Write for a Month

# Jungle Book



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  $2^{nd}$  &  $3^{rd}$  – Purple Level II = Grade  $4^{th}$  &  $5^{th}$  – Red Level III = Grade  $6^{th}$ ,  $7^{th}$ , &  $8^{th}$  – Blue Level IV = Grade  $9^{th}$  &  $10^{th}$  – Green Level V = Grade  $11^{th}$  &  $12^{th}$  – Yellow

Where teachers and parents can learn how to teach writing and very grammar....OR hire me to teach for you!

#### Projects:

- Beginning Writing Boxes--The Jungle Book
- Paragraph House- The Animals of the Jungle
- · Meet the Characters

#### Skills:

- Introduction to the Sentence-by-Sentence (S-by-S) Outline
- · Creating an S-by-S Outline
- Writing From a Sentence-by-Sentence Outline
- Paragraph House Outlining Technique
- Opening and Closing Sentence (foundation and roof of house)
- Adverbs
- CAVES—Five Parts of a Sentence
- · Optional Checklist Challenge
- Sentence by Sentence Outlining Method Over Given Material
- Thesis Statement
- Thesis Statement-Reloaded
- Optional Checklist Challeng

#### 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 2<sup>nd</sup> through 12<sup>th</sup> grades--see note below).

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

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

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

By using our <u>topic-specific</u> 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 <u>How I Teach videos</u> at <u>Language Arts Lady Blog</u> or <u>YouTube</u> to see if the book you are interested in has a video yet. (There are over fifty there at this time.)

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

#### Time Spent in Write-for-a-Month

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: Mowgli--Level I (Early Elementary)

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## Project 1: How to Create and Write Using Writing Boxes

Report Over Given Material Using Writing Boxes

#### **Overview of Writing Boxes Lesson**

This week will 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.

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

#### I. TOPIC OF ESSAY

Sentence-by-Sentence Outline over given material about *The Jungle Book* via Beginning Writing Boxes.

## II. NUMBER OF PARAGRAPHS IN

**THE BODY OF YOUR ESSAY All** students will write **2 paragraphs** for the body (P'soB\*).

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

#### III. SENTENCES PER PARAGRAPH

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

#### 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

FOB-A
Paragraph 1

But not everyone liked Mowgli. Some of the wolves did not like it that a human lived in their pack. These mean wolves wanted to kill Mother Wolf and get rid of Mowgli. The wolves needed help to carry out their plan. A tiger name Shere Khan was happy to help them. He wanted to kill the man cub himself. Mowgli and Bagheera found out about the plan. Bagheera, the panther, was not worried. He told Mowgli that the animals in the jungle were afraid of the humans' fire. If Mowgli went and got fire and brought it back, he could fight the tiger!

PoB-B Paragraph 2 Days later Mowgli went to the village and got some fire from ouside a hut. When he got back to the jungle, the wolves and Shere Khan were there meeting. As the wolves started to attack Mother Wolf, the man-cub stepped up with his fire. All at once, the tiger jumped out of the trees right at Mowgli. The boy held the torch in Shere Khan's face, and the tiger ran away.

# **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 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 *The Jungle Book* 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 *The Jungle Book* passage aloud with your teacher or to yourself to get an idea of what you will be writing about this week.

4-go.

But not everyone liked Mowgli. Some of the wolves did not like it that a human lived in their pack. These mean wolves wanted to kill Mother Wolf and get rid of Mowgli. The wolves needed help to carry out their plan. A tiger name Shere Khan was happy to help them. He wanted to kill the man cub himself. Mowgli and Bagheera found out about the plan. Bagheera, the panther, was not worried. He told Mowgli that the animals in the jungle were afraid of the humans' fire. If Mowgli went and got fire and brought it back, he could fight the tiger!

<b>A-1a.</b> In the first sentence of the first paragraph that is provided by itself below, highlight the following words:		the wo	e at least three syr ords you just highlion onyms on the line	ghted in the sen	tence. Write	
	1. But 3. liked	<ol> <li>everyone</li> <li>Mowgli</li> </ol>	<u>but</u>	everyone	<u>liked</u>	<u>Mowgli</u>
Bu	t not everyo	ne liked Mowgli.				
These fo the sente		e most important words in				
you write because	the sentence in	will want to change when n your own words. This is ortant to the sentence, and mself.	A-1c. Once you thin	ou have at least thre nk sounds like the be words and highlight	est substitute for	each of the
<> A-10	J. Write a new	sentence from the give	en one with your	new words (highlig	ghted above).	
		Par	ragraph 1: Sente	nce One		
						<del></del>

<> A-2a.	lighting the four most important words in the second sentence of the first paragraph from the passage (provided below).	A-2b. Write those words on the top line in the following columns. A-2c. Choose at least three synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.
1	Some of the wolves did not like it that a human lived in their pack.	
		<> A-2d. Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.
<> A-2e.	Write a new sentence from the give	en one with your new words (highlighted above).
-	Pa	ragraph 1: Sentence Two
_		

<> A-3a.	lighting the four most important words in the third sentence of the first paragraph from the passage (provided below).	A-3b. Write those words on the top line in the following columns. A-3c. Choose at least three synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.
	These mean wolves wanted to kill Mother Wolf and get rid of Mowgli.	
		<> A-3d. Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.
<> A-3e.	. Write a new sentence from the give	en one with your new words (highlighted above).
	Par	agraph 1: Sentence Three
-		
-		
-		

