>
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<> **B-1a.** Now repeat that process by highlighting the four most important words in the first sentence of the second paragraph from the passage (provided below).

Little Red Riding Hood's grandmother let the wolf inside because he talked like the girl.

<> **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've listed and underlined. 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

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

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

Little Red Riding Hood came and thought her grandmother looked strange.

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

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

<> **B-3d.** Once you have 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

<p><> 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).</p> <p style="text-align: center;"><i>She asked about her grandmother's strange looks.</i></p>	<p><> B-4b. Write those words on the top line in the following columns.</p> <p><> B-4c. Choose three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="height: 15px;"></td><td style="height: 15px;"></td><td style="height: 15px;"></td><td style="height: 15px;"></td></tr> <tr><td style="height: 15px;"></td><td style="height: 15px;"></td><td style="height: 15px;"></td><td style="height: 15px;"></td></tr> <tr><td style="height: 15px;"></td><td style="height: 15px;"></td><td style="height: 15px;"></td><td style="height: 15px;"></td></tr> <tr><td style="height: 15px;"></td><td style="height: 15px;"></td><td style="height: 15px;"></td><td style="height: 15px;"></td></tr> <tr><td style="height: 15px;"></td><td style="height: 15px;"></td><td style="height: 15px;"></td><td style="height: 15px;"></td></tr> <tr><td style="height: 15px;"></td><td style="height: 15px;"></td><td style="height: 15px;"></td><td style="height: 15px;"></td></tr> <tr><td style="height: 15px;"></td><td style="height: 15px;"></td><td style="height: 15px;"></td><td style="height: 15px;"></td></tr> <tr><td style="height: 15px;"></td><td style="height: 15px;"></td><td style="height: 15px;"></td><td style="height: 15px;"></td></tr> </table> <p><> 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.</p>																																
<p><> B-4e. Write a new sentence from the given one with your new words (highlighted above).</p> <p style="text-align: center;">Paragraph 2: Sentence Four</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> </table>																																	

<> **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).

The wolf cleverly replied to her.

<> **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've listed and underlined. 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

<p><> B-6a. Now repeat that process by highlighting the four most important words in the sixth sentence of the second paragraph from the passage (provided below).</p> <p style="text-align: center;"><i>Then, he ate her and fell asleep.</i></p>	<p><> B-6b. Write those words on the top line in the following columns.</p> <p><> B-6c. Choose three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.</p> <table border="1" data-bbox="703 315 1526 598"><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p><> B-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.</p>																												
<p><> B-6e. Write a new sentence from the given one with your new words (highlighted above).</p> <p style="text-align: center;">Paragraph 2: Sentence Six</p> <table border="1" data-bbox="243 871 1445 997"><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table>																													

[illegible]

Writing Boxes Sample Second Paragraph

<> B-1a. Highlight words

Little Red Riding Hood's grandmother let the wolf inside because he talked like the girl.

<> B-1e. New sentence

Little Red Riding Hood's grandma allowed the predator inside because he spoke like the girl.

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

<u>grandmother</u>	<u>let</u>	<u>wolf</u>	<u>talked</u>
<u>granny</u>	<u>accepted</u>	<u>predator</u>	<u>communicated</u>
<u>gram</u>	<u>permitted</u>	<u>canine</u>	<u>chattered</u>
<u>grandma</u>	<u>admitted</u>	<u>villain</u>	<u>prattled</u>
<u>ancestor</u>	<u>tolerated</u>	<u>deceiver</u>	<u>conversed</u>
<u>matriarch</u>	<u>allowed</u>	<u>con</u>	<u>intoned</u>
<u>family member</u>	<u>accorded</u>	<u>beast</u>	<u>spoke</u>

<> B-2a. Highlight words

The wolf then ate the grandmother and took her clothes.

<> B-2e. New sentence

The villain then swallowed the grandmother and stole her garments.

