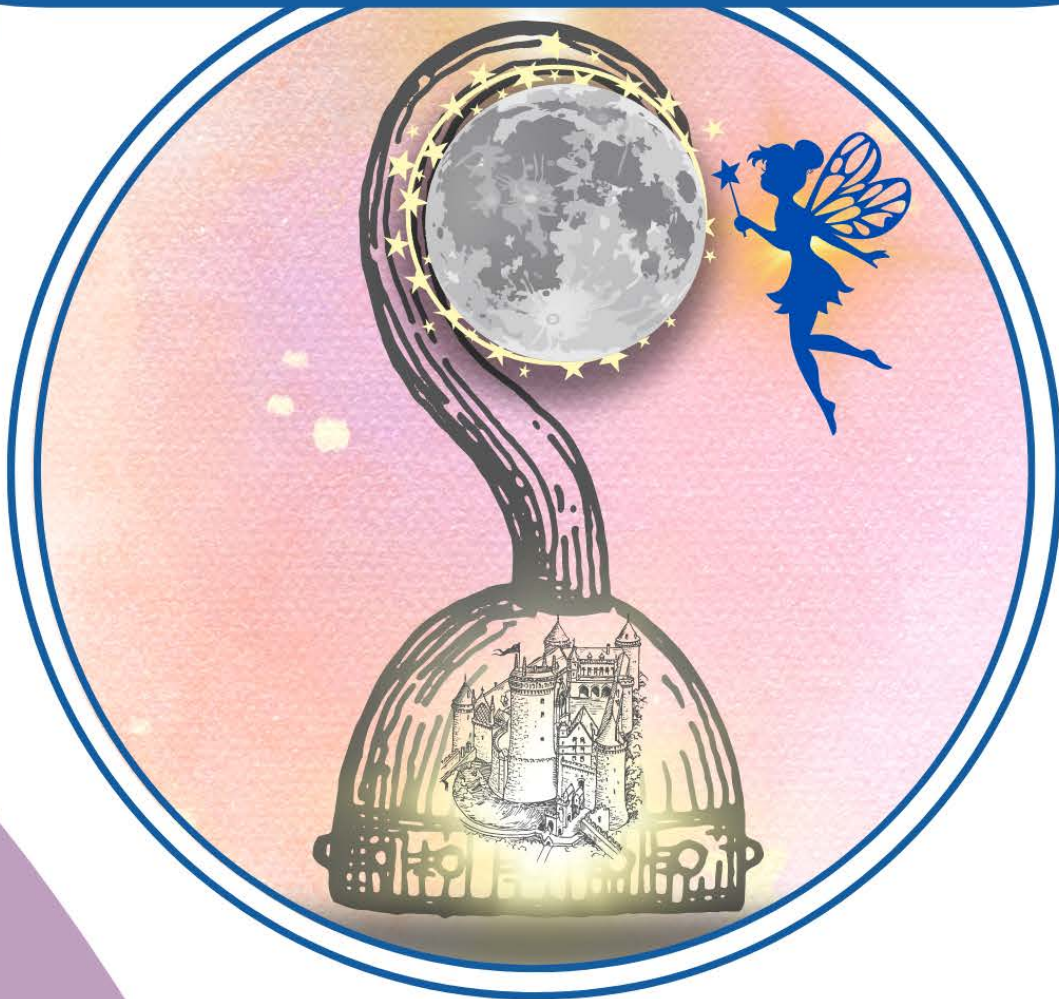


Write for a Month

Peter Pan



Level
I

DONNA REISH
AKA LANGUAGE ARTS LADY

Learn-for-a-Month Publisher, imprint of Character Ink Press

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Last printing 2020.

Fort Wayne, Indiana

Contact via email: characterinklady@gmail.com

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*

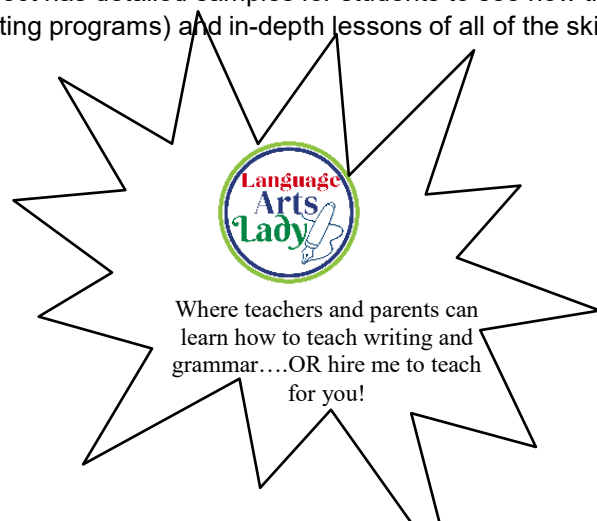
Level I = Grade 2nd & 3rd – Purple

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:

- Writing Boxes with Peter Pan Story
- Who Am I? Original Riddle Essay
- Questions and Answer Outline and Paragraph for Ship Report

Skills:

- Introduction to the Sentence-by-Sentence (S-by-S) Outline
- Creating an S-by-S Outline
- Writing From a S-by-S Outline
- Outlining Symbols
- S-by-S Outlining
- Researching
- Brainstorming
- Question and Answer Outline

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](#).



WFAM: Peter Pan--Level I (Early Elementary)

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Project 1: Writing Boxes With Peter Pan Story

Story Over Given Material Using Writing Boxes

Overview of Writing Boxes Lesson

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

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

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

I. TOPIC OF STORY

Sentence-by-Sentence Outline over given material about **Peter Pan**.

III. SENTENCES PER PARAGRAPH

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

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR STORY

All students will write **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).

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).

LAL = Language Arts Lady

Given Passage to Learn to Write From

PoB-A	Paragraph 1	<p>The kids told Peter Pan they would go with him. The fairy spread her pixie dust over them. They took to the sky! Wendy, John, and Michael lived with the Lost Boys and Peter Pan. Things got bad. Captain Hook wanted to hurt Peter Pan. He was mad at Peter Pan because Peter had thrown him into the water. The crocodile had eaten his arm!</p>
PoB-B	Paragraph 2	<p>The children and the Lost Boys were flying back to the Darling home with Tinkerbell. The pirates caught them. They tied the kids up. They were going to throw them in the sea! Before they could, Peter Pan flew in. He fought Captain Hook and won! The croc got Hook again! The kids went safely home.</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 LAL 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.

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

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

(1) Always outline before you write!

- The outline will take you one step away from the source when you write your own report or essay.

(2) Use words from the source when you write your outline.

(3) Choose synonyms (words that mean the same) **for the words in the original source—when you write your paper.**

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

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

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

1. kids 2. told
3. Peter 4. go

The kids told Peter Pan they would go with him.