<> A-4a.	Now repeat that process by high- lighting the four most important words in the fourth sentence of the first paragraph from the passage (provided below).	<> A-4b. Write those words on the top line in the following columns. <> A-4c. Choose at least three synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.
	The wolves needed help to carry out their plan.	
		<b>A-4d.</b> Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.
<> A-4e.		en one with your new words (highlighted above). ragraph 1: Sentence Four
-		

	lighting the four most important words in the fifth sentence of the first paragraph from the passage (provided below).	<b>A-5b.</b> Write those words on the top line in the following columns. <b>A-5c.</b> Choose at least three synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.
	A tiger named Shere Khan was happy to help them.	
		<> A-5d. Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.
<> A-5e.	Write a new sentence from the give	en one with your new words (highlighted above).
_	Pa	ragraph 1: Sentence Five
_		

<> A-6a.	Now repeat that process by high-lighting the four most important words in the sixth sentence of the first paragraph from the passage (provided below).  He wanted to kill the man	<b>A-6b.</b> Write those words on the top line in the following columns. <b>A-6c.</b> Choose at least three synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.
	cub himself.	<b>A-6d.</b> Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.
<> A-6e.	Write a new sentence from the give	en one with your new words (highlighted above).
-	Pa	aragraph 1: Sentence Six

<> A-/a.	lighting the four most important words in the seventh sentence of the first paragraph from the passage (provided below).	<b>A-7b.</b> Write those words on the top line in the following columns. <b>A-7c.</b> Choose at least three synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.
	Mowgli and Bagheera found out about the plan.	
		<b>A-7d.</b> Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.
<> A-7e.	. Write a new sentence from the give	en one with your new words (highlighted above).
	Para	agraph 1: Sentence Seven
-		

 	Now repeat that process by high- lighting the three most important words in the eighth sentence of the first paragraph from the passage (provided below).	<b>A-8b.</b> Write those words on the top line in the following columns. <b>A-8c.</b> Choose at least three synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.
	Begheera, the panther, was not worried.	
		A-8d. Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.
<> A-8e.	Write a new sentence from the give	en one with your new words (highlighted above).
_	Par	agraph 1: Sentence Eight
_		

<> A-9a.	lighting the four most important words in the ninth sentence of the first paragraph from the passage (provided below).	<b>A-9b.</b> Write those words on the top line in the following columns. <b>A-9c.</b> Choose at least three synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.
	He told Mowgli that the animals in the jungle were afraid of the humans' fire.	
		<> A-9d. Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.
<> A-9e.	. Write a new sentence from the give	en one with your new words (highlighted above).
	Par	ragraph 1: Sentence Nine
_		
_		

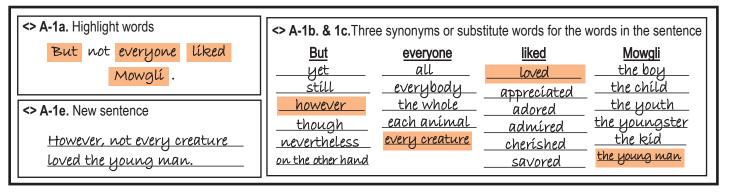
<> A-10a.	Now repeat that process by high- lighting the four most important words in the tenth sentence of the first paragraph from the passage (provided below).	<b>A-10b.</b> Write those words on the top line in the following columns. <b>A-10c.</b> Choose at least three synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.
	If Mowgli went and got fire and brought it back, he could fight the tiger!	
		<> A-10d. Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.
<> A-10e.	. Write a new sentence from the giv	ven one with your new words (highlighted above).
	Pa	ragraph 1: Sentence Ten

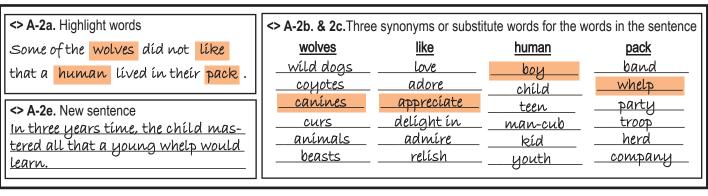
<> A-11. Write all of your final sentences from each page of Lesson A on the lines provided as one complete paragraph.	<u>;</u>

#### Sample of Paragraph One

However, not every creature loved the young man. In three years time, the child mastered all that a young whelp would learn. These mean wild dogs longed to kill Mother Wolf and expel the human. The plotters required assistance to carry out their scheme. A feline named Shere Kahn was glad to assist the scoundrels. The tiger desired to slay the youth himself. The boy and the panther discovered the conspiracy. The panther, Mowgli's friend, was not disturbed. He told Mowgli that the inhabitants of the rain forest were scared of the humans' fire. If the child went and obtained a torch and brought it back, he could battle the tiger.

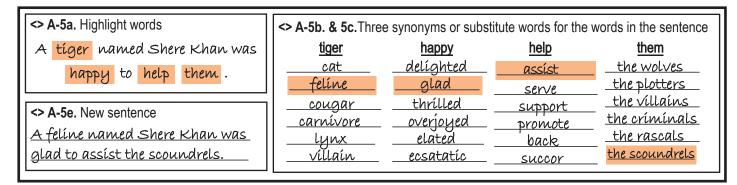
#### Writing Boxes Sample First Paragraph--Extra Word Examples Given

