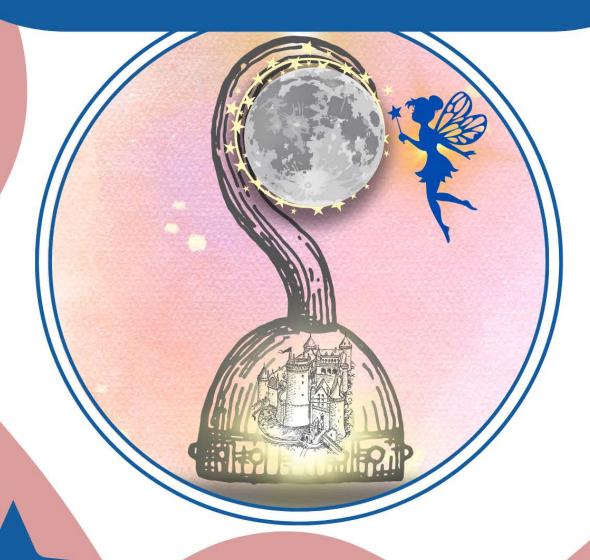
Write for a Month

Peter Pan



Level II

DONNA REISH

AKA LANGUAGE ARTS LADY

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

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Fort Wayne, Indiana

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Write-for-a-Month

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

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

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

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

Each series contains five books*

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

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

Projects:

- Sentence-by-Sentence Outline from a Given Source- Peter Pan Story
- Finish This Scene Story
- First Person Account from a Character in Peter Pan

Skills:

- Introduction to the Sentence-by-Sentence (S-by-S) Outline
- Creating a S-by-S Outline
- Writing From a S-by-S Outline
- · Editing & Revising
- Outlining Symbols
- First Person Writing
- Brainstorming Box
- · Optional: Advanced Checklist Challenge Coding

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

By using our <u>topic-specific</u> book, your student can choose the characters, books/movie, science, or history themes he would like to write about. Again, both sets are month-long downloads with incremental and extremely-detailed instructions.

Partial sample lessons are available at the Language Arts Lady store (though the best way to try a WFAM book for your home or classroom is to purchase an early to mid-level book and try it out with your students). I recommend that younger students do a WFAM "Writing Boxes" book and middle and upper level students do a "Tools and Tricks" book first.

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

Project Labels/Levels and Printing/Use

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

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

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

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

Time Spent in Write-for-a-Month

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

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

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

Two Skill Levels in Each Book

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

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

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

Grade Levels

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

Semester-Long Character Quality Writing Books

Note that homeschoolers or Christian schools who desire the types of projects in WFAM but want a complete writing program with Christian/character emphases (as well as many of the WFAM projects) should check out my semester-long books, *Meaningful Composition* (MC). Two-week samples of each MC book are available at our **Language Arts Lady Store.**



WFAM: Peter Pan--Level II (Upper Elementary)

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2 Write On: Peter Pan–Level II

Project 1: Narrative Story Over Given Material

Sentence-by-Sentence (S-by-S) Outline--Peter Pan Story

Overview of Narrative Essay Over Given Material

You will be writing a Narrative Essay (Story) Over Given Material this week. That is, you will not find your own material to write from, but you will use materials provided for you in this weekly lesson and take an S-by-S (Sentence-by-Sentence) Outline. A narrative is a type of re-telling, that is, telling events in a story format.

I. TOPIC OF ESSAY
Sentence-by-Sentence Outline
about the story Peter Pan.

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

- A. Basic students will write <u>3</u> paragraphs for the body (P'soB).
- **B. Extension** students will write <u>4</u> paragraphs for the body (P'soB).

III. SENTENCES PER PARAGRAPH All students will write <u>5-8</u> sentences per paragraph (same or almost the same as given passage).

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

IV. OPENING PARAGRAPH

Students will <u>not</u> write an Opening Paragraph. You will weave a Thesis Statement--or story setting sentence-into the beginning of the first paragraph (PoB-A).

V. CLOSING PARAGRAPH

Students will <u>not</u> write a **Closing Paragraph**. You will weave your conclusion into the retelling as done in the given passage.

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

Overview Box

This Lesson's Passage

PoB-A*

Paragraph

Wendy, John, and Michael told Peter Pan yes! They would fly to Neverland with him and Tinkerbell. The little fairy sprinkled her pixie dust on the children, and off they flew! They arrived in Neverland and quickly settled in with the Lost Boys and Peter. Wendy became like a mother to all of them. During the day, they went on adventures. At night, Wendy told them stories and tucked them in to bed.

Paragraph 2 PoB-B

Things were not guite as fun and easy as they seemed. Peter Pan's enemy, Captain Hook, wanted to get revenge on Peter. The pirate was still mad at Peter for cutting off his arm and feeding it to the crocodiles. Ever since that time, the captain had to wear a hook for an arm and had to steer clear of the croc who had eaten his arm—because the creature wanted to eat the rest of the pirate! Peter Pan always managed to defeat Captain Hook and his sidekicks. Sometimes he did this with the help of Tinkerbell. Sometimes some nearby Indians helped him. Captain Hook could never seem to get the better of Peter!

aragraph PoB-C

One night Wendy and her brothers were homesick, and they wanted to go be with their parents. They told the Lost Boys to come too so that they would have a real mother and father. Peter didn't want to go. but he sent Tinkerbell to lead the others back to the Darling home. While they were on their way, Captain Hook captured all of them! He tied them all up and said they would have to walk the gang plank.