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

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

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

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

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

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

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

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

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

Descriptors
for

Descriptors
for

Descriptors
for

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

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

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

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

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

<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 style="text-align: center; margin-top: 20px;"><i>The fairy spread her pixie dust over them.</i></p>	<p><> A-2b. Write those words on the top line in the following columns and underline them with a highlighter.</p> <p><> A-2c. Choose at least three 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 style="width: 100%; border-collapse: collapse;"> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> </table> <p><> A-2d. Once you have at least three 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><> A-2e. Write a new sentence from the given one with your new words (highlighted above).</p> <p style="text-align: center;">Paragraph 1: Sentence Two (no describers added)</p> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"></div>																													
<p><> A-2f. (1) Write the words you just changed in your new sentence on the lines.</p> <p>(2) Choose at least three describers for each of the words you listed</p> <p>(3) Write these describers in the columns beneath each word.</p> <p style="margin-left: 40px;">Note: You may use a thesaurus or online reference source if desired.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; width: 33%;">Describers for</th> <th style="text-align: center; width: 33%;">Describers for</th> <th style="text-align: center; width: 33%;">Describers for</th> </tr> </thead> <tbody> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> </tbody> </table> <p><> A-2g. Once you have three listed, choose the word in each column that you think sounds the best and highlight each one.</p>	Describers for	Describers for	Describers for																						<p><> A-2h. Now write your new sentence again—this time with the describers you just highlighted added to it.</p> <p style="text-align: center; margin-top: 20px;">Paragraph 1: Sentence Two (with describers added)</p> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"></div>				
Describers for	Describers for	Describers for																											
<p>*Older or more advanced students should write five words whenever possible.</p>																													

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

They took to the sky!

<> **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 just highlighted in the sentence. Write the synonyms on the lines below in the columns.

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

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

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

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

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

(2) Choose at least three describers for each of the words you listed

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

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

Describers
for

Describers
for

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

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

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

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

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

***Wendy, John, and Michael
lived with the Lost Boys and
Peter Pan.***

<> **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 just highlighted in the sentence. Write the synonyms on the lines below in the columns.

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

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

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

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

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

(2) Choose at least three describers for each of the words you listed

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

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

Describers
for

Describers
for

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

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

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

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

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

Things got bad.

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

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

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

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

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

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

(2) Choose at least three describers for each of the words you listed

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

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

Describers
for

Describers
for

Describers
for

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

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

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

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

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

<p><> A-6a. Now repeat that process by highlighting the four most important words in the sixth sentence from the passage (provided below).</p> <p style="text-align: center;"><i>Captain Hook wanted to hurt Peter Pan.</i></p>	<p><> A-6b. Write those words on the top line in the following columns.</p> <p><> A-6c. Choose at least three 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 style="width: 100%; border-collapse: collapse;"> <tr><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> A-6d. Once you have at least three 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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<> **A-7a.** Now repeat that process by highlighting the four most important words in the seventh sentence from the passage (provided below).

He was mad at Peter Pan because Peter had thrown him into the water.

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

<> **A-7c.** Choose at least three synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

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

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

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

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

(2) Choose at least three describers for each of the words you listed

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

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

Describers
for

Describers
for

Describers
for

<> **A-7g.** Once you have three listed, choose the word in each column that you think sounds the best and highlight each one.

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

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

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

<p><> A-8a. Now repeat that process by highlighting the four most important words in the eighth sentence from the passage (provided below).</p> <p style="text-align: center;"><i>The crocodile had eaten his arm.</i></p>	<p><> A-8b. Write those words on the top line in the following columns.</p> <p><> A-8c. Choose at least three 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 style="width: 100%; border-collapse: collapse;"> <tr><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> A-8d. Once you have at least three 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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[illegible]

Sample of Paragraph One With New Sentences and Describers

The adventurous children loudly informed the magical boy that they would fly away with him. The tiny magical being rapidly sprinkled her magical glowing particles over them. The unique group soared into the high clouds. The oldest Darling child, John, and Michael happily resided with the Lost Boys and their youthful leader. The ideal situation quickly turned completely evil. The cruel pirate longed to finally injure the magical boy. He was enraged at Peter Pan because the arrogant, magical young man had long ago knocked him into the blue bay. The slimy scaly beast had happily devoured the villain's upper-body appendage.

Writing Boxes Sample First Paragraph

<> A-1a. Highlight words

The **kids** **told** **Peter** Pan
they would **go** with him.

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

<u>kids</u>	<u>told</u>	<u>Peter</u>	<u>go</u>
children	announced	the boy	travel
offspring	informed	their visitor	leave
young people	said to	their hero	fly away
youngsters	proclaimed to	legendary person	come
youths	reported to	their guest	journey
little ones	explained to	their caller	escape

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

The children informed the boy that
they would fly away with him.

<> A-1e & 1f. Three describers for new words

<u>children</u>	<u>boy</u>	<u>informed</u>
excited	magical	quickly
bright-eyed	mysterious	excitedly
delighted	daring	loudly
eager	amazing	eagerly
adventurous	fascinating	

<> A-1g. New sentence with describers

The adventurous children loudly informed the
magical boy that they would fly away with him.

<> A-2a. Highlight words

The **fairy** **spread** her **pixie**
dust over them.

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

<u>fairy</u>	<u>spread</u>	<u>pixie</u>	<u>dust</u>
magical being	scattered	magical	particles
little lady	sprinkled	glowing	powder
creature	dispensed	glistening	substance
mystical being	cast	wonderful	granules
Peter's friend	threw	mythical	grams
tiny flying pers.	showered	mysterious	flakes

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

The magical being sprinkled her
magical particles over them.

<> A-2e & 2f. Three describers for new words

<u>magical being</u>	<u>sprinkled</u>	<u>particles</u>
female	carefully	tiny
tiny	quickly	bright
minuscule	rapidly	floating
glowing	mildly	mysterious
flying	slowly	glowing

<> A-2g. New sentence with describers

The tiny magical being rapidly sprinkled her
magical glowing particles over them.

Writing Boxes Sample First Paragraph (continued)

<> A-3a. Highlight words

They took to the sky!

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

<u>they</u>	<u>took</u>	<u>sky</u>
<u>the group</u>	<u>flew</u>	<u>clouds</u>
<u>the band</u>	<u>launched</u>	<u>atmosphere</u>
<u>the kids</u>	<u>went up</u>	<u>air</u>
<u>the party</u>	<u>soared</u>	<u>blue</u>
<u>the troops</u>	<u>travelled</u>	<u>firmament</u>
<u>the travellers</u>	<u>ventured</u>	<u>heavens</u>

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

The group soared into blue clouds.

<> A-3e & 3f. Three descriptors for new words

<u>group</u>	<u>clouds</u>
<u>excited</u>	<u>fluffy</u>
<u>large</u>	<u>wet</u>
<u>unique</u>	<u>high</u>
<u>varied</u>	<u>dark</u>
<u>small</u>	<u>dense</u>

<> A-3g. New sentence with descriptors

The unique group soared into blue high clouds

<> A-4a. Highlight words

Wendy, John, and Michael lived
with the Lost boys and Peter Pan.