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

<u>The wolf</u>	<u>ate</u>	<u>took</u>	<u>clothes</u>
<u>He</u>	<u>consumed</u>	<u>stole</u>	<u>attire</u>
<u>the deceiver</u>	<u>gobbled</u>	<u>grabbed</u>	<u>garments</u>
<u>the villain</u>	<u>swallowed</u>	<u>seized</u>	<u>garb</u>
<u>the beast</u>	<u>devoured</u>	<u>snagged</u>	<u>outfit</u>
<u>the animal</u>	<u>ingested</u>	<u>plucked</u>	<u>clothing</u>
<u>the canine</u>	<u>feasted upon</u>	<u>snatched</u>	<u>costume</u>

<> B-3a. Highlight words

Little Red Riding Hood came and thought her grandmother looked strange.

<> B-3e. New sentence

Little Red Riding Hood entered and thought her granny seemed odd.

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

<u>came</u>	<u>grandmother</u>	<u>looked</u>	<u>strange</u>
<u>arrived</u>	<u>gram</u>	<u>appeared</u>	<u>bizarre</u>
<u>approached</u>	<u>granny</u>	<u>indicated</u>	<u>weird</u>
<u>entered</u>	<u>grandma</u>	<u>seemed</u>	<u>zany</u>
<u>appeared</u>	<u>matriarch</u>	<u>expressed</u>	<u>peculiar</u>
<u>showed up</u>	<u>family member</u>	<u>displayed</u>	<u>curious</u>
<u>turned up</u>	<u>grandparent</u>	<u>manifested</u>	<u>odd</u>

Writing Boxes Sample Second Paragraph (continued)

<> B-4a. Highlight words

She asked about her grandmother's strange looks.

<> B-4e. New sentence

The child inquired about her grandmother's bizarre shape.

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

<u>She</u>	<u>asked</u>	<u>strange</u>	<u>looks</u>
<u>The girl</u>	<u>inquired</u>	<u>bizarre</u>	<u>shape</u>
<u>The child</u>	<u>wondered</u>	<u>odd</u>	<u>appearance</u>
<u>The youth</u>	<u>querried</u>	<u>weird</u>	<u>presentation</u>
<u>The kid</u>	<u>questioned</u>	<u>peculiar</u>	<u>form</u>
<u>The granddaughter</u>	<u>demanded</u>	<u>curious</u>	<u>features</u>
<u>The youngster</u>	<u>requested</u>	<u>unusual</u>	<u>condition</u>

<> B-5a. Highlight words

The wolf cleverly replied to her.

<> B-5e. New sentence

The deceiver skillfully responded to his prey.

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

<u>wolf</u>	<u>cleverly</u>	<u>replied</u>	<u>her</u>
<u>predator</u>	<u>wittily</u>	<u>responded</u>	<u>his next meal</u>
<u>deceiver</u>	<u>skillfully</u>	<u>retorted</u>	<u>his victory</u>
<u>canine</u>	<u>intelligently</u>	<u>rejoined</u>	<u>the girl</u>
<u>beast</u>	<u>sensibly</u>	<u>returned</u>	<u>his target</u>
<u>threat</u>	<u>astutely</u>	<u>countered</u>	<u>his lunch</u>
<u>con</u>	<u>shrewdly</u>	<u>acknowledged</u>	<u>his prey</u>

<> B-6a. Highlight words

Then, he ate her and fell asleep.

<> B-6e. New sentence

Soon after, he devoured her and collapsed into slumber.