4 Paragraph PoB-D

As Hook was about to lead the children to the beating waves below, Peter Pan swooped in. Peter fought the pirate with a wooden sword and pushed him overboard right into the mouth of the crocodile who had been waiting years to eat him! Peter Pan and the Lost Boys decided to stay together in Neverland after all. Tinkerbell led the Darling children back to their home to be with their parents. That night as Wendy, John, and Michael were safe in their own beds, they dreamed happy dreams of a magical land with friends, fairies, mermaids, crocodiles, and even pirates.**

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

- **A.** Follow these steps to write a Sentence-by-Sentence (S-by-S) Outline for this week's passage:
 - (1) Read the first paragraph to yourself.
 - a. Determine the topic of the entire paragraph.
 - b. Write the topic of that paragraph on the **Topic of Paragraph line**.
 - (2) Read the first sentence of the first paragraph and think about what it means.
 - a. Highlight **3-5 words** that would most help you remember the content of the sentence.
 - b. Write those **3-5 words** on the line provided for Sentence One.
 - c. Repeat these steps for all of the sentences in the first paragraph.
 - (3) **Repeat these steps** for all of the paragraphs and sentences in the passage.
 - (4) **Optional:** Study the sample S-by-S Outline and sample paragraph provided for you to see how to re-write source material in your own words.

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

**Note: The bold font sentence is the story's closing sentence. When you attach a closing sentence to the last paragraph of a writing, you do not need a separate closing paragraph.

Extension	nParagraph A of Body (PoB-A)
Topic of Para	graph 1
Sentence 1	
Sentence 4	
Sentence 5	
Sentence 6	
	graph B of Body (PoB-B)
Sentence 1	
Sentence 2	
Sentence 4	(You may use up to ten words for Sentence Four. You may divide this into two sentences, if desired.)
Sentence 5	
Sentence 6	
Sentence 7	
Sentence 8	

<u>All</u> Paragr	apn C of Body (PoB-C)
Topic of Para	graph 3
Sentence 1	
Sentence 4	
Sentence 5	
<u>All</u> Paragr	aph D of Body (PoB-D)
Topic of Para	graph 4
Sentence 1	
Sentence 2	(You may use up to eight words for Sentence Two.)
Sentence 3	
Sentence 4	
Sentence 5	
	(You may use up to eight words for Sentence Five.)

Sample S-by-S Outline Paragraph 1

Paragraph One

Topic of PoB-A: Wendy, John, & Michael go to Neverland with Peter Pan and Tinkerbell to meet the Lost Boys and have many adventures.

Sentence 1: $W.J.M \rightarrow yes = PP$

Sentence 2: Fly 2 Neverland w/ PP & Tink

Sentence 3: Tink \rightarrow pixie dust \rightarrow children = fly

Sentence 4: Neverland w/ Lost Boys & PP

Sentence 5: Wendy = mother 2 all

Sentence 6: Day = adventures

Sentence 7: Night = Wendy → stories & tucked → bed

Sample Paragraph From S-by-S Outline

(PoB-A)

(Paragraph 1)

Wendy, John, & Michael were going to Neverland with Peter Pan!

Tinkerbell would help all of them get there. Her pixie dust was just what they needed to help soar through the sky. When they arrived, Pan and the Lost Boys made room for the Darling children. They all looked to Wendy as their mom. This crew had exploits every day. Then after each amusing day, Wendy would share tales with them before they fell asleep.

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

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

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

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

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

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

Lesson D. Composition: Final Copy of Story From Given Passage

- <> D-1. Write the final copy of your story in your notebook (on every line). If you prefer, you may key it on the computer (double spaced).
- Copy aloud. Do you like the way it sounds now? Do you notice an improvement in your story since you completed the Checklist Challenge?

Optional--Checklist Challenge (CC) Coding

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

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

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

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

Box C

Checklist Challenge for Project 1: Narrative Story Over Given Material

Sentence-by-Sentence (S-by-S) Outline--Peter Pan Story

Complete the Checklist Challenge by using these guides:

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

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

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



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

Focus on content errors at this time.



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

Be sure to circle all of the following verbs:

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



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

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

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

All All E

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

Examples:

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

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

All All E

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

Examples:

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

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



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

Banned Word List

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

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

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

All

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

Consider the following ideas:

- Something catchy: "Pan!"
- Something bold: "Peter Pan Defeats Hook!"
- A Song Title: "You've Got a Friend"
- Movie/book of literary reference: "Neverland"
- Something informative: "Peter's Great Adventure"
- Something about character: "Brave Peter Pan"
- Other: "Captain Hook, Peter Pan, and Friends"

©⇒ Tips:

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

All

Add one SSS5—Super Short Sentence of five words or fewer. *If you have already done this,* you should still "code" the CC check box and the SSS5 in your paper as directed by your teacher.

Examples:

- They display extraordinary stealth.
- Then, they are trapped!
- And soon it happened.



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

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

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



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

Examples:

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

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

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

Opt

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

Examples:

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

Opt

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

Examples:

- Adverb opener: **Consequently**, there is no way for the creature to get loose.
- Adverbial clause or phrase opener: Directly assailing their victims, courageous predator attack and eat.
- The comma may be directly after the adverb or shortly after it, depending on where you "hear" it. Do not use a comma if the adverb phrase or clause is actually a subject Directly assailing their victims is what they do (no comma).

Opt

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

Punctuate appropriately:

- Follow it with a comma: Yes, that "hunter" has an easy meal! OR
- Follow it with an exclamation mark, then start a new sentence with a capital: **Yes!** That hunter has an easy meal.
- Interjections include words from the following rhyme:

My, well, oh Wow, yes, no



Combine two related complete, sentences (CS) with a semicolon. If you have already done this, you should still "code" the CC check box(es) and the CS; CS in your paper as directed by your teacher.