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

<u>Wendy</u>	<u>lived</u>	<u>Peter</u>
<u>the girl</u>	<u>roomed</u>	<u>the boy</u>
<u>the lady</u>	<u>boarded</u>	<u>the magical child</u>
<u>the young woman</u>	<u>moved in</u>	<u>their leader</u>
<u>oldest Darling child</u>	<u>resided</u>	<u>the mysterious youth</u>
<u>John & Michael's sister</u>	<u>lodged</u>	<u>the amazing kid</u>
<u>the female child</u>	<u>dwelled</u>	<u>mythical young man</u>

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

The oldest Darling child, John, and Michael resided with the Lost Boys and their leader.

<> A-4e & 4f. Three descriptors for new words

<u>resided</u>	<u>leader</u>
<u>happily</u>	<u>mysterious</u>
<u>eagerly</u>	<u>magical</u>
<u>joyfully</u>	<u>youthful</u>
<u>sorrowfully</u>	<u>adventurous</u>
<u>sadly</u>	<u>spunky</u>

<> A-4g. New sentence with descriptors

The oldest Darling child, John, and Michael happily resided with the Lost Boys and their youthful leader.

Writing Boxes Sample First Paragraph (continued)

<> A-5a. Highlight words

Things got bad.

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

Things	got	bad
the situation	became	terrible
life	went	horrible
circumstances	grew	dark
the world	turned	evil
their position	changed from good to	unhappy
their state	shifted from good to	rough

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

The situation turned evil.

<> A-5e & 5f. Three descriptors for new words

situation	turned	evil
happy	quickly	dramatically
wonderful	slowly	completely
ideal	swiftly	partially
perfect	speedily	amazingly
awesome	suddenly	totally

<> A-5g. New sentence with descriptors

The ideal situation quickly turned completely evil.

<> A-6a. Highlight words

Captain Hook wanted to hurt Peter Pan.

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

Hook	wanted	hurt	Peter
the pirate	desired	injure	the boy
the villain	planned	wound	the magical youth
the bad guy	longed	get revenge on	the eternal child
the schemer	hungered	kill	Leader of Lost Boys
the evil sailor	thirsted	avenge himself on	the young man
leader of pirates	yearned	punish	the magical adven

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

The pirate longed to injure the boy.

<> A-6e & 6f. Three descriptors for new words

pirate	injure	boy
evil	emotionally	magical
smelly	physically	sneaky
cruel	mortally	happy
silly	finally	adventurous
huge	actually	mythical

<> A-6g. New sentence with descriptors

The cruel pirate longed to finally injure the magical boy.

Writing Boxes Sample First Paragraph (continued)

<> A-7a. Highlight words

He was mad at Peter Pan because
Peter had thrown him into the water.

<> A-7d. New sentence--no describers

He was enraged at Peter Pan because the magical young man had knocked him into the bay.

<> A-7b & 7c. Three to synonyms or substitute words for the words in the sentence

<u>mad</u>	<u>Peter</u>	<u>thrown</u>	<u>water</u>
angry	the boy	hurled	<u>bay</u>
furious	the youth	dumped	sea
livid	leader of lost boys	dropped	cove
very upset	<u>magical young man</u>	<u>knocked</u>	liquid
fuming	the mystical being	tossed	drink
<u>enraged</u>	the eternal child	pitched	

<> A-7e & 7f. Three describers for new words

<u>magical young man</u>	<u>knocked</u>	<u>bay</u>
mysterious	previously	deep
happy	<u>long ago</u>	dangerous
miniscule	recently	<u>blue</u>
<u>arrogants</u>	mockingly	cold
kind-hearted	easily	scary

<> A-7g. New sentence with describers

He was enraged at Peter Pan because the arrogant, magical young man had long ago knocked him into the blue bay.

<> A-8a. Highlight words

The crocodile had eaten
his arm!

<> A-8d. New sentence--no describers

The scaly beasts had devoured the villain's appendage.

<> A-8b & 8c. Three synonyms or substitute words for the words in the sentence

<u>crocodile</u>	<u>eaten</u>	<u>his</u>	<u>arm</u>
reptile	swallowed	the pirate's	hand
sea creature	consumed	Hook's	<u>appendage</u>
alligator	gulped down	<u>the villain's</u>	triceps
<u>scaly beasts</u>	<u>devoured</u>	the schemer's	upper-body member
scary animal	inhaled	the bad guy's	paw
toothy gator	digested	the evil man's	biceps

<> A-8e & 8f. Three describers for new words

<u>scaly beasts</u>	<u>devoured</u>	<u>appendage</u>
<u>slimy</u>	<u>happily</u>	<u>upper-body</u>
toothy	quickly	writing
vicious	easily	left
evil	rapidly	right
	joyfully	handy

<> A-8g. New sentence with describers

The slimy, scaly beasts had happily devoured the villain's upper-body appendage.

Lesson B. Study Skills: Outline Second Paragraph

PoB-B	Paragraph 2	<p>The children and the Lost Boys were flying back to the Darling home with Tinkerbell. The pirates caught them. They tied the kids up. They were going to throw them in the sea! Before they could, Peter Pan flew in. He fought Captain Hook and won! The croc got Hook again! The kids went safely home.</p>
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<p><> B-1a. Now repeat that process by highlighting the four most important words in the first sentence of the second paragraph from the passage (provided below).</p> <p style="text-align: center;"><i>The children and the Lost Boys were flying back to the Darling home with Tinkerbell.</i></p>	<p><> B-1b. Write those words on the top line in the following columns.</p> <p><> B-1c. Choose at least three 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 style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> </tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> B-1d. Once you have at least three 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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Describers for	Describers for	Describers for																							

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

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

The pirates caught them.

<> **B-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 just highlighted in the sentence. Write the synonyms on the lines below in the columns.

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

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

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

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

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

(2) Choose at least three describers for each of the words you listed

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

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

Describers
for

Describers
for

Describers
for

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

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

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

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

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

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

They tied the kids up.

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

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

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

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

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

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

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

(2) Choose at least three describers for each of the words you listed

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

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

Describers
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Describers
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Describers
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_____	_____	_____
_____	_____	_____
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_____	_____	_____
_____	_____	_____
_____	_____	_____

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

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

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

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

<p><> B-4a. Now repeat that process by highlighting the three most important words in the fourth sentence of the second paragraph from the passage (provided below).</p> <p style="text-align: center;"><i>They were going to throw them in the sea!</i></p>	<p><> B-4b. Write those words on the top line in the following columns.</p> <p><> B-4c. Choose at least three 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 style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; height: 15px;"></td> <td style="border-bottom: 1px solid black; height: 15px;"></td> <td style="border-bottom: 1px solid black; height: 15px;"></td> </tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> </table> <p><> B-4d. Once you have at least three 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 (no descriptors added)</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>																						
<p><> B-4f. (1) Write the words you just changed in your new sentence on the lines.</p> <p>(2) Choose at least three descriptors for each of the words you listed</p> <p>(3) Write these descriptors in the columns beneath each word.</p> <p>Note: You may use a thesaurus or online reference source if desired.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; width: 50%;">Descriptors for</th> <th style="text-align: center; width: 50%;">Descriptors for</th> </tr> </thead> <tbody> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> </tbody> </table> <p><> B-4g. Once you have three descriptors listed, choose the one in each column that you think sounds the best.</p>	Descriptors for	Descriptors for													<p><> B-4h. Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.</p> <p style="text-align: center;">Paragraph 2: Sentence Four (with descriptors added)</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div> <p><i>*Older or more advanced students should write five words whenever possible.</i></p>							
Descriptors for	Descriptors for																					

<> **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).