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

<u>Then</u>	<u>ate</u>	<u>fell</u>	<u>asleep</u>
<u>Soon after</u>	<u>devoured</u>	<u>dropped off</u>	<u>dreamland</u>
<u>Afterward</u>	<u>swallowed</u>	<u>drifted off</u>	<u>sleep</u>
<u>Following this</u>	<u>dined on</u>	<u>floatated off</u>	<u>dozing</u>
<u>After</u>	<u>scarfed</u>	<u>collapsed into</u>	<u>slumber</u>
<u>Later</u>	<u>consumed</u>	<u>slid into</u>	<u>slumberland</u>
<u>Next</u>	<u>gobbled</u>	<u>coasted off</u>	<u>repose</u>

Lesson C. Study Skills: Outline Third Paragraph

PoB-C	Paragraph 3	<p>A hunter came into the house and saw the wolf. He cut open the animal and freed little Red Riding Hood and her grandmother. He put stones in the wolf's belly. The wolf woke and left to get a drink of water. The stones made him fall into the well and die.</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).

*A hunter came into the house
and saw the wolf.*

<> **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've listed and underlined. Write the synonyms on the lines below in the columns.

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

<> **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

<p><> C-2a. Now repeat that process by highlighting the four most important words in the second sentence of the third paragraph from the passage (provided below).</p> <p style="text-align: center;"><i>He cut open the animal and freed Little Red Riding Hood and her grandmother.</i></p>	<p><> C-2b. Write those words on the top line in the following columns.</p> <p><> C-2c. Choose three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> </table> <p><> 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.</p>																																
<p><> C-2e. Write a new sentence from the given one with your new words (highlighted above).</p> <p style="text-align: center;">Paragraph 3: Sentence Two</p> <div style="border: 1px solid black; height: 60px; margin-top: 10px;"></div>																																	

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

*He put stones in the
wolf's belly.*

<> **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've listed and underlined. 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

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

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

*The stones made him fall
into the well and die.*

<> **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've listed and underlined. 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

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

[illegible]

Writing Boxes Sample Third Paragraph

<> C-1a. Highlight words

A hunter came into the house and saw the wolf.

<> C-1e. New sentence

A hunter arrived at the dwelling and sighted the beast.

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

<u>came into</u>	<u>house</u>	<u>saw</u>	<u>wolf</u>
<u>entered into</u>	<u>dwelling</u>	<u>spotted</u>	<u>canine</u>
<u>approached</u>	<u>abode</u>	<u>noticed</u>	<u>murderer</u>
<u>arrived at</u>	<u>cottage</u>	<u>detected</u>	<u>predator</u>
<u>visited</u>	<u>residence</u>	<u>sighted</u>	<u>beast</u>
<u>barged into</u>	<u>place</u>	<u>observed</u>	<u>villain</u>
<u>popped into</u>	<u>crime scene</u>	<u>pinpointed</u>	<u>monster</u>

<> C-2a. Highlight words

He cut open the animal and freed Little Red Riding Hood and her grandmother.

<> C-2e. New sentence

The rescuer slit open the monster liberated Little Red Riding Hood and her grandmother.

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

<u>He</u>	<u>cut open</u>	<u>animal</u>	<u>freed</u>
<u>The rescuer</u>	<u>slashed open</u>	<u>beast</u>	<u>released</u>
<u>The man</u>	<u>slit open</u>	<u>monster</u>	<u>delivered</u>
<u>The guy</u>	<u>hacked open</u>	<u>predator</u>	<u>loosed</u>
<u>The dude</u>	<u>sliced open</u>	<u>villain</u>	<u>liberated</u>
<u>The neighbor</u>	<u>bisected</u>	<u>con</u>	<u>rescued</u>
<u>The savior</u>	<u>chopped open</u>	<u>deceiver</u>	<u>saved</u>

<> C-3a. Highlight words

He put stones in the wolf's belly.

<> C-3e. New sentence

He deposited rocks in the wolf's stomach.

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

<u>put</u>	<u>stones</u>	<u>belly</u>
<u>placed</u>	<u>rock</u>	<u>intestines</u>
<u>deposited</u>	<u>boulders</u>	<u>gut</u>
<u>implanted</u>	<u>gravel</u>	<u>stomach</u>
<u>dropped</u>	<u>pebbles</u>	<u>insides</u>
<u>stuck</u>	<u>ore</u>	<u>interior</u>
<u>lodged</u>	<u>rubble</u>	<u>internals</u>

Writing Boxes Sample Third Paragraph (continued)

<> C-4a. Highlight words

The wolf woke and left to
get a drink of water.