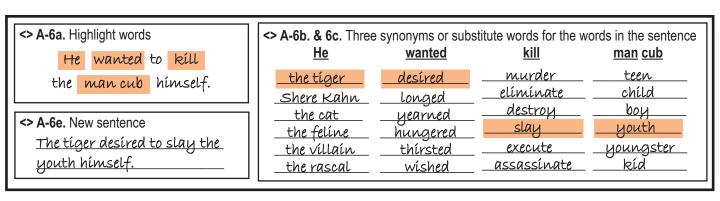


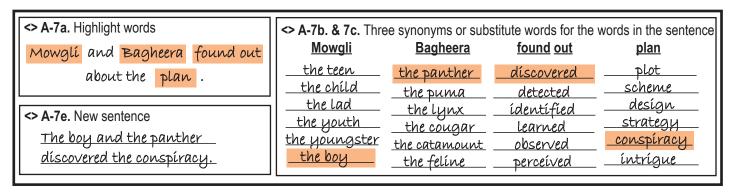


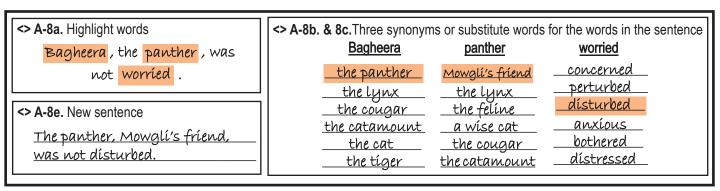
<> A-3a. Highlight words	<> A-3b. & 3c.Three	synonyms or subs	titute words for the	words in the sentence
These mean wolves wanted to kill	<u>wolves</u>	<u>wanted</u>	get rid of	<u>Mowgli</u>
Mother Wolf and get rid of Mowgli.	<u>canines</u>	<u>desíred</u>	<u>destroy</u>	the boy
	<u>coyotes</u>	longed	<u>throw out</u>	<u>the child</u>
<> A-3e. New sentence	_wild dogs_	wished	<u>kíll</u>	the youth
These mean wild dogs longed to	<u>anímals</u>	<u>aspíred</u>	<u> murder</u>	the youngster
kill Mother Wolf and expel the	<u>beasts</u>	<u>yearned</u>	expel	<u>the kid</u>
human.	<u>creatures</u>	<u>hungered</u>	<u>banísh</u>	the human

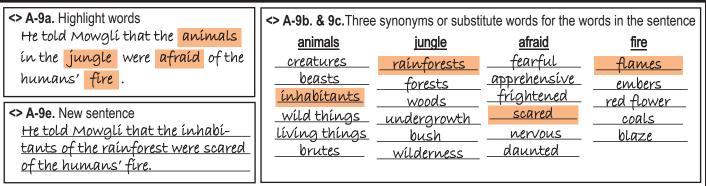
<> A-4a. Highlight words	<> A-4b. & 4c.Three	e synonyms or sub	stitute words for the v	words in the sentence
The wolves needed help to	<u>wolves</u>	<u>needed</u>	<u>help</u>	<u>plan</u>
carry out their plan .		<u>required</u>	<u>assistance</u>	<u>scheme</u>
<u> </u>	<u>plotters</u>	<u>wanted</u>	aíd	idea
<> A-4e. New sentence	scoundrels	<u>desired</u>	<u>support</u>	<u> </u>
The plotters required assistance	<u>brutes</u> <u>beasts</u>	<u>coveted</u> wished for	<u>guidance</u> succor	project strategy
to carry out their scheme.	<u>rascals</u>	longed for	advice	<u>intention</u>
-				











> A-10a. Highlight words	<>A-10b. & 10c. Three	synonyms or subs	stitute words for the	words in the sente
if Mowgli went and got	<u>Mowgli</u>	got	fire	<u>fight</u>
fire and brought it back, he	the boy	gathered	a blaze	<u>battle</u>
could fight the tiger.	_ the child	grabbed	coals	- duel with
	the youth	obtained	<u>a torch</u>	combat
> A-10e. New sentence	the youngster	gained	<u>sparks</u>	challenge
fthe child went and obtained a	_   <u>the teen</u>	took	<u>embers</u>	<u>resíst</u>
orch and brought it back, he ould battle the tiger.	<u>the lad</u>	acquired	<u>flames</u>	contend with

## Lesson B. Study Skills: Outline Second Paragraph

PoB-B
Paragraph 2

Days later Mowgli went to the village and got some fire from ouside a hut. When he got back to the jungle, the wolves and Shere Khan were there meeting. As the wolves started to attack Mother Wolf, the man-cub stepped up with his fire. All at once, the tiger jumped out of the trees right at Mowgli. The boy held the torch in Shere Khan's face, and the tiger ran away.

<> <b>B-1a</b> .	lighting the four most important words in the first sentence of the second paragraph from the passage (provided below).	S-1b. Write those words on the top line in the following columns. S-1c. Choose at least three synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.
	Days later Mowgli went to the village and got some fire from outside a hut.	
		<> B-1d. Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.
<> B-1e.	. Write a new sentence from the give	en one with your new words (highlighted above).
	Pa	ragraph 2: Sentence One
-		

<> B-2a.	Now repeat that process by high- lighting the four most important words in the second sentence of the second paragraph from the passage (provided below).	S-2b. Write those words on the top line in the following columns. B-2c. Choose at least three synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.
	When he got back to the jungle, the wolves and Shere Khan were there meeting.	
		<> B-2d. Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.
<> B-2e.	Write a new sentence from the give	en one with your new words (highlighted above).
_	Pa	ragraph 2: Sentence Two
-		

<b>B-3b.</b> Write those words on the top line in the following columns. <b>B-3c.</b> Choose at least three synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.
SB-3d. Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.
en one with your new words (highlighted above).
agraph 2: Sentence Three

lighting t words in the seco	eat that process by high- he three most important the fourth sentence of and paragraph from the (provided below).	<b>B-4b.</b> Write those words on the top line in the following columns. <b>B-4c.</b> Choose at least three synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.
jumped	nce, the tiger d out of the trees t Mowgli.	
		<> B-4d. Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.
<> <b>B-4e</b> . Write a r	new sentence from the giv	en one with your new words (highlighted above).
	Pa	ragraph 2: Sentence Four

	Now repeat that process by high-lighting the three most important words in the fifth sentence of the second paragraph from the passage (provided below).  The boy held the torch in Shere Khan's face, and the tiger ran away.	SB-5b. Write those words on the top line in the following columns. B-5c. Choose at least three synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns. SB-5d. Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.
<> B-5e.	Write a new sentence from the give	en one with your new words (highlighted above).
	Pa	ragraph 2: Sentence Five
_		

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

#### Sample of Paragraph Two

Days later the youth traveled to the village and stole some embers from outside a hut. When he returned to the jungle, the wild dogs and the tiger were there gathering. As the wolves started to assail Mother Wolf, Mowgli advanced with his torch. All at once, Shere Khan leaped out of the trees right at the boy. The boy held the brand in Shere Khan's features, and the cat fled.