Before they could, Peter Pan flew in.

<> **B-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 just highlighted in the sentence. Write the synonyms on the lines below in the columns.

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

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

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

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

(2) Choose at least three describers for each of the words you listed

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

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

Describers
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Describers
for

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

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

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

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

<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>He fought Captain Hook and won!</i></p>	<p><>B-6b. Write those words on the top line in the following columns.</p> <p><> B-6c. Choose at least three 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 style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> </tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> B-6d. Once you have at least three 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 (no describers added)</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>																													
<p><> B-6f. (1) Write the words you just changed in your new sentence on the lines.</p> <p>(2) Choose at least three describers for each of the words you listed</p> <p>(3) Write these describers in the columns beneath each word.</p> <p style="text-align: center;">Note: You may use a thesaurus or online reference source if desired.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; width: 33%;">Describers for</th> <th style="text-align: center; width: 33%;">Describers for</th> <th style="text-align: center; width: 33%;">Describers for</th> </tr> </thead> <tbody> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </tbody> </table> <p><> B-6g. Once you have three describers listed, choose the one in each column that you think sounds the best.</p>	Describers for	Describers for	Describers for																						<p><> B-6h. Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.</p> <p style="text-align: center;">Paragraph 2: Sentence Six (with describers added)</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>				
Describers for	Describers for	Describers for																											
<p>*Older or more advanced students should write five words whenever possible.</p>																													

<p><> B-7a. Now repeat that process by highlighting the four most important words in the seventh sentence of the second paragraph from the passage (provided below).</p> <p style="text-align: center; margin-top: 20px;"><i>The croc got Hook again!</i></p>	<p><> B-7b. Write those words on the top line in the following columns.</p> <p><> B-7c. Choose at least three 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 style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> </tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> B-7d. Once you have at least three 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-7e. Write a new sentence from the given one with your new words (highlighted above).</p> <p style="text-align: center;">Paragraph 2: Sentence Seven (no describers added)</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>																													
<p><> B-7f. (1) Write the words you just changed in your new sentence on the lines.</p> <p>(2) Choose at least three describers for each of the words you listed</p> <p>(3) Write these describers in the columns beneath each word.</p> <p style="margin-left: 20px;">Note: You may use a thesaurus or online reference source if desired.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; width: 33%;">Describers for</th> <th style="text-align: center; width: 33%;">Describers for</th> <th style="text-align: center; width: 33%;">Describers for</th> </tr> </thead> <tbody> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </tbody> </table> <p><> B-7g. Once you have three describers listed, choose the one in each column that you think sounds the best.</p>	Describers for	Describers for	Describers for																			<p><> B-7h. Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.</p> <p style="text-align: center; margin-top: 20px;">Paragraph 2: Sentence Seven (with describers added)</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>							
Describers for	Describers for	Describers for																											

<> **B-8a.** Now repeat that process by highlighting the three most important words in the eighth sentence of the second paragraph from the passage (provided below).

The kids went safely home.

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

<> **B-8c.** Choose at least three synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

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

<> **B-8d.** Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

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

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

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

(2) Choose at least three descriptors for each of the words you listed

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

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

Descriptors
for

Descriptors
for

_____	_____
_____	_____
_____	_____
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_____	_____
_____	_____

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

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

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

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

[illegible]

Sample of Paragraph Two With New Sentences and Describers

The homesick kids and Peter's gang were shooting smoothly back to the inviting darling house with Tinkerbelle. The ferocious buccaneers quickly captured the helpless group. The strong villains tightly bound the powerless youngsters. They were going to toss their helpless prisoners in the deep bay. Before the gleeful bandits even began doing this, the pirates' worst enemy daringly sailed in. Determined Peter energetically battled his lifelong enemy and triumphed. The delighted beasts happily grabbed the scared villain for a second time. The homesick Darlings journeyed safely to their warm dwelling.

Writing Boxes Sample Second Paragraph

<> B-1a. Highlight words

The children and the Lost Boys were flying back to the Darling home with Tinkerbell.

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

The kids and Peter's gang were shooting back to the Darling house with Tinkerbell.

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

<u>children</u>	<u>Boys</u>	<u>flying</u>	<u>home</u>
<u>kids</u>	<u>Peter's friends</u>	<u>soaring</u>	<u>house</u>
<u>Darlings</u>	<u>Peter's gang</u>	<u>zooming</u>	<u>residence</u>
<u>youths</u>	<u>magical kids</u>	<u>sailing</u>	<u>dwelling</u>
<u>youngsters</u>	<u>mythical children</u>	<u>rocketing</u>	<u>place</u>
<u>offspring</u>	<u>magical youths</u>	<u>shooting</u>	<u>cottage</u>
<u>juveniles</u>	<u>myster. gangsters</u>	<u>gliding</u>	<u>abode</u>

<> B-1e & 1f. Three descriptors for new words

<u>kids</u>	<u>shooting</u>	<u>house</u>
<u>brave</u>	<u>rapidly</u>	<u>warm</u>
<u>homesick</u>	<u>quickly</u>	<u>comfortable</u>
<u>small</u>	<u>slowly</u>	<u>wonderful</u>
<u>sad</u>	<u>smoothly</u>	<u>inviting</u>
<u>adorable</u>	<u>carefully</u>	<u>beautiful</u>

<> B-1g. New sentence with descriptors

The homesick kids and Peter's gang were shooting smoothly back to the inviting Darling house with Tinkerbell.

<> B-2a. Highlight words

The pirates caught them .

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

The buccaneers captured the group.

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

<u>pirates</u>	<u>caught</u>	<u>them</u>	
<u>bandits</u>	<u>captured</u>	<u>the party</u>	
<u>sailors</u>	<u>snagged</u>	<u>the band</u>	
<u>robbers</u>	<u>trapped</u>	<u>the group</u>	
<u>buccaneers</u>	<u>seized</u>	<u>the troop</u>	
<u>seamen</u>	<u>snatched</u>	<u>the gang</u>	
<u>marauders</u>	<u>nabbed</u>	<u>the company</u>	

<> B-2e & 2f. Three descriptors for new words

<u>buccaneers</u>	<u>captured</u>	<u>them</u>
<u>evil</u>	<u>easily</u>	<u>helpless</u>
<u>vile</u>	<u>quickly</u>	<u>youthful</u>
<u>huge</u>	<u>rapidly</u>	<u>young</u>
<u>ferocious</u>	<u>swiftly</u>	<u>huge</u>
<u>frightening</u>	<u>speedily</u>	<u>tiny</u>

<> B-2g. New sentence with descriptors

The ferocious buccaneers quickly captured the helpless group.

Writing Boxes Sample Second Paragraph (continued)

<> B-3a. Highlight words

They tied the kids up.

