

Write for a Month

Fairy Tales



Level
II

DONNA REISH
AKA LANGUAGE ARTS LADY

Write-for-a-Month

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

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

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

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

Each series contains five books*

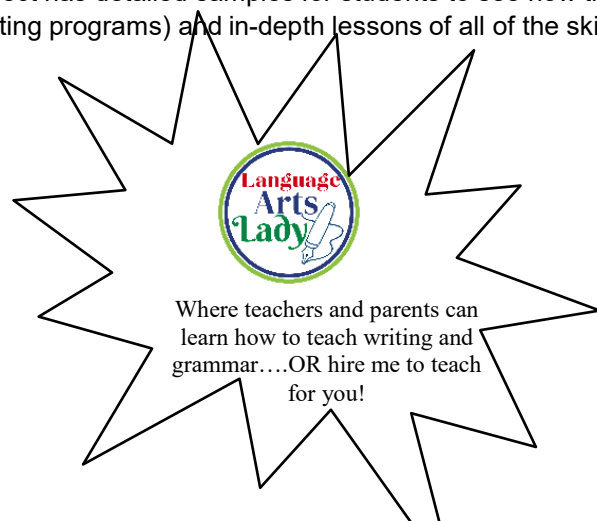
Level I = Grade 2nd & 3rd – Purple

Level II = Grade 4th & 5th – Red

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

Level IV = Grade 9th & 10th – Green

Level V = Grade 11th & 12th – Yellow



Projects:

- Writing Boxes– Alice in Wonderland
- Twice Told Tale– Goldilocks and the Three Bears

Skills:

- Introduction to the Sentence-by-Sentence (S-by-S) Outline
- Creating an S-by-S Outline
- Writing From a S-by-S Outline
- Writing with Adjectives
- Writing with Adverbs
- Outlining Symbols
- Using Quotations
- 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 **writing-type-specific** books, you will be able to work on learning the LAL’s ways! These writing type books include **Tools and Tricks** (introducing my methods to prepare for any future books) and **Twice-Told Tales** (story writing spin off projects).

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

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

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

Project Labels/Levels and Printing/Use

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

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

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

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

Time Spent in Write-for-a-Month

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

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

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

Two Skill Levels in Each Book

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

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

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

Grade Levels

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

Semester-Long Character Quality Writing Books

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



Write On: Fairy Tales--Level II

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

Story Over Given Material Using Writing Boxes

Overview of Writing Boxes Lesson

This week you will be writing a story over given material.

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

I. TOPIC OF STORY

Sentence-by-Sentence Outline over given material about *Alice in Wonderland*.

III. SENTENCES PER PARAGRAPH

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

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR STORY

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

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

IV. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

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

*LAL = Language Arts Lady

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

Given Passage to Learn to Write From

PoB-A	Paragraph 1	Alice was starting to grow sleepy. She spotted a white rabbit leaping into his hole. She decided to follow him. So, she jumped in after him and began to fall. She eventually landed in a hall lined with doors. She tried to open each of them, but only one opened for her.
PoB-B	Paragraph 2	Alice was about to step through the door when she realized that she would not be able to fit. She turned around and spotted a bottle of liquid. The writing on it said to drink it. So, she swallowed it. Immediately, she was tiny enough to pass through.
PoB-C	Paragraph 3	Once she stepped through the door, she met the White Rabbit again. Later, she met the Caterpillar. He gave her a mushroom that helped her change size. Alice also met the Cook, the Duchess, and the Cheshire Cat. The Cook threw dishes at the Duchess, and the Cheshire Cat always smiled.

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

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

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

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

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

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

(1) Always outline before you write!

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

(2) Choose synonyms (words that mean the same) **for the words in the original source when you write—rather than using the author’s exact words.**

Read the entire *Alice in Wonderland* passage aloud with your teacher or to yourself to get an idea of what you will be writing about this week.