<> C-4e. New sentence

The predator woke and exited to
procure a swallow of water.

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

<u>wolf</u>	<u>left</u>	<u>get</u>	<u>drink</u>
beast	<u>exited</u>	<u>obtain</u>	<u>swallow</u>
<u>predator</u>	departed	grab	gulp
villain	<u>moved</u>	<u>procure</u>	sip
monster	retreated	access	drought
murderer	quit the place	gather	draft
con	withdrew	secure	portion

<> C-5a. Highlight words

The stones made him fall into
the well and die.

<> C-5e. New sentence

The stones caused him to plunge
into the fountain and drown.

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

<u>made</u>	<u>fall</u>	<u>well</u>	<u>die</u>
<u>caused</u>	<u>plunge</u>	<u>watering hole</u>	perish
forced	drop	pit	<u>drown</u>
led	descend	pool	expire
induced	slip	<u>fountain</u>	croak
drove	plummet	reservoir	passing away
compelled	lower	shaft	suffocate

Projects 3 & 4: Fairy Tales

Choose Two (or More) Fairy Tale Characters to Describe

Overview Box

This week you will be writing an essay describing two or more fairy tale characters. You will be given notes about fairy tale friends to write from.

I. TOPIC OF ESSAY

Students will write at least two paragraphs about **at least two** fun fairy tale characters from given notes.

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

- A. Basic** students will write 2 paragraphs from given notes.
- B. Optional/Extension--**students will write 3 - 5 paragraphs from given notes.

III. SENTENCES PER PARAGRAPH

- A. Basic** students will write 4 - 6 sentences in EACH of their two paragraphs.
- B. Optional/Extension--** students will write 4-5 sentences in EACH of their 3 - 5 paragraphs.

IV. OTHER SKILLS

- A.** Reading Sample Paragraphs
- B.** Writing from Given Notes

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

PoB-A	PARAGRAPH 1	Belle was a French girl. She lived with her father. Unlike her neighbors, she loved books. She travelled to an enchanted castle. She helped the Beast recover from wolf bites. She married the Beast after he turned back into a prince.
PoB-B	PARAGRAPH 2	Peter Pan was abandoned as a child. However, he stayed eternally young. He can fly. He is usually friends with other abandoned boys called the Lost Boys. He is enemies with Captain Hook. He refuses to live with the Darlings.
PoB-C	PARAGRAPH 3	Cinderella's mother died. Her father remarried to an evil stepmother. Cinderella was forced to wear old clothes. Through magic, she was dressed properly for the prince's ball. The prince loved her. She married the prince.
PoB-D	PARAGRAPH 4	Dumbo was an elephant. He was much smaller than the other elephants. The circus master stole him from his mother. The other animals mocked him. He learned to fly. He transformed into a circus star.
PoB-E	PARAGRAPH 5	Snow White was a princess. Her mother died in childbirth. Her stepmother hated her. Snow White started living with seven dwarves. The queen enchanted her. Happily, she married a prince.

Lesson A. Passage and Reading:

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

↔ A-2. In the passage, highlight the names of two characters one time each.

This week you will be writing two (Optional--three to five) paragraphs about fun fairy tale characters. (You may highlight more than two characters if you want to write more than two paragraphs.)