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

<u>They</u>	<u>tied</u>	<u>kids</u>
the pirates	bound	children
the robbers	secure	youngsters
the sailors	shackled	youths
the villains	handcuffed	juveniles
the bad guys	chained	offsprings
the bandits	fettered	young ones

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

The villains bound the youngsters.

<> B-3e & 3f. Three describers for new words

<u>villains</u>	<u>bound</u>	<u>youngsters</u>
strong	quickly	helpless
huge	tightly	powerless
smart	carefully	scared
happy	speedily	nervous
gleeful	slowly	weak

<> B-3g. New sentence with describers

The strong villains tightly bound the powerless youngsters.

<> B-4a. Highlight words

They were going to throw them in the sea !

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

<u>throw</u>	<u>them</u>	<u>sea</u>
hurt	their captives	ocean
toss	the children	bay
chuck	Peter's friends	cove
dump	the group	water
fling	their prisoners	drink
drop	the party	blue

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

They were going to toss their prisoners in the bay.

<> B-4e & 4f. Three describers for new words

<u>prisoners</u>	<u>bay</u>
helpless	blue
young	deep
hated	cold
detested	black
powerless	dreaded

<> B-4g. New sentence with describers

They were going to toss their helpless prisoners in the deep bay.

Writing Boxes Sample Second Paragraph (continued)

<> B-5a. Highlight words

Before they could,
Peter Pan flew in.

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

<u>they</u>	<u>could</u>	<u>Peter</u>	<u>flew</u>
<u>the villains</u>	<u>were able to</u>	<u>children's leader</u>	<u>sailed</u>
<u>the bad guys</u>	<u>did</u>	<u>magical boy</u>	<u>shot</u>
<u>the pirates</u>	<u>had</u>	<u>children's rescuer</u>	<u>rocketed</u>
<u>the buccaneers</u>	<u>achieved this</u>	<u>children's comman.</u>	<u>hurled</u>
<u>the robbers</u>	<u>had the ability</u>	<u>Hook's nemesis</u>	<u>zoomed</u>
<u>the bandits</u>	<u>began doing this</u>	<u>pirates worst enemy</u>	<u>rushed</u>

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

Before the bandits began doing this,
the pirates' worst enemy sailed in.

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

<u>the bandits</u>	<u>began doing this</u>	<u>sailed</u>
<u>gleeful</u>	<u>even</u>	<u>smoothly</u>
<u>clueless</u>	<u>slowly</u>	<u>rapidly</u>
<u>strong</u>	<u>carefully</u>	<u>angrily</u>
<u>evil</u>	<u>happily</u>	<u>bravely</u>
<u>huge</u>	<u>swiftly</u>	<u>daringly</u>

<> B-5g. New sentence with describers

Before the gleeful bandits even began this, the
pirates' worst enemy daringly sailed in.

<> B-6a. Highlight words

He fought Captain Hook
and won!

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

<u>He</u>	<u>fought</u>	<u>Hook</u>	<u>won</u>
<u>Peter</u>	<u>battled</u>	<u>the villain</u>	<u>defeated him</u>
<u>Peter Pan</u>	<u>dueled with</u>	<u>the pirate</u>	<u>was victorious</u>
<u>The boy</u>	<u>dashed with</u>	<u>the bad guy</u>	<u>triumphed</u>
<u>famous Youth</u>	<u>attacked</u>	<u>his nemesis</u>	<u>was the victor</u>
<u>magical child</u>	<u>challenged</u>	<u>his enemy</u>	<u>conquered</u>
<u>leader of L.B.</u>	<u>grappled with</u>	<u>his opponent</u>	<u>crushed opponent</u>

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

Peter battled his enemy and tri-
umphed.

<> B-6e & 6f. Three describers for new words

<u>Peter</u>	<u>battled</u>	<u>his enemy</u>
<u>daring</u>	<u>bravely</u>	<u>one-armed</u>
<u>determined</u>	<u>energetically</u>	<u>lifelong</u>
<u>young</u>	<u>desperately</u>	<u>desperately</u>
<u>youthful</u>	<u>happily</u>	<u>powerful</u>
<u>strong</u>	<u>easily</u>	<u>huge</u>

<> B-6g. New sentence with describers

Determined Peter energetically battled his life
long enemy and triumphed.

Writing Boxes Sample Second Paragraph (continued)

<> B-7a. Highlight words

The **croc** **got** **Hook** **again** !

<> B-7d. New sentence--no describers

The beast grabbed the villain for a second time.

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

<u>croc</u>	<u>got</u>	<u>Hook</u>	<u>again</u>
<u>alligator</u>	grabbed	<u>the pirate</u>	<u>once more</u>
<u>reptile</u>	<u>seized</u>	the villain	for second time
beast	<u>captured</u>	<u>the buccaneer</u>	<u>anew</u>
<u>monster</u>	<u>tasted</u>	<u>the bad guy</u>	<u>afresh</u>
<u>creature</u>	<u>bit</u>	<u>Peter's enemy</u>	<u>one more time</u>
<u>animal</u>	<u>crunched on</u>	<u>Peter's nemesis</u>	<u>freshly</u>

<> B-7e & 7f. Three describers for new words

<u>beast</u>	<u>grabbed</u>	<u>the villain</u>
delighted	happily	scared
<u>evil</u>	<u>easily</u>	<u>crazed</u>
<u>ferocious</u>	<u>suddenly</u>	<u>defeated</u>
<u>hungry</u>	<u>viciously</u>	<u>wimpy</u>
<u>patients</u>	<u>ferociously</u>	<u>weak</u>

<> B-7g. New sentence with describers

The delighted beast happily grabbed the scared villain for a second time.

<> B-8a. Highlight words

The **kids** **went** safely **home** .

<> B-8d. New sentence--no describers

The Darlings journeyed safely to their dwelling.

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

<u>kids</u>	<u>went</u>	<u>home</u>
<u>children</u>	<u>travelled</u>	<u>their destination</u>
<u>youngsters</u>	<u>flew</u>	<u>Darling house</u>
<u>youths</u>	<u>sailed</u>	<u>their residence</u>
Darlings	<u>continued</u>	their dwelling
<u>offspring</u>	journeyed	<u>their abode</u>
<u>juveniles</u>	<u>proceeded</u>	<u>their place</u>

<> B-8e & 8f. Three describers for new words

<u>Darlings</u>	<u>dwelling</u>
homesick	<u>happy</u>
<u>happy</u>	<u>friendly</u>
<u>sad</u>	warm
<u>eager</u>	<u>bright</u>
<u>delighted</u>	<u>beautiful</u>

<> B-8g. New sentence with describers

The homesick Darlings journeyed safely to their warm dwelling.