PoB-A	Paragraph 1	<p>Alice was starting to grow sleepy. She spotted a white rabbit leaping into his hole. She decided to follow him. So, she jumped in after him and began to fall. She eventually landed in a hall lined with doors. She tried to open each of them, but only one opened for her.</p>
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<p><> A-1a. In the first sentence of the first paragraph that is provided by itself below, highlight the following words:</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">1. Alice</div> <div style="text-align: center;">2. starting</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">3. grow</div> <div style="text-align: center;">4. sleepy</div> </div> <p style="margin-top: 20px;"><i>Alice was starting to grow sleepy.</i></p> <p>These four words are the most important words in the sentence.</p> <p>They are also words you will want to change when you write the sentence in your own words. This is because they are so important to the sentence, and the author chose those himself/herself.</p>	<p><> A-1b. Choose 3-5 synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th style="text-align: center; border-bottom: 1px solid black; width: 25%;">Alice</th> <th style="text-align: center; border-bottom: 1px solid black; width: 25%;">starting</th> <th style="text-align: center; border-bottom: 1px solid black; width: 25%;">grow</th> <th style="text-align: center; border-bottom: 1px solid black; width: 25%;">sleepy</th> </tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> A-1c. Once you have 3-5 synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>	Alice	starting	grow	sleepy																
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<p><> A-1d. Write a new sentence from the given one with your new words (highlighted above).</p> <p style="text-align: center; margin-top: 10px;">Paragraph 1: Sentence One (no descriptors added)</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>																					
<p><> A-1e. Choose 3-5 descriptors for each of the new words you changed in your new sentence and write them on the lines provided. You may use a thesaurus or online reference source if desired.</p> <p>Note: You will not use a descriptor for the preposition <i>into</i>/substitute word that you chose for <i>into</i>.</p> <p>Do not worry if you are unsure of the differences between adjectives and adverbs for now. You will learn those thoroughly as you complete the Checklist Challenge provided in all LAL curriculum.</p> <table style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <tr> <th style="text-align: center; width: 33%;">Descriptors for</th> <th style="text-align: center; width: 33%;">Descriptors for</th> <th style="text-align: center; width: 33%;">Descriptors for</th> </tr> <tr> <td style="border-bottom: 1px solid black; height: 15px;"></td> <td style="border-bottom: 1px solid black; height: 15px;"></td> <td style="border-bottom: 1px solid black; height: 15px;"></td> </tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> </table> <p><> A-1f. Once you have 3-5 listed, choose the word in each column that you think sounds the best and highlight each one.</p>	Descriptors for	Descriptors for	Descriptors for																<p><> A-1g. Now write your new sentence again—this time with the descriptors you highlighted added to it.</p> <p style="text-align: center; margin-top: 20px;">Paragraph 1: Sentence One (with descriptors added)</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>		
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<p><> A-2a. Now repeat that process by highlighting the four most important nouns, pronouns, and verbs in the next sentence from the passage (provided below).</p> <p style="margin-top: 20px;"><i>She spotted a white rabbit leaping into his hole.</i></p>	<p><> A-2b. Write those words on the top line in the following columns and underline them with a highlighter.</p> <p><> A-2c. Choose 3-5 synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> </tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> A-2d. Once you have 3-5 synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>																												
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<p><> A-2f. (1) Write the words you just changed in your new sentence on the lines.</p> <p style="margin-left: 20px;">(2) Choose 3-5 describers for each of the words you listed.</p> <p style="margin-left: 20px;">(3) Write these describers in the columns beneath each word.</p> <p style="margin-left: 20px;">Note: You may use a thesaurus or online reference source if desired.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; width: 33%;">Describers for</th> <th style="text-align: center; width: 33%;">Describers for</th> <th style="text-align: center; width: 33%;">Describers for</th> </tr> </thead> <tbody> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </tbody> </table> <p><> A-2g. Once you have 3-5 describers listed, choose the word in each column that you think sounds the best and highlight each one you choose.</p>	Describers for	Describers for	Describers for																						<p><> A-2h. Now write your new sentence again—this time with the describers you just highlighted added to it.</p> <p style="text-align: center; margin-top: 20px;">Paragraph 1: Sentence Two (with describers added)</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>				
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<p><> A-3a. Now repeat that process by highlighting the four most important nouns, pronouns, and verbs in the next sentence from the passage (provided below).</p> <p style="text-align: center; margin-top: 20px;"><i>She decided to follow him.</i></p>	<p><> A-3b. Write those words on the top line in the following columns and underline them with a highlighter.</p> <p><> A-3c. Choose 3-5 synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> </tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> A-3d. Once you have 3-5 synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>																												
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Descriptors for	Descriptors for																												

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

So, she jumped in after him and began to fall.

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

<> **A-4c.** Choose 3-5 synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

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

<> **A-4d.** Once you have 3-5 synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

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

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

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

(2) Choose 3-5 describers for each of the words you listed.

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

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

Describers
for

Describers
for

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

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

<> **A-4g.** Once you have 3-5 describers listed, choose the word in each column that you think sounds the best and highlight each one you choose.

<p><> A-5a. Now repeat that process by highlighting the four most important words in the next sentence from the passage (provided below).</p> <p style="margin-top: 20px;"><i>She eventually landed in a hall lined with doors.</i></p>	<p><> A-5b. Write those words on the top line in the following columns.</p> <p><> A-5c. Choose 3-5 synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> A-5d. Once you have 3-5 synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.</p>																												
<p><> A-5e. Write a new sentence from the given one with your new words (highlighted above).</p> <p style="text-align: center;">Paragraph 1: Sentence Five (no descriptors added)</p> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em;"></div>																													
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Descriptors for	Descriptors for	Descriptors for																											

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

She tried to open each of them, but only one opened for her.