#### Writing Boxes Sample Second Paragraph--Extra Word Examples Given

SB-1a. Highlight words
Days later Mowgli went to the
village and got some fire
from outside a hut.

**Pays** later the youth travelled to the village and stole some embers from outside a hut.

<> B-1b. & 1c. Three synonyms or substitute words for the words in the sentence				
<u>Mowgli</u>	<u>went</u>	<u>got</u>	<u>fire</u>	
the boy	travelled	<u>gestered</u>	<u>flames</u>	
<u>the child</u>	walked	<u>procured</u>	<u>heat</u>	
the youth	moved	<u>secured</u>	<u>blaze</u>	
the youngster	<u>left</u>	<u>stole</u>	<u> </u>	
<u>the lad</u>	ran	<u>obtained</u>	coals	
<u>the teen</u>	sprinted	<u>pícked up</u>	<u>embers</u>	
	,			

SB-2a. Highlight words
When he got back to the jungle,
the wolves and Shere Khan
were there meeting.

**SP-2e.** New sentence
When he returned to the jungle,
the wild dogs and the tiger were
there gathering.

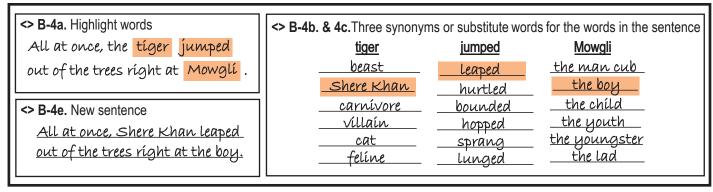
<> B-2b. & 2c. Three synonyms or substitute words for the words in the sentence got back Shere Khan wolves meeting canínes congregating the cat returned wild doas the tiger <u>gathering</u> reappeared the feline assembling coyotes arrived back creatures the cougar convening <u>came again</u> the lynx converging beasts revisited the carnivore getting together villains reentered

Section 4. A section with a secti

**As the wolves started to assail**Mother Wolf, Mowgli advanced with his torch.

B-3b. & 3c. Three synonyms or substitute words for the words in the sentence attack man cub stepped up fire arrived assault Mowali torch moved forward assaíl the boy flames fight advanced the lad embers battle proceeded the youth coals beset appeared the youngster blaze beseíge moved onward the child <u>sparks</u>

#### Writing Boxes Sample Second Paragraph--Extra Word Examples Given (continued)



<> B-5a. Highlight words	<> B-5b. & 5c.Thre	e synonyms or substi	tute words for the v	words in the sentence
The boy held the torch in	torch torch	<u>face</u>	<u>tiger</u>	ran away
Shere Khan's face, and the tiger ran away.	brand beacon fire	<u>features</u> <u>countenance</u> mug	<u>cat</u> Villaín Felíne	escaped fled retreated
SB-5e. New sentence The boy held the brand in Shere Khan's features, and the cat fled.	flames red flower blaze	visage head profile	cougar lynx scoundrel	flew left departed

# Project 2: Paragraph House Outline Over Given Material

Paragraph House--Animals of the Jungle

#### **Overview of Narrative Essay From Given Material**

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

#### I. TOPIC OF ESSAY

You will write one (or two for Extension students) paragraph about a jungle animal using a Paragraph House Outline.

## II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

- A. **Basic** students will write one paragraph for the body (P'soB\*) about a jungle animal of your choice.
- B. **Extension** students will write two paragraphs for the body (P'soB\*) about two jungle animals of your choice.

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

#### III. SENTENCES PER PARAGRAPH

- 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. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

- A. Paragraph House Outlining Technique
- B. Opening and Closing Sentence (foundation and roof of house)
- C. Adverbs
- D. CAVES—Five Parts of a Sentence
- **E. Optional Checklist Challenge**

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).

# Lesson A. Study Skills/Prewriting: Create Descriptive Paragraph House Outline

Over the next week, you will be writing a descriptive paragraph about an animal. This time you will write a descriptive essay. That is, you will describe the animal's appearance.

<> A-1	Choose an animal that either you already know about or that you would like to learn about
	Since you will be writing about its physical traits, you might want to write about an ani-
	mal that you have seen before.

- <> A-2. Read the Sample Descriptive Paragraph House Outline provided (Sample Box A-2).
- <> A-3. Read the Sample Descriptive Paragraph provided (Sample Box A-3).

When you write descriptively, you want to try to include as many of the senses as you can. Consider the following traits when you write -- and list them in your Paragraph House squares as shown in the sample.

- a. See -- What the animal looks like, size, color, marks, etc.
- b. Feel -- Scaly, soft, bristle-like, furry, smooth
- c. Hear -- Sounds the animal makes -- either with his voice or with his movements
- d. Smell -- Cleanliness, strange odors, etc.
- <> A-4. Fill in My Descriptive Paragraph House at the level directed by your teacher. Use the sample provided to see how to do this. You will add an opening sentence and a closing sentence note to your Paragraph House later.