Student Sample of Two Fun Fairy Tale Characters

Belle

Once there was a beautiful young lady who lived in a small village in France. Her father was an inventor, and Belle was a dreamer. Nearly everyone in the village thought Belle was odd—except for a muscular braggart named Gaston. Once Belle's father came up missing. She was frantic to find him. As she searched for him, she met a creature in a huge castle called the Beast. He was scary and large, but Belle was brave and loyal. She offered herself as a prisoner in the Beast's castle in exchange for her father's freedom. She was surprised after some time in the castle that she actually fell in love with the Beast. It turns out he had a nice side. Her love freed the Beast from a horrible spell that had been cast upon him—and he turned back into a young, handsome prince.

Peter Pan

A magical boy named Peter Pan lived in a place called Neverland. He lived with a little Pixie known as Tinkerbell. He was dressed all in green, could fly around, and fought with a wooden sword. He met some people in London and decided that he wanted the oldest daughter in a family to become his "mother." He took this young lady, named Wendy, underground to see his friends called The Lost Boys. While he was there, he had to fight a terrible pirate named Captain Hook. His bravery in overcoming Hook led to his being able to free Wendy, her brothers, and the lost boys!

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

<> B-1. Read the Student Sample on the previous page.

Follow the steps given below to prepare to write **two paragraphs (or more)** similar to the passage using the notes provided:

<> B-2. Follow the Steps

1. Choose Your Paragraphs

- Basic students:** Circle two boxes of notes that you are going to write from, based on which characters you want to write about. Place an X on the other three boxes.
- Optional/Extension students:** Choose a third, fourth, and/or fifth character. Place an X on any boxes you don't select.

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

- Draw lines through each line of notes that you don't want to include in your paragraph.
- Number the notes in the order that you would like to put them in your paragraph.
- All students** repeat this for the second box.
- Optional/Extension students** repeat this for a third, fourth, and/or fifth box.

3. Optional/Extension: Add notes if desired

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

Belle

Lived in village
Father was inventor
Beautiful
Shunned by villagers except Gaston
Tried to find her father
Met Beast
Exchanged herself for her father
Fell in love with Beast
Freed Beast from spell

Peter Pan

Wears green
Fights with wooden sword
Magical
Friend with Tinkerbell
Lives in Neverland
Wants Wendy to be his mother
Lives underground with Lost Boys
Fights Captain Hook
Frees Darlings and Lost Boys

Cinderella

Beautiful
Stepsisters mistreat her
Cleans house
Visited by fairy godmother
Wears blue dress
Wears glass slippers
No one recognized her in disguise
Loses shoe
Prince searches for her by shoe

Dumbo

Big ears
Collapses circus tent
Mistreated by clowns
People laugh at him
Previously named Jumbo
Leaves circus
Meets friends
Showed he could fly
Given own train car

Snow White

Father remarries
Beautiful
Ordered killed
Huntsman lets her go
Snow White discovered by dwarves
Bite out of apple curses her
Dwarves cannot revive her
Placed in glass coffin
Awakened by prince

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

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

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

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

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

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

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

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

Lesson E. Composition: Final Copy Essay

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

Optional--Checklist Challenge Coding

Your teacher may desire for you to code your CC for her so that she can grade it/check it more easily. The following steps will help you learn to code your CC for your teacher. For more help on this, see the Suggested CC Coding Chart in the back of this *Meaningful Composition* book.

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

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

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

Box D

Optional--Checklist Challenge for Projects 3 & 4: Fairy Tales

Choose Two (or More) Fairy Tale Characters to Describe

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 ☐ Optional

☐ Optional ☐ Optional

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

☞ Focus on content errors at this time.

☐ All ☐ All ☐ Optional

☐ Optional ☐ Optional

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 ☐ Optional

☐ Optional ☐ Optional

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	Optional
Optional	Optional	

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	Optional
Optional	Optional	

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	Optional
Optional	Optional	

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar, but stronger, word. ***If you do not have any Banned Words, just “code” the CC check box(es) as directed by your teacher (or place a check mark in each one that represents a paragraph with no Banned Words).***

Banned Word List

very	big	really	good	great	fine	slow
say	bad	little	want	see	look	such
ask	lot	find	walk	said	go	become
sit	think	soft	fast	many	find	

*like (*Like* is only banned when it is a verb. When used as a preposition, *like* often creates a simile--and is not a Banned Word.)