Project 2: Original Riddle Essay

Who Am I? Riddle Paragraphs

Overview of Creative Essay

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

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

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

I. TOPIC OF ESSAY

You will write an informative essay about one or two of the characters from *Peter Pan*:

- A. Peter Pan
- B. Tinkerbell
- C. Captain Hook
- D. Smee
- E. Wendy
- F. Michael
- G. John
- H. Mr. Darling
- I. Mrs. Darling
- J. Nana (the dog/nanny)
- K. The mermaids
- L. Tic Toc the crocodile

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

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

III. SENTENCES PER PARAGRAPH

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

IV. OPENING PARAGRAPH

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

V. CLOSING PARAGRAPH

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

VI. ADDITIONAL SKILLS

- A. Researching
- B. Brainstorming

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

Lesson A. Choose Your Character and Brainstorm

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

(1) _____

(2) Extension: _____

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

Sample Brainstorming Box	
Green dress	Girl (1)
Small (5)	Blonde hair
Pixie dust	Pony tail (2)
Wings (6)	Fast (3)
Bell	Flies
Jealous (4)	

Sample Box A-2

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

(1) Just write anything you can think of.

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

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

All--Brainstorming Box: First Character

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Box A-3

Extension--Brainstorming Box: Second Character

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Box A-3

Lesson B. Research Your Character(s)

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

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

- (1) Look for more information about the tidbits you already have, if needed.
- (2) Look up new information that you didn't think of when you were brainstorming.
- (3) Add all of this to your **Brainstorming Boxes** (Box A-3).
- (4) You will need six to ten pieces of information for each character/each box, according to your teacher's instructions.

Lesson C. Compositon: Write Sentences

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

1. I am a short male.
2. I wear a hat on my head.
3. I have a large number of friends.
4. I took the Darlings to Neverland.
5. I fought Captain Hook.
6. I wear green leggings and can fly.

Student Sample Box C-1

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

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

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

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

First Person Writing

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

- (1) You will be the person in your paragraph!
- (2) You will use first person words like those listed below.
- (3) You will pretend to be that person!

I	me	my
mine	we	us
ours		

Box C-3

All--Your Riddle Sentences for Character 1 (C-3)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Note: You may not use all of these lines.

Extension--Your Riddle Sentences for Character 2 (C-3)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Note: You may not use all of these lines.

Lesson D. Composition: Write a Paragraph

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

Sample Riddle

I am a male, not female. I am named after someone else. I am married. I have two sons and one daughter. My wife's name is Mary. My daughter's name is Wendy, and she is a friend of Peter Pan. I work with money.

Sample Box for D-1

Sample Riddle

From the following clues, attempt to guess who my character is from the movie *Peter Pan*. I am a male and not a female. My upper lip is covered with hair, formerly described as a mustache. I am fairly tall with a head of long flowing hair the color of licorice. I only have one hand and a hook in place of my missing hand. Peter Pan is also my worst enemy.

Sample Box for D-1

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

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

All--Your Riddle Paragraph 1 (D-2)

[illegible]

[illegible]

Projects 3 & 4: Question and Answer Outline and Paragraph for Ship Report

Overview of Informative Report

You will learn how to write a report in this longer lesson. This is a longer lesson because it is a “research” project. This means that you are going to research from paragraphs that are given to you.

You will take notes from those paragraphs using a Question and Answer Outline. Then you will write a report from your outline.

Don't worry! I will help you learn how to write a report every step of the way!

I. TOPIC OF REPORT

You will write an informative report about a ship. There are pirate ships in the story of *Peter Pan*, but there are hundreds of types of ships used through history for many purposes.

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR REPORT

- A. **Basic** students will write **2 paragraphs** for the body.
- B. **Extension** students will write **3 paragraphs** for the body.

III. SENTENCES PER PARAGRAPH

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

IV. OPENING PARAGRAPH

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

V. CLOSING PARAGRAPH

Students will not write a **Closing Paragraph**

VI. ADDITIONAL SKILLS

- A. **Researching**
- B. **Question and Answer Outline**

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

Lesson A. Reading and Study Skills: Read About Ships

<> A. Read the paragraphs about different ships aloud to your teacher or someone else.

Ship 1: Classic Clipper

One famous ship is the *Classic Clipper*. Some called it the greyhound of the seas. These ships were built in America in the early 1800s. The *Clipper* is known for its speed. It got its name because it would “clip” days off a sea voyage. Because it was so fast, it was a good vessel for piracy, spying, and transportation. Eventually, this ship was replaced by the steam boat.

Ship 2: Ship of the Line

The *Ship of the Line* is a famous ship. From the 17th century to the 19th century, the English and Spanish would use it for a flagship for their navies. This huge ship flaunted big guns that made it an ancestor of the battleship. During battle, the vessel with the biggest guns usually won. For this reason, the *Ship of the Line* was created. Unfortunately, its size and weight also made it slow and hard to maneuver.

Ship 3: Galleon

The *Galleon* is a well-armed merchant ship. It could defend itself against most pirates. It had three decks and three masts. Even though this ship was quite tall, it could achieve speeds up to eight knots. But its height was also a liability. It caused the ship to pitch and roll in rough waters. Eventually, it was only used for coastline voyages where the ocean was calmer.

Ship 4: Brigantine

An American-built ship is the *Brigantine*. It became popular in the 1700s. The *Brigantine* would vary in size. Because it was fast and easy to maneuver, it could be used as a pirate, spy, or exploration ship. This vessel was also capable of escorting larger ships. It was a popular choice for captains as they loved its many uses.

Ship 5: Chebec or Xebec or Zebec

A ship that was well-known throughout Europe is the *Chebec*. Different countries gave it different names. It was known as the *Chebec* or *Xebec* or *Zebec*. As with other ships, its speed made it great for pursuing and fleeing vessels. This was due to its specially-designed sail. It could also choose its own battles as it held up to thirty-six guns.

Lesson B. Prewriting: Writing Notes that Become Sentences

(1) When you are older and you write essays, reports, letters, and stories, you will often take notes from a book or write down some notes that you want to remember to use in your writing.

(2) This is a good skill to have—and you will start learning little bits of it throughout this book.

(3) Your parents do this all the time!

(4) For example, when your dad takes a phone message for your mom, he might write

D. call back after 5 Tues—Sarah at 475-9888 about shower.

(5) Those are notes!

(6) Your dad could have written the following down for your mom:

Donna needs to make a call on Tuesday after five o'clock to Sarah. Sarah's number is 475-9888. She wants to talk about the shower.

(7) But instead your dad took notes!

(8) And your mom knows how to read your dad's notes!

(9) It is the same way when you jot down things you want to write later.

(10) The reason you take notes is because you do not have time to write down everything right now.

(11) But you do want to remember the information.

(12) So instead of writing down full sentences now, you just write down notes.

<> **B.** Write down notes that answer the questions listed below with your teacher's help following these steps.

(1) Choose one or two ships that you would like to write about (**Basic**--one ship; **Extension**--two ships).

a. Do **not** write down complete sentences.

b. Just write down enough information to help you write sentences later, **such as one word or a few words.**

(2) Read each question and **look back in the paragraph for the answers.**

(3) **Write your answer in note form** on the line provided.

(4) Continue with all questions for the ship(s) you chose.

(5) **Extension:** Repeat these steps for another ship.