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

<> **A-6c.** Choose 3-5 synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

<> **A-6d.** Once you have 3-5 synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

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

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

<> **A-6f.** (1) Write the words you just changed in your new sentence on the lines.
(2) Choose 3-5 describers for each of the words you listed.
(3) Write these describers in the columns beneath each word.

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

Describers
for

Describers
for

Describers
for

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

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

<> **A-6g.** Once you have 3-5 describers listed, choose the word in each column that you think sounds the best and highlight each one you choose.

[illegible]

Sample of Paragraph One

The bored girl was quickly becoming extremely tired. She lazily watched a small, white hare hopping into his snug burrow. Alice immediately resolved to pursue the interesting animal. So, the impulsive child quickly leapt in behind him and began to drop. She eventually but abruptly touched down in a long gallery filled with closed exits. The curious young lady impulsively attempted to open each of them, but one along finally unlatched for her.

Writing Boxes Samples--First Paragraph

<> A-1a. Highlight words

Alice was starting to
grow sleepy

<> A-1e. New sentence--no descriptors

The girl was beginning to be
come tired.

<> A-1b. & 1c. 3-5 synonyms or substitute words for the words in the sentence

Alice	starting	grow	sleepy
girl	beginning	become	tired
child	commencing	develope	exhausted
kid	appearing	turn into	drowsy
youngster	launching	advance	weary
youth	activating	multiply	listless
young lady	embarking	came into	fatigued

<> A-1f. & 1g. 3-5 descriptors for new words

girl	become	tired
young	quickly	extremely
innocent	slowly	very
beautiful	rapidly	terribly
bored	unwillingly	slightly
pretty	speedily	mildly

<> A-1h. New sentence with descriptors

The bored girl was quickly becoming
extremely tired.

<> A-2a. Highlight words

She spotted a white rabbit
leaping into his hole.

<> A-2e. New sentence--no descriptors

She watched a white hare
hopping into his burrow.

<> A-2b. & 2c. 3-5 synonyms or substitute words for the words in the sentence

spotted	rabbit	leaping	hole
saw	bunny	jumping	burrow
noticed	cottontail	bounding	den
observed	hare	springing	house
witnessed	coney	vaulting	tunnel
watched	leveret	hopping	shaft
eyed	lapin	bouncing	home

<> A-2f. & 2g. 3-5 descriptors for new words

watched	hare	burrow
carefully	small	small
lazily	large	snug
breathlessly	old	large
idly	young	dirty
calmly	nervous	dark

<> A-2h. New sentence with descriptors

She lazily watched a small, white hare
hopping into his snug burrow.

<> A-3a. Highlight words

She decided to
follow him.

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

Alice resolved to pursue
the animal.

<> A-3b. & 3c. 3-5 synonyms or substitute words for the words in the sentence

she	decided	follow	him
girl	determined	pursue	the mammal
child	resolved	trail	the animal
kid	choose	track	the beast
Alice	intended	chase	the rabbit
young lady	undertook	hunt	the hare
youngster	agreed	accompany	the cottontail

<> A-3f. & 3g. 3-5 descriptors for new words

resolved	animal
immediately	speedy
quickly	poor
eventually	disappearing
slowly	white
recklessly	interesting

<> A-3h. New sentence with descriptors

Alice immediately resolved to pursue
the interesting animal.

Writing Boxes Samples--First Paragraph (continued)

<> A-4a. Highlight words

So, she jumped in
after him and began to fall.

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

So, the child leapt in behind
him and began to drop.

<> A-4b. & 4c. 3-5 synonyms or substitute words for the words in the sentence

<u>she</u>	<u>jumped</u>	<u>after</u>	<u>fall</u>
Alice	hopped	behind	sink
girl	leapt	following	drop
kid	dived	later	plummet
child	vaulted	afterwards	descend
youth	bounded	in the rear	plunge
young lady	sprang	subsequently	go down

<> A-4f. & 4g. 3-5 descriptors for new words

<u>child</u>	<u>leapt</u>
impulsive	thoughtlessly
young	energetically
energetic	carefully
excited	speedily
curious	quickly

<> A-4h. New sentence with descriptors

So, the impulsive child quickly leapt
in behind him and began to drop.

<> A-5a. Highlight words

She eventually landed in a hall
lined with doors.

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

She eventually touched down
in a gallery filled with exits.

<> A-5b. & 5c. 3-5 synonyms or substitute words for the words in the sentence

<u>landed</u>	<u>hall</u>	<u>lined</u>	<u>doors</u>
came down	foyer	covered	exits
settled	hallway	replete	gates
sat down	gallery	faced	entrys
docked	passage	stuffed	openings
touch down	lobby	filled	portals
xxxx	corridor	coated	gateways

<> A-5f. & 5g. 3-5 descriptors for new words

<u>touched down</u>	<u>gallery</u>	<u>exits</u>
suddenly	long	locked
abruptly	tall	closed
slowly	wide	tall
speedily	dark	wide
quickly	well-lit	narrow

<> A-5h. New sentence with descriptors

She eventually but abruptly touched down
in a long gallery filled with closed exits.