Examples:

- Some predators do not catch their prey by assailing them directly: these sneaky ones use far more subtle methods. (Cs; Cs)
- They act via traps and snares; they put their victims in challenging positions. (CS; CS)
- A semicolon in the middle of two Complete Sentences (CS) is one way of creating a compound sentence--two sentences joined together as one. When you are instructed concerning this compound sentence creation, you may see this combination as CS; CS (Complete Sentence semicolon Complete Sentence).



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

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



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

Project 2: Story Writing--Finish-This-Scene

Scenes From Peter Pan

Overview of Story Writing

This lesson is a gentle introduction to story writing for those who have not written a lot of stories (since the setting, major characters, and obstacles are all created for you already), but it will challenge the advanced story writer to come up with a cool, intriguing, unexpected resolution (if desired).

I. TOPIC OF ASSIGNMENT

The topic of this assignment is the *Peter Pan* story. You will have the opportunity to "finish" a scene (or more than one) from the story in whatever way you desire.

II. NUMBER OF SCENES IN THE BODY OF YOUR STORY*

- A. **Basic** students will choose **1** scenes to finish.
- B. **Extension** students will choose **2** scenes to finish.

III. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR STORY*

- A. **Basic** students will write a one-paragraph "finish" for each scene chosen.
- B. **Extension** students will write a two-paragraph "finish" for each scene chosen.

IV. SENTENCES PER PARAGRAPH

- A. Basic students will write <u>4-6</u> sentences* per paragraph.
- B. Extension students will write <u>6-10</u> sentences per paragraph.

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

V. OPENING PARAGRAPH

Students will **not** write a separate Opening Paragraph.

VI. CLOSING PARAGRAPH

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

VII. SOURCES

Students may use sources if needed.

*Note: If the number of scenes or paragraphs for this assignment is too overwhelming for you, your teacher may desire for you to just do a paragraph for a scene or two.

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

Lesson A. Study Skills and Prewriting: Planning Your Scenes

You are probably familiar with the popular book and movie, *Peter Pan*. There are many versions of the book and the movie, and they all center around one main character, a little boy.

One easy way to learn how to write stories is to begin with an existing story and simply add to/change it.

In this way, all of the elements of story writing are already there—character, setting, plot, and even obstacles (or problems to solve). So it is super fun to do that!

- <> A-1. Read the Student Outline and Story Samples provided at the end of this lesson to get some ideas for your scene finish (Boxes A-1).
- <> A-2. Read the potential scenes provided and consider which one (or **Extension** two) scenes that you would like to add to or finish (Boxes A-2).

Here are things to consider when choosing:

- 1. **Basic** students will choose one scene to finish; **Extension** students will choose two scenes. (See Scene Choices Overview--Box A-2).*
- 2. **Basic** students will write a one-paragraph "finish" for each scene chosen. **Extension** students will write a two-paragraph "finish" for each scene chosen.
- 3. The scenes do not have to link to each other. Each scene can stand alone without considering what is going to happen in previous or future scenes.
- 4. For now, just read the scenes and "think." Then highlight the one or two scenes you will finish.

*You may always choose more scenes to finish if your teacher approves.

- <> A-3. Turn to the first scene box you chose (Box A-2 & A-3) and then brainstorm under it following these steps:
 - 1. Write notes of things that you COULD have happen in your finish.
 - a. These could be crazy, real, out of this world, practical--it doesn't matter yet!
 - b. Just write anything you think of.
 - 2. Move into your second choice (for Extension) and do the same thing.

Note: Remember, each scene set will stand alone. The ones you choose and what you add do not have to link together with the other scenes.

Scene Choices

SCENE CHOICE 1: Where is Tinkerbell? SCENE CHOICE 2: The Help of the Indians Wendy, John, and Michael told Peter Pan yes! Captain Hook wanted to get revenge on Peter. He They would fly to Neverland with him and Tinkerbell. was still mad at Peter for cutting off his arm and So, the little fairy sprinkled her pixie dust on the chilfeeding it to a crocodile. Peter Pan always managed dren, and off they flew! Soon, they were nearing to defeat Captain Hook and his sidekicks, though. Neverland. Suddenly, they realized they were miss-One time he did this only with the timely help of the ing someone. Where was Tinkerbell? Indians **Brainstorming Lines Brainstorming Lines SCENE CHOICE 3: Captured!** SCENE CHOICE 4: Walking the Plank

One night Wendy and her brothers were homesick. They wanted to go home, and they convinced the Lost Boys to come with them. Peter Pan refused to join in, but he sent Tinkerbell to be their guide. While they were on their way, Captain Hook captured them! Without Peter Pan, how could they escape?

Brainstorming Lines

Captain Hook and his men quickly tied them all up and carried them to their ship. Then, they forced them out onto the gang plank just above the beating waves. The children began to give up hope. Who could save them now?

Brainstorming Lines				

Box A-2 & A-3

Lesson B. Prewriting/Outlining: Outline Your Two or Three Scenes

- **B.** Outline your finish-scenes on the lines provided following these steps:
 - 1. Check out the sample outline for one finish-this-scene (Box B).
 - 2. **Highlight the one (or two) scenes that you have** chosen on the following pages, and place an X on each one that you will not be writing about.
 - 3. Read through the first scene that you have chosen (the paragraph or paragraph already provided for you).
 - 4. Read your notes for Box A-3 to remind yourself of some things you thought of earlier.
 - 5. Drop down to the outlining lines beneath the scene, and take notes in this way:
 - a. If you are a **Basic student**, write the main idea of your scene on the Paragraph 1 line. You will proba only do one paragraph of continuing story for the scene you chose.
 - b. If you are an **Extension student**, write the two things that will happen next on the two paragraphs' Topic of Paragraph line. You will do two paragraphs of continuing story for each scene you chose.
 - c. Take notes on your paragraph (or paragraphs) that you will write in a Sentence-by-Sentence manner. You may use however many words per sentence that you need to use since you are writing original paragraphs.
 - d. You may or may not use all of the outlining lines provided.
 - e. You will repeat the steps above for two scenes, depending on your level.