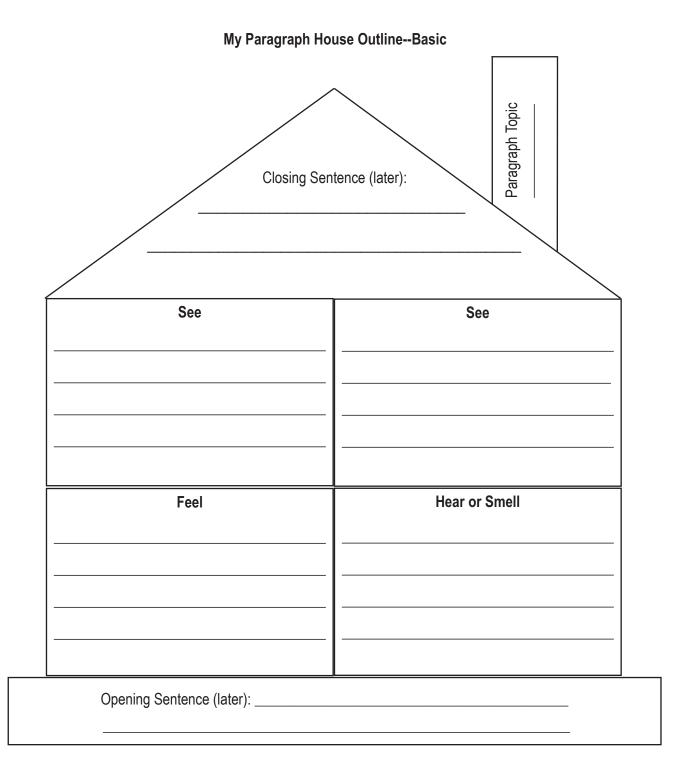
# **Sample Descriptive Paragraph House Outline** Paragraph Topic **Tiger** Closing Sentence (later): Muscular, graceful, furry, and silent See See Muscled body; Stripes, blends into the landscape Moves gracefully Weighs > 600 lbs. **Hear or Smell** Feel Soft fur sides Silent Rustling in the weeds Warm when breathing Doesn't weant to be heard Opening Sentence (later): What largest member cat family?

Sample Box A-2

#### **Sample Descriptive Paragraph From Paragraph House Outline**

What is the largest member of the cat family? A tiger is an incredible animal to watch, feel, and listen to. The tiger's stripes allow it to blend imperfectly. Its muscles rip as it moves its six hundred pound body gracefully. The deep, soft fur hide the furor inside this animal. It creeps silently through the weeds because it does not want to be heard. Its muscle tense just before it leaps. Truly, the tiger is muscular, graceful, furry, and silent.

Sample Box A-3



# My Paragraph House Outline--Extension Paragraph Topic Closing Sentence (later): See See Feel **Hear or Smell** Opening Sentence (later): \_

#### **Lesson B. Grammar:** Adverbs

<b>&lt;&gt;</b>	B-1.	Read	this	week's	tiger	sample	aloud	with	your to	eacher.
-----------------	------	------	------	--------	-------	--------	-------	------	---------	---------

- Second in the first paragraph of the passage, highlight the word *perfectly*. Then circle the last two letters in the word *perfectly*.
  - 1. This word is an adverb.
  - 2. Adverbs describe other words.
  - 3. For example:
    - a. **really** happy
    - b. extremely hard
    - c. wonderfully made
    - d. faithfully joyful
  - 4. Most adverbs end in the letters ly.
  - 5. Adverbs do not have to be in a sentence to make it a sentence; they just make sentences more interesting.
- B-3. In the sentences provided, highlight all of the adverbs. (Hint: They all end in the letters *ly*.)
  - 1. A man quickly left for a trip.
  - 2. He slowly walked.
  - 3. They hatefully stole his money.
  - 4. They actually left him lying on the road.
  - 5. A church leader smugly walked by.
  - 6. He truly did not want anyone to see.
  - 7. He sadly walked by.
  - 8. He really thought the man deserved it.
  - 9. He actually left the man.
  - 10. The man gladly paid.

1			
2.			

B-4. Extension: On the lines provided, write two sentences with adverbs.

3			
4			
5			
ô			

### Lesson C. Grammar: Five Parts of a Sentence (CAVES)

- C-1. Read this week's sample aloud with your teacher.
- <> C-2. In the passage, highlight the sentence Bones are a big part of your body.
  - 1. In this lesson you will learn how to tell if a group of words is a sentence using CAVES.
  - 2. CAVES is an acronym.
  - 3. It is another little trick to help you learn.
  - 4. CAVES stands for the following:

Capitalized

All make sense

Verb

End mark

Subject

- 5. You can use CAVES to check your sentences to see if they are complete.
- 6. Now we are going to use CAVES on the sentence you highlighted from the passage.
  - 1. Capital at the beginning of the sentence

Truly, the tiger is muscular, graceful, furry, and silent.

2. All makes sense (Does this sentence make sense?)

Truly, the tiger is muscular, graceful, furry, and silent.

3. Verb

Truly, the tiger is muscular, graceful, furry, and silent.

4. End mark

Truly, the tiger is muscular, graceful, furry, and silent.

5. Subject

Truly, the **tiger** is muscular, graceful, furry, and silent.

#### <> C-3. Memorize CAVES, and recite it to your teacher.

Capitalized

All make sense

**V**erb

End mark

**S**ubject

### Lesson D. Write On: Opening and Closing Sentences

- <> D-1. Now that your Descriptive Paragraph House is filled in for the body of your essay, you will add Opening Sentence notes to the foundation of your house. Follow these steps:
  - (1) Look at Sample Paragraph House Outlines foundation.
  - (2) Read through the rest of your notes and think of a clever opening sentence you could use, such as:
    - a. Rhyme: It doesn't say bow wow, It doesn't say say me-ow -- Instead this creatures moo-moo. For this one is a cow. it's true.
    - b. Riddle: What's black and white but not red all over?
    - c. Declare as your favorite: One of my favorite pets of all is the sweet, fluffy poodle.
    - d. Other
  - (3) Write your Opening Sentence notes on the Foundation line of your Paragraph House Outline.