<> A-6a. Highlight words

She tried to open each of them,
but only one opened for her.

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

The young lady attempted to open each
of them, but one alone unlatched for her.

<> A-6b. & 6c. 3-5 synonyms or substitute words for the words in the sentence

<u>she</u>	<u>tried</u>	<u>only</u>	<u>opened</u>
Alice	attempted	alone	unlocked
girl	undertook	exclusively	unlatched
child	sought	isolated	unbarred
youngster	strove	xxxxxxx	unbolted
young lady	aimed	lone	unfastened
youngster	endeavored	solidary	freed

<> A-6f. & 6g. 3-5 descriptors for new words

<u>young lady</u>	<u>attempted</u>	<u>unlatched</u>
innocent	impulsively	easily
nervous	desperately	completely
impatient	unwisely	slightly
curious	carefully	fully
impulsive	quickly	finally

<> A-6h. New sentence with descriptors

The curious young lady impulsively
attempted to open each of them, but one
alone finally unlatched for her.

Lesson B. Study Skills: Outline Second Paragraph

PoB-B	Paragraph 2	<p>Alice was about to step through the door when she realized that she would not be able to fit. She turned around and spotted a bottle of liquid. The writing on it said to drink it. So, she swallowed it. Immediately, she was tiny enough to pass through.</p>
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<> **B-1a.** Now repeat that process by highlighting the four most important words in the first sentence of the second paragraph from the passage (provided below).

Alice was about to step through the door when she realized that she would not be able to fit.

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

<> **B-1c.** Choose 3-5 synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

<> **B-1d.** Once you have 3-5 synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

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

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

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

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

Describers for	Describers for	Describers for

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

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

<> **B-1g.** Once you have 3-5 describers listed, choose the one in each column that you think sounds the best.

<p><> B-2a. Now repeat that process by highlighting the four most important words in the next sentence of the second paragraph from the passage (provided below).</p> <p style="text-align: center; margin-top: 20px;"><i>She turned around and spotted a bottle of liquid.</i></p>	<p><> B-2b. Write those words on the top line in the following columns.</p> <p><> B-2c. Choose 3-5 synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> </tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> B-2d. Once you have 3-5 synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.</p>																												
<p><> B-2e. Write a new sentence from the given one with your new words (highlighted above).</p> <p style="text-align: center;">Paragraph 2: Sentence Two (no describers added)</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>																													
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Describers for	Describers for	Describers for																											

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

The writing on it said to drink it.

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

<> **B-3c.** Choose 3-5 synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

<> **B-3d.** Once you have 3-5 synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

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

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

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

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

Describers for	Describers for	Describers for

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

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

<> **B-3g.** Once you have 3-5 describers listed, choose the one in each column that you think sounds the best.

<p><> B-4a. Now repeat that process by highlighting the four most important words in the next sentence of the second paragraph from the passage (provided below).</p> <p style="text-align: center; margin-top: 20px;"><i>So, she swallowed it.</i></p>	<p><> B-4b. Write those words on the top line in the following columns.</p> <p><> B-4c. Choose 3-5 synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> </tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> B-4d. Once you have 3-5 synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.</p>																												
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<> **B-5a.** Now repeat that process by highlighting the four most important words in the next sentence of the second paragraph from the pas-sage (provided below).

Immediately, she was tiny enough to pass through.

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

<> **B-5c.** Choose 3-5 synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

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

<> **B-5d.** Once you have 3-5 synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

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

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

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

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

Describers for	Describers for	Describers for
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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

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

<> **B-5g.** Once you have 3-5 describers listed, choose the one in each column that you think sounds the best.

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

[illegible]

Sample of Paragraph Two

The excited girl was about to boldly walk though the door when she suddenly noticed that she would not be able to squeeze through. She slowly spun around and spied a glass container of clear fluid. The large label on the tiny jug urged her to immediately swallow it. Thus, the curious child speedily downed the unknown liquid. Instantly, the startled young lady was just minuscule enough to happily stroll through.

Writing Boxes Samples--Second Paragraph

<> B-1a. Highlight words

Alice was about to step through the door when she realized that she would not be able to fit .

<> B-1b. & 1c. 3-5 synonyms or substitute words for the words in the sentence

Alice	step	realized	fit
young lady	walk	recognized	squeeze through
child	enter	perceived	move through
girl	stride	confirmed	slither through
kid	tread	noticed	walk through
youngster	march	saw	travel through
youth	advance	observed	enter

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

The girl was about to walk through the door when she noticed that she would not be able to squeeze through.