Note: If you would like to write more paragraphs or do more scenes than you are assigned, feel free to do so with your teacher's permission.

Student Sample Finish Scene 1 Outline

SCENE CHOICE 1: Where is Tinkerbell?

Wendy, John, and Michael told Peter Pan yes! They would fly to Neverland with him and Tinkerbell. So, the little fairy sprinkled her pixie dust on the children, and off they flew! Soon, they were nearing Neverland. Suddenly, they realized they were missing someone. Where was Tinkerbell?

AllTopic of Paragraph 1 Finish: The arrow
Sentence 1 Arrow > Wendy
Sentence 2 She = stunned/PP +++ angry
Sentence 3 Arrow shot by Lost Boys
Sentence 4 Tink tricked boy 2 fire
Sentence 5 Peter banish Tink 4 week
Sentence 6 Everyone but not Tink
Sentence 7
Sentence 8

Sample Outline Box B

SCENE CHOICE 1: Where is Tinkerbell?

Wendy, John, and Michael told Peter Pan yes! They would fly to Neverland with him and Tinkerbell. So, the little fairy sprinkled her pixie dust on the children, and off they flew! Soon, they were nearing Neverland. Suddenly, they realized they were missing someone. Where was Tinkerbell?

SCENE CHOICE 2: The Help of the Indians

Captain Hook wanted to get revenge on Peter. He was still mad at Peter for cutting off his arm and feeding it to a crocodile. Peter Pan always managed to defeat Captain Hook and his sidekicks, though. One time he did this only with the timely help of the Indians.

<u>All</u> Topic of Paragraph 1 Fir	nish:		
Sentence 1		 	
Sentence 2			
Sentence 3		 	
Sentence 4			
Sentence 5		 	
Sentence 6		 	
Sentence 7			
Sentence 8			
ExtensionTopic of Paragra	oh 2 Finish:		
Sentence 1		 	
Sentence 2		 	
Sentence 3		 	
Sentence 4			
Sentence 5			
Sentence 6			
Sentence 7			
Sentence 8			

SCENE CHOICE 3: Captured!

One night Wendy and her brothers were homesick. They wanted to go home, and they convinced the Lost Boys to come with them. Peter Pan refused to join in, but he sent Tinkerbell to be their guide. While they were on their way, Captain Hook captured them! Without Peter Pan, how could they escape?

AllTopic o	of Paragraph 1 Finish:
Sentence 2	
_	
_	
	Topic of Paragraph 2 Finish:
<u>Extension</u>	
Extension-	Topic of Paragraph 2 Finish:
Extension- Sentence 1 Sentence 2	Topic of Paragraph 2 Finish:
Extension- Sentence 1 Sentence 2 Sentence 3	Topic of Paragraph 2 Finish:
Extension- Sentence 1 Sentence 2 Sentence 3 Sentence 4	Topic of Paragraph 2 Finish:
Extension- Sentence 1 Sentence 2 Sentence 3 Sentence 4 Sentence 5	Topic of Paragraph 2 Finish:
Extension- Sentence 1 Sentence 2 Sentence 3 Sentence 4 Sentence 5 Sentence 6	Topic of Paragraph 2 Finish:

SCENE CHOICE 4: Walking the Plank

Captain Hook and his men quickly tied them all up and carried them to their ship. Then, they forced them out onto the gang plank just above the beating waves. The children began to give up hope. Who could save them now?

AllTopic of Pa	aragraph 1 Finish:
Sentence 1	
Sentence 3	
Sentence 4	
Sentence 5	
Sentence 6	
Sentence 7	
Sentence 8	
ExtensionTo	pic of Paragraph 2 Finish:
Sentence 1	
Sentence 2	

Lesson C. Writing: Write Your "Finish Scenes"

- C. Use the notes you created in Assignment B to write your story on the lines provided following these steps.
 - (1) Turn to the page that has your first chosen scene on it.
 - (2) Read through the existing part.
 - (3) Re-read your notes.
 - (4) Write your paragraph(s)!
 - (5) Repeat for each scene you have chosen.

Note: You may type your story on the computer if desired.

Note: Remember, each scene set will stand alone. The ones you choose and what you add do not have to link together with the other scenes.

SCENE CHOICE 1: Where is Tinkerbell?

Wendy, John, and Michael told Peter Pan yes! They would fly to Neverland with him and Tinkerbell. So, the little fairy sprinkled her pixie dust on the children, and off they flew! Soon, they were nearing Neverland. Suddenly, they realized they were missing someone. Where was Tinkerbell?					

SCENE CHOICE 2: The Help of the Indians

Captain Hook wanted to get revenge on Peter. He was still mad at Peter for cutting off his arm and feeding it to a crocodile. Peter Pan always managed to defeat Captain Hook and his sidekicks, though. One time he did this only with the timely help of the Indians.					

SCENE CHOICE 3: Captured!

One night Wendy Lost Boys to con While they were escape?	ne with them.	Peter Pan	refused	to join	in, but	he sent	Tinker	rbell to be	e their guide.

SCENE CHOICE 4: Walking the Plank

Captain Hook and his men quickly tied them all up and carried them to their ship. Then, they forced them out onto the gang plank just above the beating waves. The children began to give up hope. Who could save them now?

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

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

*Note: A story often has much of the wording and sentence structure that a writer wants to include. However, there are still many revising items that would increase the depth and detail of your sentences. Therefore, you will not be expected to do each CC item the same number of times as you have paragraphs (like you do for essays and reports). However, you will still have some Checklist Challenge items. Pay close attention to the check boxes and complete the number of revisions assigned according to each item's check boxes.