☞ **Advanced students should omit as many Banned Words as possible throughout all paragraphs.**

All	All	Optional
Optional	Optional	

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

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

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

Consider the following ideas:

- Something catchy: **"Belle Belle!**
- Something bold: **"Dumbo!"**
- A song title or line: **"You've Got a Friend in Me"**
- Other: **"Fairy Tale Friends"**
- Other: **"Three Famous Girls"**

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	All	Optional
Optional	Optional	

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. ***If you and your teacher feel that your vocabulary is advanced enough, you should still “code” the CC check box(es) and the advanced words in your paper as directed by your teacher.***

Instead of:	Use:	Instead of:	Use:
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	Optional
Optional	Optional	

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

Examples:

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

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

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

All

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

Examples:

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

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

B	B
---	---

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

Examples:

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

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

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

All

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

Examples:

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

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

All

All

Optional

Optional

Optional

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

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

All

E

Edit each paragraph with your teacher, and correct any **usage or spelling errors**. Place a check mark in each CC box with a pen or pencil when this step is completed.

Appendix A: Editing and Revising

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

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

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

Proofreader's Marks

Symbol

Meaning

Capitalize a letter

Make a capital letter into a lowercase letter.

Delete (take out)

He went to town.

When he left, he went to town.

Insert punctuation

He went town.

Insert

He went town.

Reverse

He went [#] totown.

Insert space

He went ^{stet...} to town.

Leave as it was before the mark was added.

He town went to.

Move

Make a new paragraph

Teacher Tips & Free Resources

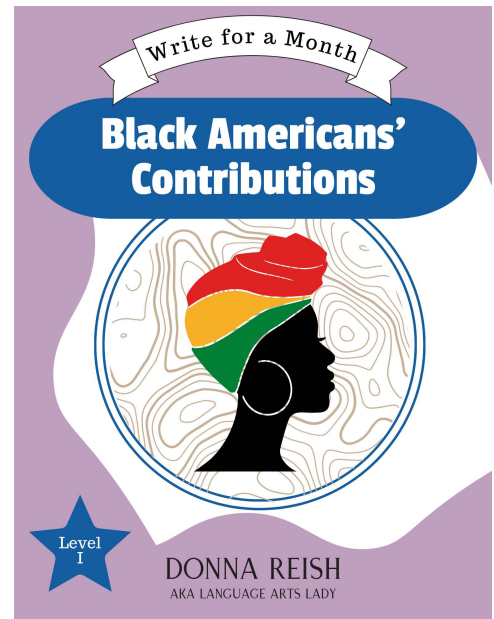
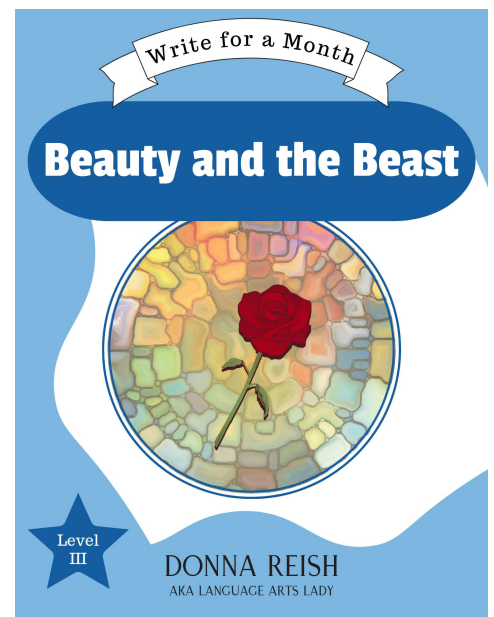
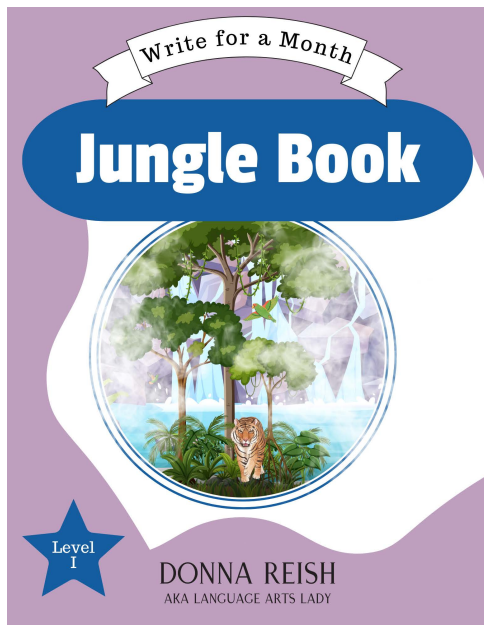