<> B-1f. & 1g. 3-5 descriptors for new words

girl	walk	noticed
excited	slowly	sadly
curious	boldly	quickly
intrigued	quickly	suddenly
bold	impulsively	speedily
nervous	thoughtlessly	angrily

<> B-1h. New sentence with descriptors

The excited girl was about to boldly walk through the door when she suddenly noticed that she would not be able to squeeze through.

<> B-2a. Highlight words

She turned around and spotted a bottle of liquid .

<> B-2b. & 2c. 3-5 synonyms or substitute words for the words in the sentence

turned	spotted	bottle	liquid
changed	saw	glass	fluid
shifted	noticed	jar	juice
teetered	spied	jug	solution
changed	observed	urn	aqua
spun	located	container	liquid
twirled	detected	vial	sap

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

She spun around and spied a container of fluid.

<> B-2f. & 2g. 3-5 descriptors for new words

spun	container	fluid
quickly	glass	colorful
slowly	small	clear
sadly	tiny	cloudy
speedily	unmarked	delicious
carefully	see-through	sweet

<> B-2h. New sentence with descriptors

She slowly spun around and spied a glass container of clear fluid.

Writing Boxes Samples--Second Paragraph (continued)

<> B-3a. Highlight words

The writing on it
said to drink it.

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

The label on the jug urged her
to swallow it.

<> B-3b. & 3c. 3-5 synonyms or substitute words for the words in the sentence

<u>writing</u>	<u>it</u>	<u>said</u>	<u>drink</u>
words	bottle	advised	<u>swallow</u>
inscription	jar	encouraged	consume
lettering	<u>jug</u>	directed	sip
scrawl	urn	suggested	slurp
<u>label</u>	vial	<u>urged</u>	drain
scribbles	flask	guided	guzzle

<> B-3f. & 3g. 3-5 descriptors for new words

<u>label</u>	<u>jug</u>	<u>swallow</u>
colorful	<u>tiny</u>	quickly
<u>large</u>	small	<u>immediately</u>
small	large	slowly
plain	curved	eventually
white	square	thoughtlessly

<> B-3h. New sentence with descriptors

The large label on the tiny jug urged her to
immediately swallow it.

<> B-4a. Highlight words

So, she
swallowed it.

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

Thus, the child downed the
liquid.

<> B-4b. & 4c. 3-5 synonyms or substitute words for the words in the sentence

<u>so</u>	<u>she</u>	<u>swallowed</u>	<u>it</u>
consequently	Alice	guzzled	<u>liquid</u>
accordingly	youth	drank	fluid
therefore	<u>child</u>	sipped	juice
hence	youngster	slurped	aqua
<u>thus</u>	kid	<u>downed</u>	liquor
then	young lady	drained	sap

<> B-4f. & 4g. 3-5 descriptors for new words

<u>child</u>	<u>downed</u>	<u>liquid</u>
impulsive	<u>speedily</u>	sweet
<u>curious</u>	quickly	<u>unknown</u>
thoughtless	<u>immediately</u>	delicious
desperate	instantly	clear
obedient	slowly	colorful

<> B-4h. New sentence with descriptors

Thus, the curious child speedily downed the
unknown liquid.

<> B-5a. Highlight words

Immediately, she was
tiny enough to pass through.

<> B-5e. New sentence--no descriptors

Instantly, the young lady was
minuscule enough to stroll through.

<> B-5b. & 5c. 3-5 synonyms or substitute words for the words in the sentence

<u>immediately</u>	<u>she</u>	<u>tiny</u>	<u>pass</u>
<u>instantly</u>	Alice	small	<u>stroll</u>
suddenly	youth	<u>minuscule</u>	move
promptly	youngster	slight	walk
rapidly	kid	little	step
in a flash	<u>young lady</u>	minature	advance
thereupon	child	puny	progress

<> B-5f. & 5g. 3-5 descriptors for new words

<u>young lady</u>	<u>minuscule</u>	<u>stroll</u>
desperate	<u>just</u>	easily
excited	actually	actually
curious	finally	<u>happily</u>
<u>startled</u>	perfectly	finally
surprised	incredibly	carefully

<> B-5h. New sentence with descriptors

Instantly, the startled young lady was just
minuscule enough to happily stroll through.

Lesson C. Study Skills: Outline Third Paragraph

PoB-C

Paragraph 3

Once she stepped through the door, she met the White Rabbit again. Later, she met the Caterpillar. He gave her a mushroom that helped her change size. Alice also met the Cook, the Duchess, and the Cheshire Cat. The Cook threw dishes at the Duchess, and the Cheshire Cat always smiled.