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

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

Lesson E. Composition: Final Copy Story Writing

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

Optional--Checklist Challenge (CC) Coding

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

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

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

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

Box D

Student Sample Finish Scene 1 Outline

SCENE CHOICE 1: Where is Tinkerbell?

Wendy, John, and Michael told Peter Pan yes! They would fly to Neverland with him and Tinkerbell. So, the little fairy sprinkled her pixie dust on the children, and off they flew! Soon, they were nearing Neverland. Suddenly, they realized they were missing someone. Where was Tinkerbell?

AllTopic	of Paragraph 1 Finish: The arrow
Sentence 1	Arrow > Wendy
	She = stunned/PP +++ angry
Sentence 3	Arrow shot by Lost Boys
Sentence 4	Tink tricked boy 2 fire
	Peter banish Tink 4 week
Sentence 6	Everyone but not Tink
Sentence 7	
Sentence 8	

Sample Outline Box A-1

Student Sample



Wendy, John, and Michael told Peter Pan yes! They would fly to Neverland with him and Tinkerbell. So, the little fairy sprinkled her pixie dust on the children, and off they flew! Soon, they were nearing Neverland. Suddenly, they realized they were missing someone. Where was Tinkerbell?

Suddenly, an arrow shot out of the sky and hit Wendy. Luckily, she was only stunned, but Peter Pan was furious. He knew the arrow had been shot by one of the Lost Boys. Tinkerbell, though, had tricked the boy into firing it. When Peter learned this, he banished the little fairy for a week. So, everyone was happy again, except for Tinkerbell.

Sample Story Box A-1

Student Sample

SCENE CHOICE 2: The Help of the Indians

Captain Hook wanted to get revenge on Peter. He was still mad at Peter for cutting off his arm and feeding it to a crocodile. Peter Pan always managed to defeat captain Hook and his sidekicks, though. One time he did this only with the timely help of the Indians.

Peter Pan, the Lost Boys, and the Darlings were marching through the woods. Suddenly, Captain Hook and his men jumped out from behind the trees. Captain Hook laughed evilly as he tied them up. Just then, arrows began flying all around them. The pirates ran for their lives as the Indians charged. From that day on, Peter Pan and the children were best friends with the Indians.

Sample Story Box A-1

Checklist Challenge for Project 2: Story Writing--Finish This Scene

Scenes From Peter Pan--Optional Checklist Challenge

Complete the Checklist	Challenge by	y using t	hese guides:
------------------------	--------------	-----------	--------------

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

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

Note: If Basic students wrote more paragraphs or Extension students wrote fewer paragraphs, just use as many CC boxes as you wrote.



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

Focus on content errors at this time.



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

Be sure to circle all of the following verbs:

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



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

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

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



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

Examples:

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

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



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

Examples:

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

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



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

Banned Word List

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

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

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

All

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

Consider the following ideas:

- Something catchy: "Captured!"
- · Something comical: "Pan is Hero!"
- Something bold: "Aye! Aye!"
- A song title or line: "Where Oh Where Did Tinkerbell Go?"
- Something about character: "Helpful Friends"
- · Other: "Tick Tock!"

©⇒ Tips:

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



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

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



Add one SSS5—Super Short Sentence of five words or fewer. *If you have already done this,* you should still "code" the CC check box and the SSS5 in your paper as directed by your teacher.

Examples:

- They display extraordinary stealth.
- Then, they are trapped!
- And soon it happened.

Е

Add one **SSS5** x 3 (Three Super Short Sentences of Five Words or Fewer) in a row for emphasis. If you have already done this, you should still "code" the check box and the **SSS5** x 3 in your paper as directed by your teacher.

Examples:

- They are subtle. They are sneaky. They are predators!
- They set traps. They devise snares. They trap their prey.



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

Instead of:Use:Instead of:Use:treemapledeepbottomlesskindcompassionateturnswervegrassbladesloudobnoxious

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



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

Examples:

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

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

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

All

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

Punctuate appropriately

- Follow it with a comma: Yes, that "hunter" has an easy meal!
- Follow it with an exclamation mark, then start a new sentence with a capital: Yes! That hunter has an
 easy meal.
- Interjections include words from the following rhyme:

My, well, oh!

Wow, yes, no!

Е

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

Examples

- Adverb opener: **Consequently**, there is no way for the creature to get loose.
- Adverbial clause or phrase opener: Directly assailing their victims, courageous predators attack and eat.
- The comma may be directly after the adverb or shortly after it, depending on where you "hear" it. Do not use a comma if the adverb phrase or clause is actually a subject Directly assailing their victims is what they do (no comma).

All E

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

Examples:

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

Е

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

Examples:

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



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

Projects 3 & 4: Original First Person Essay

A Peter Pan Character's View

Overview of Informative Essay

You will be writing an Expository Essay in this lesson. An Expository Essay is an essay that "exposes" the reader to information.

To write this expository essay, you will need to research to get information.

I. TOPIC OF ESSAY

You will write an expository essay about a first person account of one Peter Pan character. You may pick one from the list provided or choose another altogether.

- A. Peter Pan
- B. Tinker Bell
- C. Wendy Darling
- D. Michael Darling
- E. John Darling
- F. George Darling
- G. Mary Darling
- H. Nana
- I. Tiger Lily
- J. Crocodile
- K. Mermaids
- L. The Lost Boys
- M. Captain Hook
- N. Mr. Smee
- O. Other

III. SENTENCES PER PARAGRAPH

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

IV. OPENING PARAGRAPH

Students will <u>not</u> write an **Opening Paragraph**.

V. CLOSING PARAGRAPH

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

VI. WRITE ON/ADDITIONAL SKILLS

- A. Brainstorming Box
- B. First Person Writing

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

- A. **Basic** students will write **2 paragraphs** for the body (P'soB).
- B. Extension students will write 3 paragraphs for the body (P'soB).