All--Question and Answer Outline Box: Ship #1

Question Outline

(1) What is the name of the ship? _____

(2) What is the type of ship (highlight or circle one)

- a. Greyhounds of the sea
- b. Flagship for navies
- c. Well-armed merchant ship
- d. Fast, easy to maneuver ship
- e. Speedy ship to pursue other ships

(3) Countries and/or years developed _____

(4) What is interesting about this ship or what is it known for? _____

(5) Another interesting fact about this ship: _____

(6) Notes from last line of paragraph (if not already used): _____

Box B

Extension--Question and Answer Outline Box--Ship #2 You Chose

Question Outline

(1) What is the name of the ship? _____

(2) What is the type of ship (highlight or circle one)

- a. Greyhounds of the sea
- b. Flagship for navies
- c. Well-armed merchant ship
- d. Fast, easy to maneuver ship
- e. Speedy ship to pursue other ships

(3) Countries and/or years developed _____

(4) What is interesting about this ship or what is it known for? _____

(5) Another interesting fact about this ship: _____

(6) Notes from last line of paragraph (if not already used): _____

Box B

Lesson C. Composition: Writing Sentences From Notes

- (1) In the last assignment, you learned to write notes from information.
- (2) You did this by answering questions.
- (3) This is a good way to take notes from a book.
- (4) Today you will learn how to make notes into sentences.

<> C. Look back in your answers from the last assignment and write one or two paragraphs following these steps:

- (1) **Read the first question and your short answer.**
- (2) Then **use the question and your answer to create a sentence** and say it aloud.
- (3) If you and your teacher agree that it answers the question, makes sense, and is a complete sentence, **write the sentence you created on the lines provided** (or key it on the computer).
- (4) **Continue** this for all of the sentences in your paragraph.
- (5) Repeat the steps if you took notes over two paragraphs.

All--Paragraph 1: _____

(Ship's Name)

Lines for C

Extension/Optional--Paragraph 2: _____

(Ship's Name)

[illegible]

Lines for C

Lesson D. Composition and Revising: Learning the Checklist Challenge (CC)

- (1) Hopefully, you know what a sentence must contain.
- (2) You can learn this with **CAVES—the five parts of a sentence**.
- (3) This week you will work on being sure that the sentences you and your teacher wrote are really sentences according to CAVES.
- (4) You have probably learned about synonyms.
- (5) Did you remember that **synonyms are words that mean the same or almost the same**?
- (6) Do you know this trick--
 - **C**apital at beginning
 - **A**ll make sense
 - **V**erb
 - **E**nd mark
 - **S**ubject

<> **D-1.** Read the Checklist Challenge item below with your teacher.

All	E
-----	---

Check every sentence in one paragraph (or more, according to the check boxes) to make sure that each one is a complete sentence--**CAVES**:

- **C**apital at beginning
- **A**ll make sense
- **V**erb
- **E**nd mark
- **S**ubject

<> **D-2.** Flip back over to Lesson C of this week and use the sentences you wrote there in one paragraph to do the following:

- (1) Check the first one for all five parts of the CAVES list that are listed in the CC item above:
Capital letter
All makes sense
Verb
End mark
Subject
- (2) Put a check in the first check box when you are finished with the first sentence.
- (3) Do the same thing for the sentences in Paragraph Two (if you wrote two paragraphs).

<> **D-3.** Read the Checklist Challenge item below with your teacher.

☐ All 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 highlight the 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.

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

(4) This item is one that uses **synonyms**—words that mean the same.

(5) When you write about something in a report—like a ship—you will use the word ship over and over again.

(6) Sometimes it gets boring to read the same word over and over again.

(7) Because of this, **the CC will teach you how to put in more interesting words when needed.**

<> **D-4.** Choose one word that you could put in place of the underlined word *ship* from the Synonym or Similar Word Box in one of the sentences below and copy the new sentence with your new words in place of *ship*.

Synonym or Similar Words Box

boat

barge

vessel

cruiser

catamaran

schooner

watercraft

scull

skiff

frigate

Box D-4

(8) Now you know how to do two CC items!

(9) You are becoming a great writer!

Lesson E. Writing: Write One Final Paragraph

↔ **E.** Complete the following steps to create a clean version of one of your paragraphs:

(1) Pull one of your paragraphs about a ship out of your notebook (or print yours).

(2) Read your paragraph aloud to your teacher. **Listen together for errors, and pen the changes in to your paragraph.**

(3) **Write the final copy of your paragraph** on the lines provided.

(a) Indent a couple of fingers so it is obvious that it is a paragraph.

(b) Include one of the synonyms for “ship” from this week’s synonym box somewhere in your paragraph.

(4) You or your teacher may key the final copy on a computer, if desired.

All--Paragraph 1: _____

Final Copy

[illegible]

Extension/Optional--Paragraph 2:_____

Final Copy

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

Appendix A: Editing and Revising

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

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

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

Proofreader's Marks

Symbol

Meaning

Capitalize a letter

Make a capital letter into a lowercase letter.

Delete (take out)

He went to town.

When he left, he went to town.

Insert punctuation

He went town.

Insert

He went town.

Reverse

He went totown.

Insert space

He went to town.

Leave as it was before the mark was added.

He town went to.

Move

Make a new paragraph

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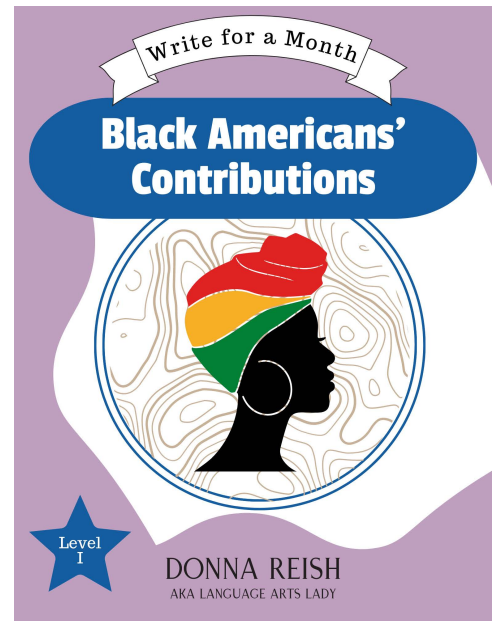
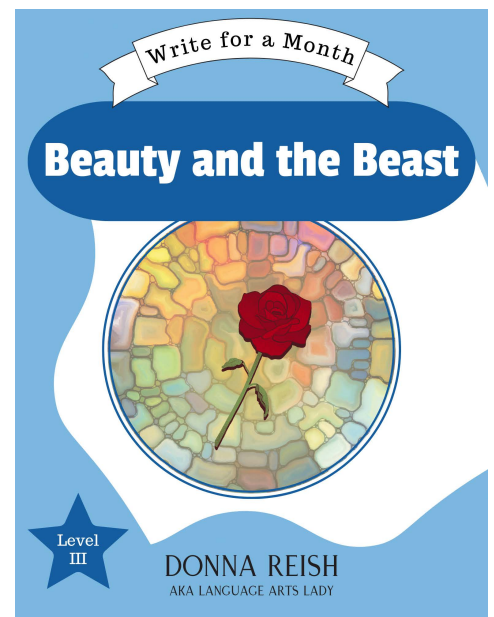
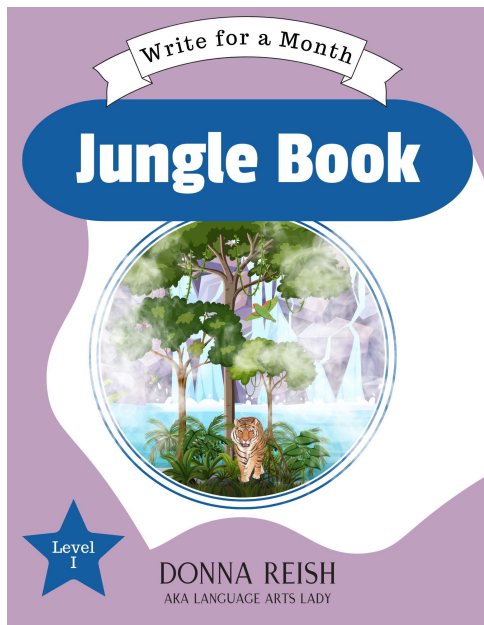