<p><> C-1a. Now repeat that process by highlighting the four most important words in the first sentence of the third paragraph from the passage (provided below).</p> <p style="text-align: center;"><i>Once she stepped through the door, she met the White Rabbit again.</i></p>	<p><> C-1b. Write those words on the top line in the following columns.</p> <p><> C-1c. Choose 3-5 synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> C-1d. Once you have 3-5 synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.</p>																								
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<p><> C-2a. Now repeat that process by highlighting the four most important words in the next sentence of the third paragraph from the passage (provided below).</p> <p style="text-align: center;"><i>Later, she met the Caterpillar.</i></p>	<p><> C-2b. Write those words on the top line in the following columns.</p> <p><> C-2c. Choose 3-5 synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> C-2d. Once you have 3-5 synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.</p>																												
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<> **C-4a.** Now repeat that process by highlighting the three most important words in the next sentence of the third paragraph from the passage (provided below).

***Alice also met the
Cook, the Duchess,
and the Cheshire Cat.***

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

<> **C-4c.** Choose 3-5 synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

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

<> **C-4d.** Once you have 3-5 synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

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

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

<> **C-4f. (1)** Write the words you just changed in your new sentence on the lines.
(2) Choose 3-5 describers for each of the words you listed.
(3) Write these describers in the columns beneath each word.

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

Describers for	Describers for
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

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

<> **C-4g.** Once you have 3-5 describers listed, choose the one in each column that you think sounds the best.

<p><> C-5a. Now repeat that process by highlighting the four most important words in the next sentence of the third paragraph from the passage (provided below).</p> <p style="text-align: center;"><i>The Cook threw dishes at the Duchess, and the Cheshire Cat always smiled.</i></p>	<p><> C-5b. Write those words on the top line in the following columns.</p> <p><> C-5c. Choose 3-5 synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> </tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> C-5d. Once you have 3-5 synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.</p>																								
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Describers for	Describers for	Describers for																							

Writing Boxes Samples--Third Paragraph

<> C-1a. Highlight words

Once she stepped through the door, she met the White Rabbit again.

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

Once she trotted through the gateway, Alice encountered the White Rabbit again.

<> C-1b. & 1c. 3-5 synonyms or substitute words for the words in the sentence

<u>stepped</u>	<u>door</u>	<u>she</u>	<u>met</u>
<u>strolled</u>	<u>gateway</u>	<u>youth</u>	<u>encountered</u>
<u>passed</u>	<u>gate</u>	<u>youngster</u>	<u>ran into</u>
<u>trotted</u>	<u>entrance</u>	<u>kid</u>	<u>came across</u>
<u>walked</u>	<u>exit</u>	<u>Alice</u>	<u>saw</u>
<u>plodded</u>	<u>entry</u>	<u>child</u>	<u>found</u>
<u>stomped</u>	<u>portal</u>	<u>girl</u>	<u>stumbled upon</u>

<> C-1f. & 1g. 3-5 describers for new words

<u>trotted</u>	<u>gateway</u>	<u>encountered</u>
<u>boldly</u>	<u>narrow</u>	<u>amazingly</u>
<u>slowly</u>	<u>tiny</u>	<u>interestingly</u>
<u>excitedly</u>	<u>miniscule</u>	<u>surprisingly</u>
<u>speedily</u>	<u>small</u>	<u>happily</u>
<u>carefully</u>	<u>forbidding</u>	<u>accidentally</u>

<> C-1h. New sentence with describers

Once she boldly trotted through the tiny gateway, Alice surprisingly encountered the White Rabbit again.

<> C-2a. Highlight words

Later she met the Caterpillar.

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

Next, the girl came across the worm.

<> C-2b. & 2c. 3-5 synonyms or substitute words for the words in the sentence

<u>later</u>	<u>she</u>	<u>met</u>	<u>Caterpillar</u>
<u>following that</u>	<u>Alice</u>	<u>ran into</u>	<u>worm</u>
<u>afterward</u>	<u>child</u>	<u>stumbled upon</u>	<u>canker</u>
<u>therefore</u>	<u>girl</u>	<u>encountered</u>	<u>larva</u>
<u>by and by</u>	<u>kid</u>	<u>found</u>	<u>grub</u>
<u>next</u>	<u>youth</u>	<u>came across</u>	<u>maggot</u>
<u>subsequently</u>	<u>youngster</u>	<u>crossed</u>	<u>centipede</u>

<> C-2f. & 2g. 3-5 describers for new words

<u>girl</u>	<u>came across</u>	<u>worm</u>
<u>curious</u>	<u>accidentally</u>	<u>huge</u>
<u>adventurous</u>	<u>happily</u>	<u>talkative</u>
<u>wandering</u>	<u>sadly</u>	<u>sleepy</u>
<u>surprised</u>	<u>surprisingly</u>	<u>helpful</u>
<u>impulsive</u>	<u>speedily</u>	<u>irritable</u>

<> C-2h. New sentence with describers

Next, the adventurous girl accidentally came across the talkative worm.

<> C-3a. Highlight words

He gave her a mushroom
that helped her change size.