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

Note: This Overview Box, which is provided at the beginning of each 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).

*LAL--Language Arts Lady

"Tink, Tinkerbell, Miss Bell"

Hi! I'm Tinkerbell, but some of the Lost Boys call me Tink or Miss Bell. I'm a fairy, so I'm very small, and by small, I mean only a few inches tall. I'm super sweet, but don't push my buttons because I have quite a temper. Between you and me, I'm not a big fan of Wendy mainly because I think Peter likes her more than he likes me. And don't get me started on Captain Hook! I can fly with the help of pixie dust. When I talk to people, it sounds like a tiny bell. I lived in Neverland with the Lost Boys. Now I live in a cuckoo clock. That's all you need to know about me.

I lived with the Lost Boys. I always get them out of trouble. One time the boys had a war with Captain hook. The Lost Boys have no family, so they became each other's family. The boys and i went on lots of adventures. They played many different games. But their favorite game was the imaginary food at dinner. They had good fights almost every night. The boys went to bed every night in their tree houses. We loved our lives!

I found Peter when he was just a baby. He was an orphan. So I brought him home with me. When he was a little older, I taught him how to fly. Peter and I went on lots of adventures. We fought pirates with the other lost boys. Pan was actually the group leader. He and I went to see the mermaids quite often. All of us loved how we did not have to grow up. And we are all still the best of friends. I love being a fairy--and I love all of our group!

Sample Box A-1

Sample Essay Paragraph Topics Tinkerbell Talking

Topic of PoB-A: Tinkerbell (herself)

Topic of PoB-B: Lost Boys (Tink still tells this)

Extension--Topic of PoB-C: Peter Pan (Tink still tells this)

Lesson A. Study Skills and Prewriting: Outline Original Paragraphs

This project will be a fun one for you as you act as though you are a character in the story of Peter Pan. You will get to tell readers what you think about things as that character! Don't worry. I will take you step-by-step.

- <> A-1. Read the Sample First Person Peter Pan Essay provided (Box A-1).
- <> A-2. Choose a character that you would like to "be" for this essay. Write the name of that character on the line provided.
- <> A-3. Now brainstorm for a few minutes to come up with topics that you think your character might talk about. These could be any topics at all that your character might know about. Just write as many things as you can think of. You will not have to write about all of these. This will just give you some ideas.

Brainstorming Box	
 -	
 _	
 _	
_	
-	
_	
-	Box A-3

<> A-4. Now go back into your Brainstorming Box and choose two (**Extension**--three) ideas for topics that you think you can easily "talk" about in your essay/story.

Note: You will write four to eight sentences (depending on you level) in each paragraph, so each topic will need to have four to eight sentences about it.

First Person Account of One Peter Pan Character	
Choose person who is speaking:	
Decide three things this person will tell about:	
1. All	
2. All	
3. Extension	

- <> A-5. Outline each paragraph of your essay on the lines provided on the next page.
 - (1) Write those two or three things or people on the outlining lines provided in the Topic of Paragraph space.
 - (2) Take **notes on the lines** for each sentence.
 - (3) Be sure you talk about that one aspect in that paragraph then move to the next paragraph when you change topics.
 - (4) You may use bullet points, full sentences, key words, etc., to outline (since it will mostly be your own words).
 - (5) You may look up your person in an online source or book to learn more.
 - a. You will be writing 4 to 6 sentences per paragraph for Basic;
 - b. 6 to 8 sentences for Extension
 - (6) You can take notes in an informative manner (like writing from an encyclopedia), but when you write you will write in the first person--as though you are that person.

Example of First Person Writing: I am Captain Hook! I am a pirate on the high seas!

AllParagraph of Body A	
Topic of Paragraph One	
Sentence 1	
Sentence 2	
Sentence 3	
Sentence 4	
Sentence 5	
Sentence 6	
Sentence 7	
ExtensionSentence 8	
ExtensionSentence 9	
ExtensionSentence 10	
ExtensionSentence 10	
ExtensionSentence 10 AllParagraph of Body B Topic of Paragraph Two	-
ExtensionSentence 10 AllParagraph of Body B	-
ExtensionSentence 10 AllParagraph of Body B Topic of Paragraph Two	-
ExtensionSentence 10 AllParagraph of Body B Topic of Paragraph Two Sentence 1 Sentence 2	
ExtensionSentence 10 AllParagraph of Body B Topic of Paragraph Two Sentence 1 Sentence 2 Sentence 3	
ExtensionSentence 10 AllParagraph of Body B Topic of Paragraph Two Sentence 1 Sentence 2	
ExtensionSentence 10 AllParagraph of Body B Topic of Paragraph Two Sentence 1 Sentence 2 Sentence 3	
ExtensionSentence 10 AllParagraph of Body B Topic of Paragraph Two Sentence 1 Sentence 2 Sentence 3 Sentence 4 Sentence 5	
ExtensionSentence 10 AllParagraph of Body B Topic of Paragraph Two Sentence 1 Sentence 2 Sentence 3 Sentence 4 Sentence 5 Sentence 6	
ExtensionSentence 10 AllParagraph of Body B Topic of Paragraph Two Sentence 1 Sentence 2 Sentence 3 Sentence 4 Sentence 5	
ExtensionSentence 10 AllParagraph of Body B Topic of Paragraph Two Sentence 1 Sentence 2 Sentence 3 Sentence 4 Sentence 5 Sentence 5 Sentence 6 Sentence 7	
ExtensionSentence 10 AllParagraph of Body B Topic of Paragraph Two Sentence 1 Sentence 2 Sentence 3 Sentence 4 Sentence 5 Sentence 6 Sentence 7 ExtensionSentence 8	
ExtensionSentence 10 AllParagraph of Body B Topic of Paragraph Two Sentence 1 Sentence 2 Sentence 3 Sentence 4 Sentence 5 Sentence 5 Sentence 6 Sentence 7	

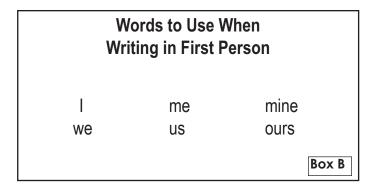
Extension--Paragraph of Body C

Lesson B. Write On: Writing in First Person

This week your essay will be written in the first person. That means that you will use the words *I*, *me*, *we*, *us*--and even *you* when you want to address the audience directly.