#### D-2. Follow these steps to outline a sentence for your closing sentence

- (1) Look at Sample Paragraph House Outlines roof.
- (2) Read through the notes in your paragraph house about your animal
- (3) Think of an interesting closing sentence, such as,
  - a. Poem
  - b. Quote
  - c. Word picture
  - d. Fact
  - e. Statement
  - f. Restate Opening Sentence
- (4) Write your notes for this sentence in the "second story" of your paragraph house outline.

### Lesson E. Write On: Rough Draft Descriptive Paragraph

- E. On the lines provided write the rough draft of your descriptive paragraph, following the steps below:
  - 1. Read through your notes, starting with your opening sentence.
  - 2. Number the Paragraph House Squares in the order that you would like to put your sentences in your paragraph.
  - 3. Begin with your opening sentence and write your paragraph on the lines provided.
  - 4. Be sure to indent your paragraph and write on every other line.
  - 5. If you and your teacher agrees, you may dictate your essay to her andhave her type it for you. Or you may type it yourself.

Note: Be sure you do not say the tiger over and over. Use he and his or it and its sometimes too.


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

- F. 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 <u>locate the items in your paper and code them</u> for your teacher rather than adding more of them. Be sure you code the items in your paper and in the task list of the CC Chart.

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

### Lesson G. Composition: Final Copy Original Descriptive Essay

- <> G-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.
- <> G-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?

#### Checklist Challenge for Project 2: Paragraph House Outline Over Given Material

#### Paragraph House--Animals of the Jungle



- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
  - ALL LEVELS
  - B BASIC LEVEL only
  - E EXTENSION only

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



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

Check every sentence in one paragraph (or more, according to the check boxes) to make sure that each one is a complete sentence--CAVES. Place a check mark in each CC box with a pen or pencil when this step is completed.

- Capital at beginning
- All make sense
- Verb
- End mark
- Subject



Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed. "**Code**" **the CC boxes in the same way that you coded your located verbs in your paper.** 

Be sure to circle all of the following verbs:

- Action verbs--show what the subject does
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb or to + BHL verb)
- Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.



Change one of the "boring" verbs in each paragraph to a "strong" verb. You may select one from the list below or choose one of your own. "Code" the CC boxes in the same way that you coded your added verbs in your paper.

Instead of	<u>Use</u>	Instead of	<u>Use</u>	Instead of	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

e Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.



Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own. "Code" the CC boxes in the same way that you coded your added adverbs in your paper.

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	happily	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells where, when, how, or to what extent.



Add one descriptive adjective to each paragraph. You may select one from the list below or choose one of your own. "Code" the CC boxes in the same way that you coded your added adjectives in your paper.

Examp	les:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

An adjective is a describer that describes a noun or pronoun. It tells whose, which one, how many, or what kind. You should add descriptive adjectives--those that tell what kind.



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

#### **Banned Word List**

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

<sup>\*</sup>like (*Like* is only banned when it is a verb. When used as a preposition, *like* often creates a simile—and is not a Banned Word.)

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

All

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

Consider the following ideas:

- · Something catch
- Something bold
- A song title or line
- A Scripture
- · Something biblical
- Something about character
- Other

#### □ Tips:

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



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

Instead of:	<u>Use:</u>	Instead of:	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.



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.

### Projects 3 & 4: Meet the Characters

#### **Overview of Informative Essay**

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

#### I. TOPIC OF ESSAY

You will be writing an Expository Essay Over Given Material using a Sentenceby-Sentence Outlining method. You will choose one or more characters from the ones given from the story, *The Jungle Book*, to take notes over and write about.

You may choose any one, two, or three characters, based on your teacher's wishes:

- A. Mowgli
- B. Bagheera
- C. Baloo
- D. Mother Wolf
- E. Mean Wolves
- F. Shere Khan
- G. Kaa. the Snake
- H. The Monkeys
- I. Father Wolf

## II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

Students will write one, two, or three paragraphs.

- A. **Basic** students will write one or two paragraph for the body.
- B. **Extension** students will write two or three paragraphs for the body.

#### III. SENTENCES PER PARAGRAPH

You will write the number of sentences provided in the given passages—or more. You may always write more sentences but not fewer.

#### IV. OPENING PARAGRAPH

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

#### V. CLOSING PARAGRAPH

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

#### VI. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

- A. Sentence by Sentence Outlining Method Over Given Material
- B. Thesis Statement
- C. Thesis Statement-Reloaded
- D. Optional Checklist Challenge

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).

## Lesson A. Choosing Two Paragraphs to Add Opening Sentences (Topic Sentence) and Closing Sentences and Outline Two Paragraphs

- <> A-1. Choose paragraphs from the ones provided and create Sentence-by-Sentence Outlines over them:
- (1) Choose one or more of the paragraphs.
- (2) Create a Sentence-by-Sentence Outline using 3-5 words per sentence beneath the paragraphs you chose following these steps:
  - a. Read the first paragraph to yourself.
    - i. Determine the topic of the entire paragraph.
    - ii. Write the topic of that paragraph on the Topic of Paragraph line.
  - b. Read the first sentence of the first paragraph and think about what it means.
    - i. Highlight **3–5 words** that would most help you to remember the content of the sentence.
    - ii. Write those 3-5 words on the line provided for Sentence One.
    - iii. Repeat these steps for all of the sentences in the first paragraph.
  - c. Repeat these steps for all the paragraphs and sentences in the passage.

#### Mowgli

Mowgli was a young boy who was raised by wolves. He quickly learned everything he needed to know about the jungle. However, he had to be saved from being killed several times. Bagheera and Baloo were the two friends who rescued him. He also saved himself and his friends by using his intelligence. He used the Red Flower, which only humans were not afraid of, to scare off Shere Khan.