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

He gifted her a toadstool that
helped her adjust her height.

<> C-3b. & 3c. 3-5 synonyms or substitute words for the words in the sentence

<u>gave</u>	<u>mushroom</u>	<u>change</u>	<u>size</u>
<u>provided</u>	<u>fungus</u>	<u>alternate</u>	<u>height</u>
<u>donated</u>	<u>plant</u>	<u>transform</u>	<u>magnitude</u>
<u>bestowed</u>	<u>toadstool</u>	<u>fluctuate</u>	<u>structure</u>
<u>granted</u>	<u>structure</u>	<u>modify</u>	<u>volume</u>
<u>gifted</u>	<u>living thing</u>	<u>adjust</u>	<u>mass</u>
<u>delivered</u>		<u>shift</u>	<u>breadth</u>

<> C-3f. & 3g. 3-5 describers for new words

<u>gifted</u>	<u>toadstool</u>	<u>adjust</u>
<u>happily</u>	<u>colorful</u>	<u>easily</u>
<u>generously</u>	<u>tiny</u>	<u>continually</u>
<u>surprisingly</u>	<u>huge</u>	<u>periodically</u>
<u>amazingly</u>	<u>magical</u>	<u>smoothly</u>
<u>excitedly</u>	<u>powerful</u>	<u>purposefully</u>

<> C-3h. New sentence with describers

He generously gifted her a magical toadstool
that helped her easily adjust in height.

<> C-4a. Highlight words

Alice also met the Cook,
the Duchess, and the Cheshire Cat.

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

Alice also stumbled upon the chef,
the gentlewoman, and the Cheshire
Cat.

<> C-4b. & 4c. 3-5 synonyms or substitute words for the words in the sentence

<u>met</u>	<u>Cook</u>	<u>Duchess</u>
<u>encountered</u>	<u>chef</u>	<u>aristocrat</u>
<u>found</u>	<u>baker</u>	<u>gentlewoman</u>
<u>came across</u>	<u>servant</u>	<u>countess</u>
<u>ran into</u>	<u>domestic</u>	<u>lady</u>
<u>stumbled upon</u>	<u>helper</u>	<u>baroness</u>
<u>crossed</u>	<u>assistant</u>	<u>noblewoman</u>

<> C-4f. & 4g. 3-5 describers for new words

<u>chef</u>	<u>gentlewoman</u>
<u>crazy</u>	<u>proud</u>
<u>kooky</u>	<u>naïve</u>
<u>weird</u>	<u>arrogant</u>
<u>mad</u>	<u>clueless</u>
<u>angry</u>	<u>confused</u>

<> C-4h. New sentence with describers

Alice also stumbled upon the angry chef, the
naïve gentlewoman, and the Cheshire Cat.

<> C-5a. Highlight words

The cook threw dishes
at the Duchess, and the
Cheshire Cat always smiled.

<> C-5b. & 5c. 3-5 synonyms or substitute words for the words in the sentence

<u>cook</u>	<u>threw</u>	<u>dishes</u>	<u>smiled</u>
<u>chef</u>	<u>hurled</u>	<u>platters</u>	<u>grinned</u>
<u>baker</u>	<u>chucked</u>	<u>bowls</u>	<u>smirked</u>
<u>servant</u>	<u>tossed</u>	<u>pots</u>	<u>beamed</u>
<u>domestic</u>	<u>lobbed</u>	<u>plates</u>	<u>simpered</u>
<u>attendant</u>	<u>flung</u>	<u>china</u>	<u>glowed</u>
<u>helper</u>	<u>pitched</u>	<u>saucers</u>	<u>laughed</u>

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

The baker hurled plates at the
Duchess, and the Cheshire Cat
always grinned.

<> C-5f. & 5g. 3-5 describers for new words

<u>baker</u>	<u>plates</u>	<u>grinned</u>
<u>mad</u>	<u>decorative</u>	<u>smoothly</u>
<u>crazy</u>	<u>china</u>	<u>consistently</u>
<u>weird</u>	<u>ceramic</u>	<u>broadly</u>
<u>murderous</u>	<u>glass</u>	<u>widely</u>
<u>nubby</u>	<u>huge</u>	<u>maddeningly</u>

<> C-5h. New sentence with describers

The mad baker hurled china plates at the
Duchess, and the Cheshire Cat always
grinned broadly.

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

[illegible]

Sample of Paragraph Three

Once she boldly trotted through the tiny gateway, Alice surprisingly encountered the white rabbit again. Next, the adventurous girl accidentally came across a talkative worm. He generously gifted her a magical toadstool that helped her easily adjust in height. Alice also stumbled upon an angry chef, a naive gentlewoman, and a Cheshire cat. The mad baker hurled china plates at the Duchess, and the Cheshire cat always grinned broadly.