This is different than most informative writing, which is usually written in the third person--as an outsider giving information (without the use of *I*, *me*, *we*, etc.). It is not the correct way to write an informative essay for most classes--but it is a way to write creatively.

Even though you are speaking from your point of view (in the first person), you will not use quotations. Your entire essay will be "quoted," so to speak, so you will just write as though you are speaking during the entire essay, without the use of quotation marks.



Lesson C. Composition/Creative Writing: Write an Original Essay (Rough Draft of Body)

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

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

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

*Note: A story often has much of the wording and sentence structure that a writer wants to include since it is usually laid out mapped ahead of time. However, there are still many revising items that would increase the depth and detail of your sentences. Therefore, you will not be expected to do each CC item the same number of times as you have paragraphs (like you do for essays and reports). However, you will still have some Checklist Challenge items. Pay close attention to the check boxes and complete the number of revisions assigned according to each item's check boxes.

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

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

Lesson E. Composition: Final Copy Original Essay

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

Optional--Checklist Challenge (CC) Coding

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

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

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

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

Box D

Checklist Challenge for Projects 3 & 4: Original First Person Essay

A Peter Pan Character's View

Complete the Checklist Challenge by using these guides:

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

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

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



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

Focus on content errors at this time.



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

Be sure to circle all of the following verbs:

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



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

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

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



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

Examples:

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

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



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

Examples:

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

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



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

Banned Word List

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

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

All

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

Consider the following ideas:

- · Something catchy: "Pan, Peter Pan"
- Something comical: "Little Lost Lad"
- Something bold: "Pan!"
- · A song title or line: "You've Got a Friend"
- Something about character: "Winning Wendy"
- · Something informative: "Tink, Tinkerbell, Miss Bell"
- Other: "Hook, the Man"

©⇒ Tips

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

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

All

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

Examples:

- Hi! I'm Tinkerbell, but some of the Lost Boys call me Tink or Miss Bell.
- Hi! It's me, Robert. I'm one of Pan's friends...one of the Lost Boys.

€ Tips

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

All

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

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

Examples:

• Hi! I'm Tinkerbell, but some of the Lost Boys call me Tink or Miss Bell.



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

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



Check each paragraph carefully to be sure that your transition from one paragraph to another is smooth. If not, add transition sentences as needed. If your transition sentences are adequate, you should still "code" the CC check box(es) and the transition sentence(s) in your paper as directed by your teacher.

Your transition from one topic to another topic may come at the end of a paragraph (telling the next paragraph's topic) or at the beginning of a paragraph (telling that new paragraph's topic).

All

Add one SSS5—Super Short Sentence of five words or fewer. *If you have already done this,* you should still "code" the CC check box and the SSS 5 in your paper as directed by your teacher.

Examples:

- They display extraordinary stealth.
- Then, they are trapped!
- And soon it happened.



Add one SSS5 x 3 (Three Super Short Sentences of five words or fewer) in a row for emphasis. If you have already done this, you should still "code" the CC check box(es) and the SSS5 x 3 in your paper as directed by your teacher.

Examples:

- They are subtle. They are sneaky. They are predators!
- They set traps. They devise snares. They are sneaky.



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

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

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



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

Examples:

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

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

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



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

Punctuate appropriately:

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

Interjections include words from the following rhyme:

My, well, oh Wow, yes, no All

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

Examples

- Adverb opener: **Consequently**, there is no way for the creature to get loose.
- Adverbial clause or phrase opener: Directly assailing their victims, courageous predators attack and eat.
- The comma may be directly after the adverb or shortly after it, depending on where you "hear" it. Do not use a comma if the adverb phrase or clause is actually a subject Directly assailing their victims is what they do (no comma).

Ε

Add one **subordinate clause opener** followed by a comma (or more than one, according to your level). *If you have already done this,* you should still "code" the CC check box and the subordinate clause opener in your paper as directed by your teacher.

Examples

- When a spider creates its web, it uses an original design.
- Because a web must capture many types of prey, it is durable and adhesive.
- While a spider is designing its web, it constructs a frame and spins spokes that span out from the center.
- Since a web needs to be durable and adhesive, it is made of silk threads.
- Subordinators are words that come at the beginning of subordinate clauses. They include words in this rhyme (plus many more):

Since, When, Though

Because, If, Although

- A subordinate clause consists of a subordinator + a subject + a verb: When a spider creates its web, it uses an original design.
- Remember how to punctuate a subordinate clause opener:

When you start a sentence with a subordinate clause,

Put the comma in when you hear the pause.

Е

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

Examples:

- Within its abdomen, the spider has special glands that produce silk. (Optional comma)
- From the center of the web, spokes fan out and anchor the surrounding frame. (Double prepositional phrase opener)
- Onto the surrounding frame, the center of the bridge is anchored. (Optional comma)
- In the center of a web, the spider waits patiently for its victim. (Double prepositional phrase opener)
- With even more silk, the spider further entangles its prey.
- With leaves tipped with spines that act like prison bars, the spider catches its prey.