#### **Bagheera**

Bagheera was a wise black panther. He was one of the most feared animals in the jungle. However, he did not kill humans like Shere Khan the tiger. He also had few interactions with the other animals. He loved Mowgli, though. He was one of Mowgli's best friends and advisors.

Paragraph <sup>1</sup>	Two of Body		
Topic of Para	agraph 2	 	
Sentence 1			
_		 	

#### Baloo

Baloo was an old brown bear. He was in charge of teaching Mowgli the laws of the jungle. He was the animal with the most knowledge of the jungle. He took his job seriously, and he carefully taught Mowgli. He did everything in his power to protect Mowgli from danger. He bravely defended Mowgli when the monkeys kidnapped the boy.

Paragraph Three of Body
Topic of Paragraph 3
Sentence 1
Sentence 2
Sentence 3
Sentence 4
Sentence 5
Sentence 6

#### **Mother Wolf**

Mother Wolf raised Mowgli as if he was one of her own cubs. She was kind and nurturing. She was also extremely protective. She carefully guarded Mowgli and his "brothers" from the dangers of the jungle. She loved Mowgli dearly. She would have given her life to defend him.

Paragraph Four of Bo	dy		
Topic of Paragraph 4		 	
Sentence 1			
Sentence 2			
Sentence 3		 	
Sentence 4			
Sentence 5		 	
Sentence 6			

#### **Mean Wolves**

A part of the wolfpack hated Mowgli. These wolves disliked Akela for allowing the pack to accept Mowgli. They longed for him to be dead. They wanted to take his place and have command over the pack. They were willing to give Shere Khan power in order to do this.

Topic of Para	graph 5	 	 
Sentence 1			
_		 	
_		 	 
_		 	 
_		 	 

Paragraph Five of Body

#### **Shere Khan**

Shere Khan was a tiger with one lame foot. He hated men and often attacked human villages. Father and Mother Wolf foiled his first attempt to kill Mowgli. He especially hated Mowgli since the other animals had accepted the boy. His sole goal was to kill Mowgli. To get an opportunity to do this, he helped the Mean Wolves kill Father Wolf.

0 1	•		
Topic of Paragra	aph 6	 	 
Sentence 1			
Ocilicities 0		 	 

Paragraph Six of Body

#### Kaa the Snake

Kaa was a huge, ruthless python. He terrorized the monkeys who he often hunted. He helped free Mowgli from the monkeys. However, he only rescued the boy because he knew the monkeys would make a wonderful meal. He also used hypnosis to try to turn Bagheera and Baloo into meals for him.

aragraph cover or body
Topic of Paragraph 7
Sentence 1
Sentence 2
Sentence 3
Contones 4
Sentence 4
Sentence 5

Paragraph Seven of Body

#### The Monkeys

The monkeys were hated by everyone in the jungle. They refused to obey any of the laws that the other animals followed. They threw sticks and mud at wounded animals. They were, however, frightened of Kaa. They also kidnapped Mowgli because they thought he could be useful to them.

Paragraph I	Eight of Body		
Topic of Para	agraph 8	 	
Sentence 1		 	
Sentence 2		 	
Sentence 3		 	······································
_			
Sentence 4		 	· · · · · · · · · · · · · · · · · · ·
Sentence 5		 	

#### **Father Wolf**

Father Wolf was the mate of Mother Wolf. Together, they raised Mowgli and his wolf brothers. Father Wolf loved Mowgli as his own son. He protected Mother Wolf, Mowgli, and the cubs. Father Wolf also did his duty in presenting his cubs and Mowgli to the pack.

Paragraph Nine of Body
Topic of Paragraph 9
Sentence 1
Sentence 2
Sentence 3
Sentence 4
Sentence 5

one and only use every other line. Paragraph One:

<> A-2. On the lines provided write each of your one, two, or three animal paragraphs from the

Sentence-by-Sentence Outlines you created. Be sure to indent the beginning of each

Paragraph Two:	
	_
	_
	_
	_

Paragraph Three:	

# Lesson B. Outline and Write Your Essay's Opening Thesis Statement-Plus

You will not write an Opening Paragraph for this assignment. You will learn more about that in next week's assignment. You will, instead, open your essay with your Opening Thesis Statement-Plus--the Thesis Statement plus any other catchy one or two sentence opening you may desire. This will be attached to the beginning of PoB-A.

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- 1. Question: Do you enjoy reading about the loveable pair of friends, Mowgli and Baloo?
- 2. Non-Sentences: Mowgli. Bagheera. Baloo. They are three *Jungle Book* friends!
- 3. Book or Movie line: Baloo loved teaching Mowgli about the Bear Necessities of Life.

<> B-1.	Outline your Opening Thesis Statement-Plus (to be attached to the first PoB of your essay) on the lines provided:
<> B-2.	. Write your Opening Thesis Statement-Plus (to be attached to the first PoB of your essay) on the lines provided.

### **Lesson C. Outline and Write Closing Sentence**

For this essay, you will simply write a closing sentence, rather than an entire Closing Paragraph. You will do this in a similar manner to how you did your Opening Thesis Statement-Plus.

Examp	les:
-------	------

- 1. Question: Did you like learning about Mowgli and Baloo?
- 2. Non Sentences: Three Jungle Book friends. They have fun!
- 3. Book or Movie line: Maybe the Bear Necessities will come to you!
- 4. Other: These two "villains" are interesting characters in *The Jungle Book*.

Outline your closing sentence or sentences (to be attached to the last PoB of your essay) on the lines provided:			
Write your closing sentence or sentences (to be attached to the last PoB of your essay on the lines provided.			

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

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

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

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

### **Lesson E. Composition:** Final Copy

- <> 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?