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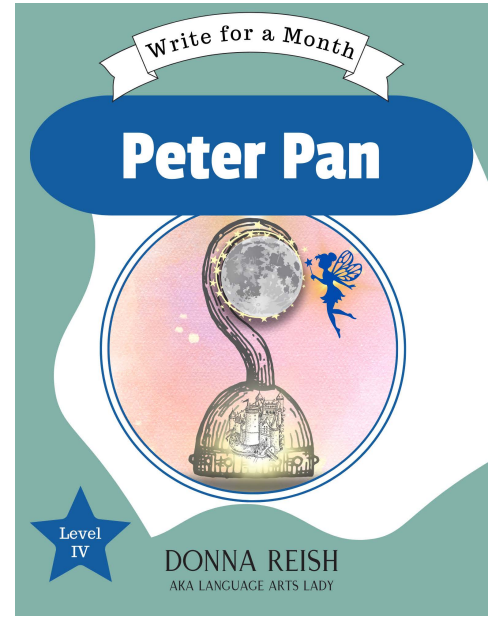
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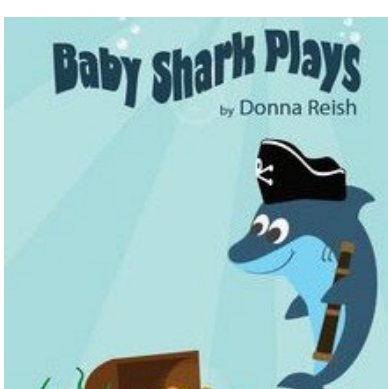
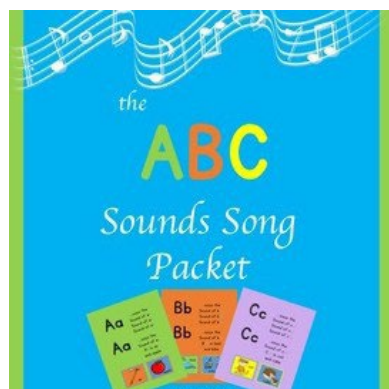
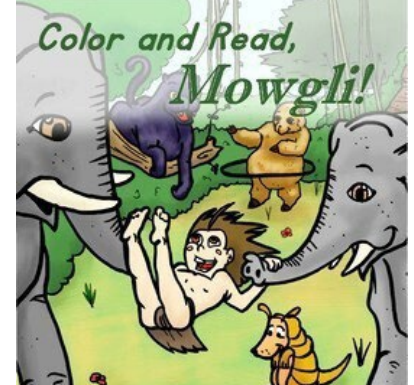
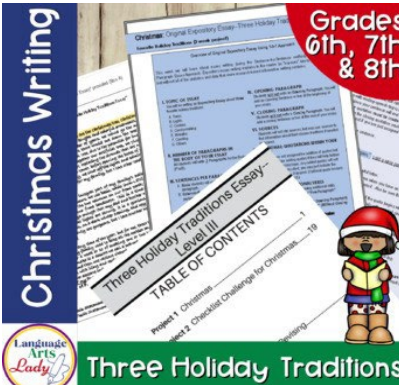
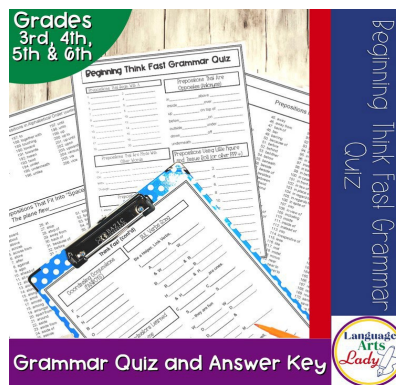
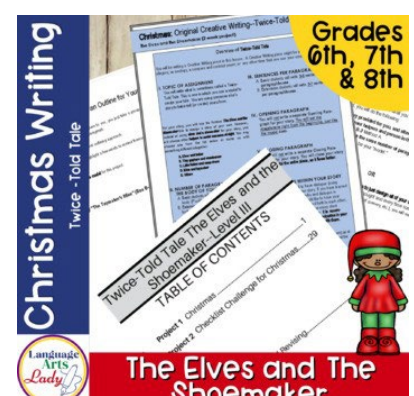
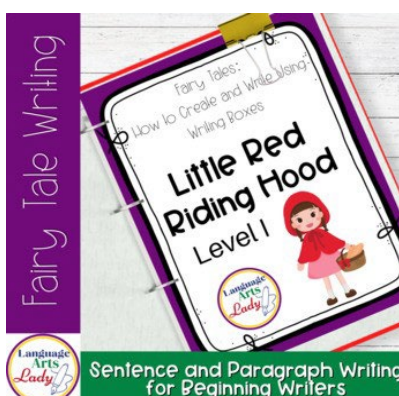
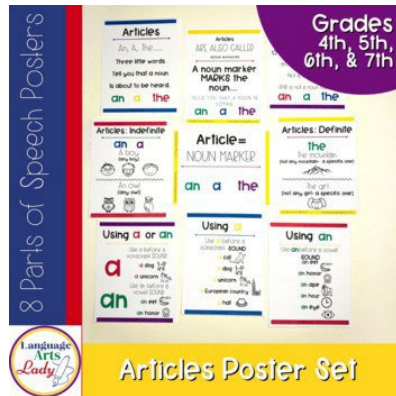
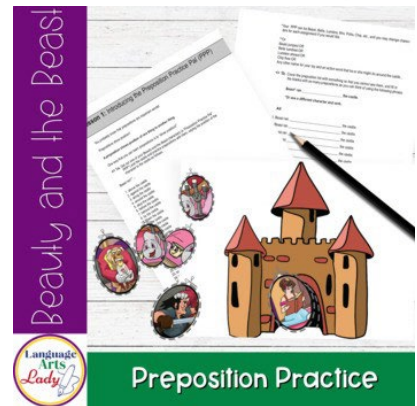
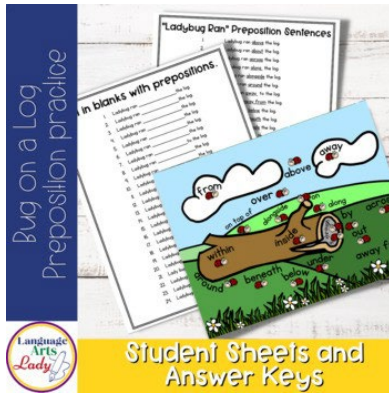
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Donna Reish, mother of seven grown children, Nonna to ten lovies, and thirty-two year homeschool veteran, is a prolific curriculum writer, blogger, and teacher from Indiana. She graduated from Ball State University with a degree in Elementary Education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

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

Want daily grammar, writing, & teaching tips? Follow me
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