 (Prepositional phrase opener & subordinate clause opener)
- After digestion, the leaf gradually reopens and waits for another insect to come too close.
- Follow the PP opener with a comma if it is five words or longer or two prepositional phrases in a row, or when a pause is heard when it is read aloud.

Е

Combine two related complete, sentences (CS) with a semicolon. If you have already done this, you should still "code" the CC check box(es) and the CS; CS in your paper as directed by your teacher.

Examples:

- Some predators do not catch their prey by assailing them directly: these sneaky ones use far more subtle methods. (CS; CS)
- They act via traps and snares; they put their victims in challenging positions. (CS; CS)
- A semicolon in the middle of two Complete Sentences (CS) is one way of creating a compound sentence--two sentences joined together as one. When you are instructed concerning this compound sentence creation, you may see this combination as CS; CS (Complete Sentence semicolon Complete Sentence).

Е

Add one **coordinating conjunction** (cc) with a complete sentence on both sides (or more than one, according to your level). Be sure to put a comma before the cc. *If you have already done this*, you should still "code" the CC check box(es) and the ",cc compound sentence(s)" in your paper as directed by your teacher.

Examples:

- Some predators do not catch their prey by assailing them directly, for these sneaky ones use far more subtle methods. (CS, cc CS)
- It steps into the trap, for the trap was hidden from view. (CS, cc CS)
- A "comma cc" in the middle of two complete sentences (CS) is one way of creating a compound sentence--two sentences joined together as one --CS, cc CS). When you are instructed concerning this compound sentence creation, you may see this combination as CS, cc CS (Complete Sentence "comma coordinating conjunction" Complete Sentence).

Е

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

Examples:

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



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

Appendix A: Editing and Revising

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

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

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

Proofreader's Marks

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

Teacher Tips & Free Resources



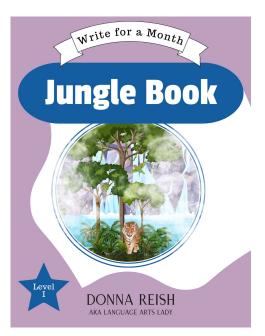
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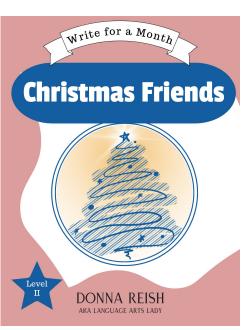
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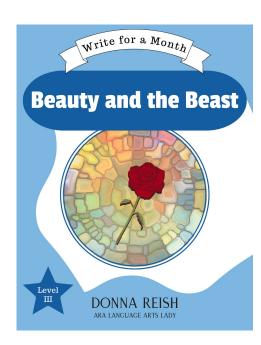
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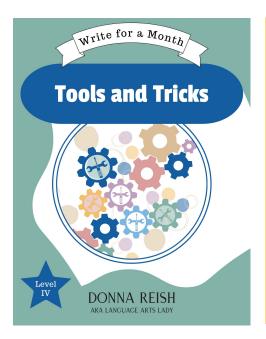
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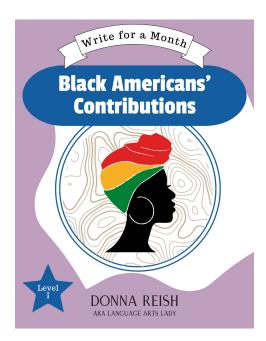




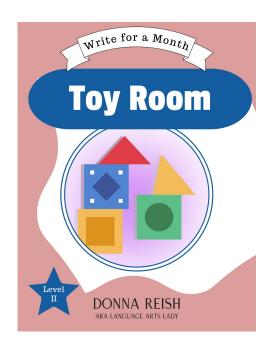


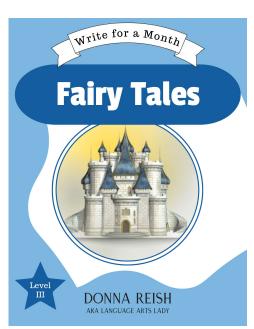


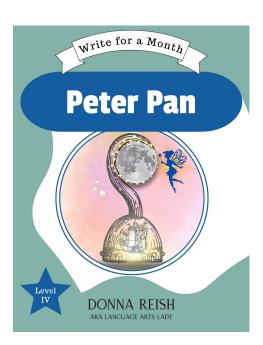


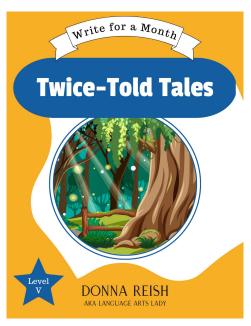


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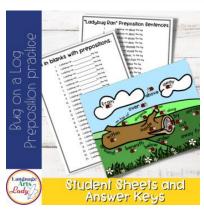




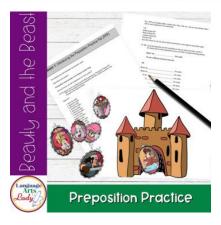




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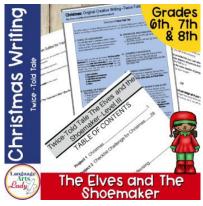


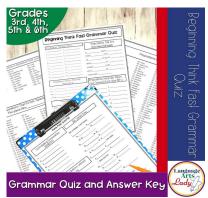


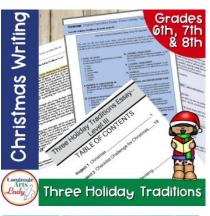


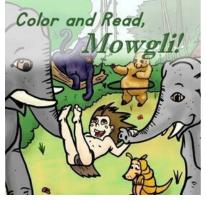


















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<u>T</u>eaching Services



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

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

Want daily grammar, writing, & teaching tips? Follow me @languageartslady_ on Instagram!

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