## Checklist Challenge for Projects 3 & 4: Meet the Characters

#### Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
  - ALL LEVELS
  - B BASIC LEVEL only
  - E EXTENSION only



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



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.



Check every sentence in one paragraph (or more, according to the check boxes) to make sure that each one is a complete sentence---CAVES. Place a check mark in each CC box with a pen or pencil when this step is completed.

- Capital at beginning
- All make sense
- Verb
- End mark
- Subject



Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed. "**Code**" the **CC** boxes in the same way that you coded your located verbs in your paper.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject does
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb or to + BHL verb)
- Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.



Change one of the "boring" verbs in each paragraph to a "strong" verb. You may select one from the list below or choose one of your own. "Code" the CC boxes in the same way that you coded your added verbs in your paper.

Instead of	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.



Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own. "Code" the CC boxes in the same way that you coded your added adverbs in your paper.

Examples:					
only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	happily	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells where, when, how, or to what extent.

Add one descriptive adjective to each paragraph. You may select one from the list below or choose one of your own. "Code" the CC boxes in the same way that you coded your added adjectives in your paper.

Examples:					
stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

An adjective is a describer that describes a noun or pronoun. It tells whose, which one, how many, or what kind. You should add descriptive adjectives--those that tell what kind.



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

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

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

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

All

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

Consider the following ideas:

- Something catch
- Something bold
- A song title or line
- A Scripture
- Something biblical
- · Something about character
- Other

#### ©≕ Tips:

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



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

Instead of:	<u>Use:</u>	Instead of:	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be intentional.



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**

Prooffeader 5 Marks			
Symbol	Meaning		
a =	Capitalize a letter		
X	Make a capital letter into a lowercase letter.		
annd	Delete (take out)		
He went to town.  When he left, he went to town.	Insert punctuation		
He went town.	Insert		
He to went town.	Reverse		
He went totown.	Insert space		
He went to town.	Leave as it was before the mark was added.		
He town went to.	Move		
9	Make a new paragraph		

# Teacher Tips & Free Resources



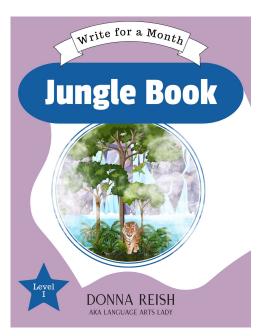
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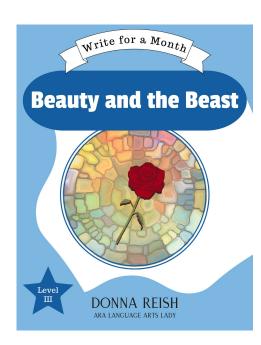
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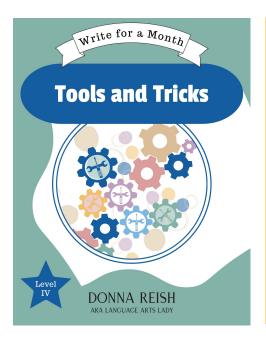
Learn How I Teach...language arts, writing, usage, and more at my videocast/podcast, How I Teach...With Language Arts Lady and/or my shorter videos/audios---10 Minute Grammar!

# Write-for-a-Month Series Titles

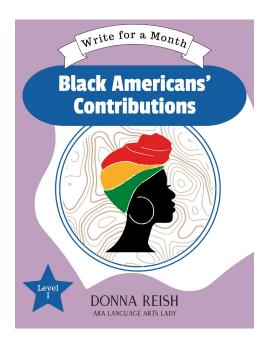




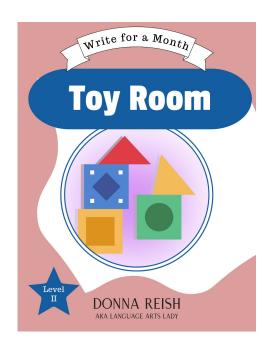


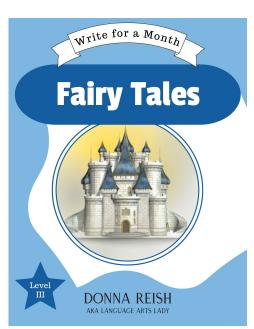


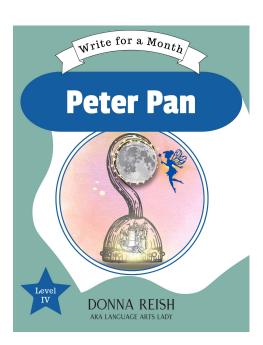


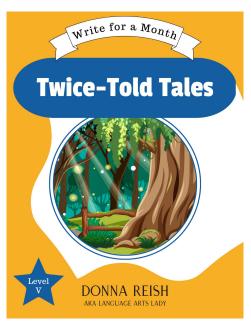


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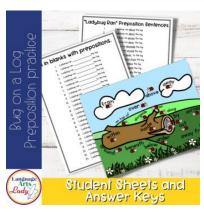




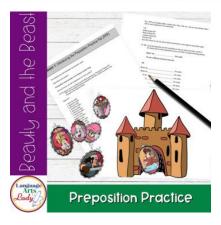




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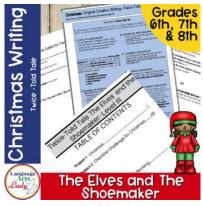


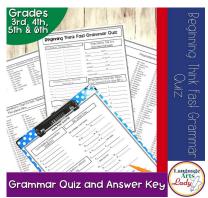


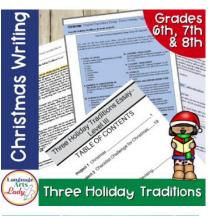


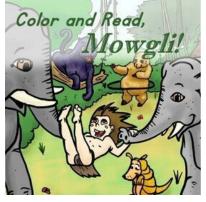


















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<u>T</u>eaching Services



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*.

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

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