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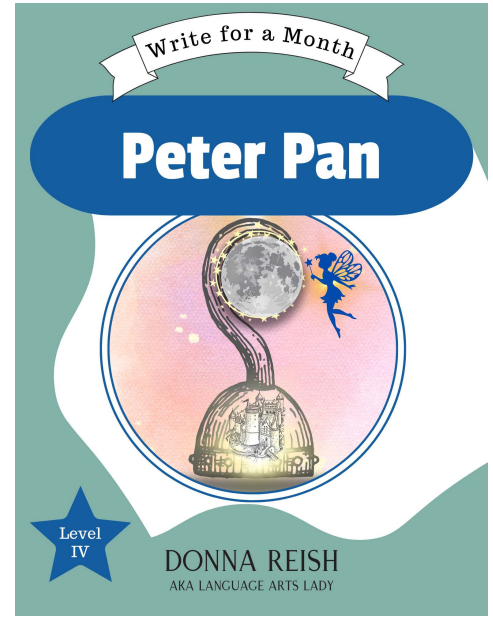
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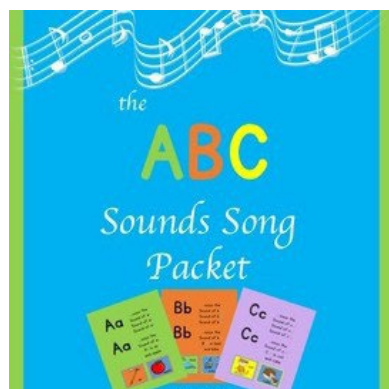
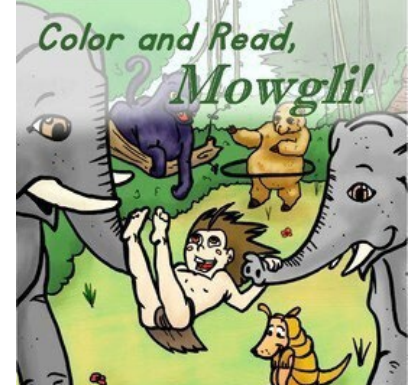
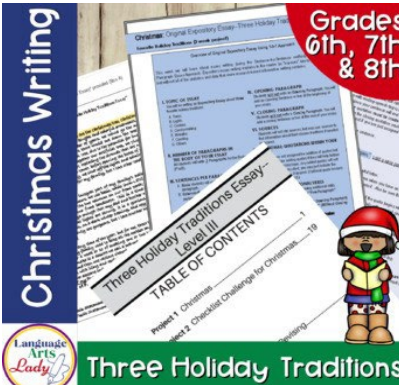
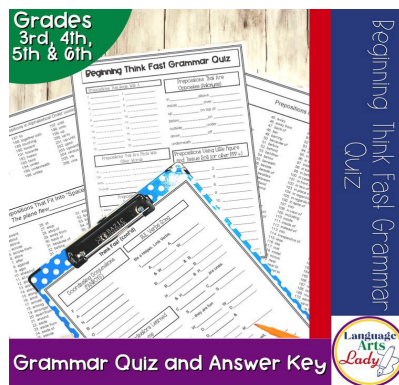
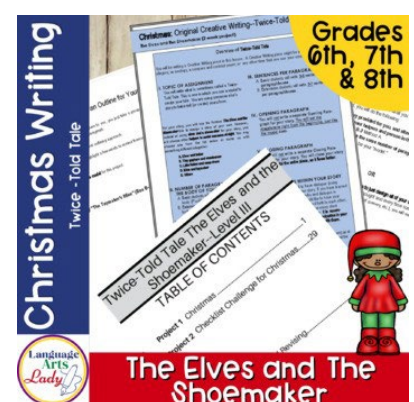
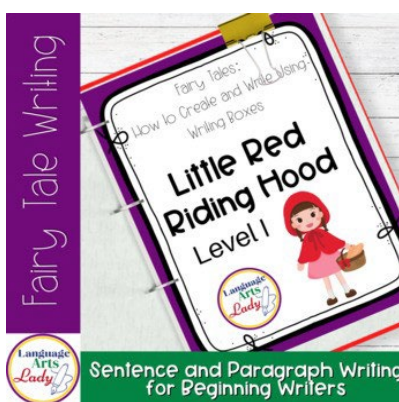
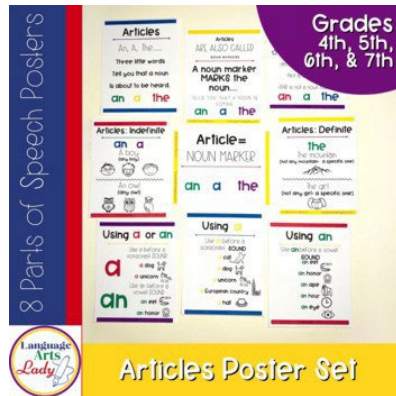
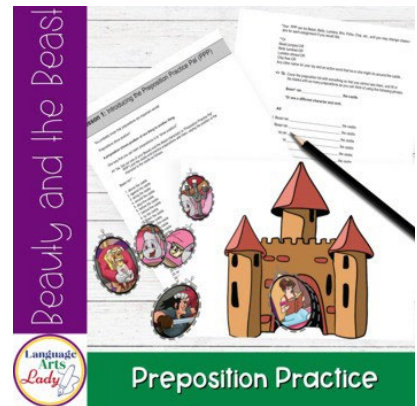
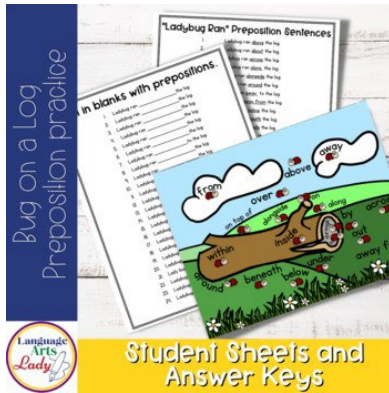
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Donna Reish, mother of seven grown children, Nonna to ten lovies, and thirty-two year homeschool veteran, is a prolific curriculum writer, blogger, and teacher from Indiana. She graduated from Ball State University with a degree in Elementary Education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

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