Projects 3 & 4: Original Creative Writing--Twice-Told Tale

Goldilocks and the Three Bears

Overview of Twice-Told Tale

I. TOPIC OF ASSIGNMENT

This Creative Writing assignment is one in which you will create a story.

- However, it will not be difficult because you will write what is sometimes called a Twice-Told Tale.
- This is one in which you use a model to create your tale.
- You are using someone else's story to twice-tell (or create) yours from.

For your story, **you will** use the famous *Goldilocks and the Three Bears* tale to design a story of your own. However, instead of using *Goldilocks and the Three Bears* for your story, you will choose **another person, animal, or thing** that "visits" three other people, animals or things. You may choose one from the list below or come up with something different altogether.

- A gazelle and three lions
- A fish and three sharks
- A human and three aliens
- A sheep and three wolves
- A princess and three dragons
- Other

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

- Basic** students will write **5-10 paragraphs** for the body (P'soB).*
- Extension** students will write **8-12 paragraphs** for the body (P'soB).*

*** Note: The paragraphs suggested for this story are short ones--like the model you will be writing from.**

*P'soB--Paragraphs of Body

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

III. SENTENCES PER PARAGRAPH

- Basic** students will write 3-6 sentences* per paragraph.
- Extension** students will write 3-7 sentences* per paragraph.

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

IV. OPENING PARAGRAPH

You will not write a separate Opening Paragraph for your story. You will set the stage/scene right from the beginning, just like the model does.

V. CLOSING PARAGRAPH

You will not write a separate Closing Paragraph for your story. You will close your story as you write the entire piece, so it flows better.

VI. SOURCES

Students are not required to have sources for this story. If you do need to research for your story, you may do so from any source that helps you find the needed information.

VII. QUOTATIONS WITHIN YOUR STORY

You are not required to have dialogue (using quotation marks) in your story. If you have learned how to use quotation marks and dialogue in another LAL* book and you would like to have your characters speaking back and forth to each other, feel free to do so. You will have many short paragraphs if you have dialogue.

Lesson A. Study Skills and Prewriting: Choose Your People, Animals, or Things and Brainstorm for Possible Hindrances/Problems

↔ **A-1.** The first step in writing a story is to choose the topic you will be writing about.

(1) Read the model *Goldilocks and the Three Bears* below.

(2) Think about what people, animals, or things you think make a creative, cleaver _____ and the Three _____ story.

Goldilocks and the Three Bears Model

In a house in the forest, there once lived three bears. The papa's name was Mr. Bruin, his wife's name was Mrs. Bruin, and their son's name was Tiny Cub. Mr. Bruin had a huge granite bowl and a heavy, iron chair. Mrs. Bruin had a bowl and a chair that were both built of brick. Finally, Tiny Cub owned the best bowl and chair which were both crafted out of wood.

[Scene 1: The Bruin family]

One day, the three bears decided to visit a friend on the other side of the woods. They left their door open, however, just in case someone stopped by while they were away. Then, they marched off toward the other side of the woods. **[Scene 2: The Bruin family visits a friend]**

Two miles from the bears' house lived an adventurous girl named Goldilocks. She had received that name because of her golden, curly hair. On this day, she was exploring the woods until she spotted the bears. She knew their house would be empty, so she decided to enter it. **[Scene 3: Goldilocks discovers the Bruin family's house]**

When she entered the house, she immediately spotted the bowls of porridge. She first tried Mr. Bruin's porridge, but it tasted awful. Then, she took a bite of Mrs. Bruin's meal, but again she hated its flavor. Finally, she spooned out a bit of Tiny Cub's dinner. It tasted delicious, and she gulped down all of it. **[Scene 4: Goldilocks tries out the Bruin family's food]**

Box A-1 (continued on next page)

Goldilocks grew so heavy from all the porridge, however, that she broke Tiny Cub's chair. Not disturbed, she decided it was time to sleep. So, she climbed up the stairs and looked under each of the three beds. Discovering no one, she began testing out the beds. Mr. Bruin's was filled with lead, so she tried Mrs. Bruin's. Her bed was bulging with stones. Finally, Goldilocks dropped onto Tiny Cub's perfect bed and fell fast asleep. **[Scene 5: Goldilocks breaks Tiny Cub's chair/tries out the Bruin family's beds]**

The three bears returned from their walk ready to eat some porridge. So it was in a roar that Mr. Bruin announced that someone had been eating his porridge. Mrs. Bruin had the same reaction. Tiny Cub, however, declared that someone had consumed all of his porridge. Then, they all spotted their arm chairs. They each recognized that someone had lounged in their chair. Tiny Cub was shocked to discover that the bottom of his chair was broken off. **[Scene 6: The Bruin family notices the eaten porridge/broken chair]**

Then, they all stomped upstairs. Mr. Bruin and Mrs. Bruin roared about their beds being messed up. Tiny Cub, however, asked who was sleeping in his bed at that very moment! Immediately, Goldilocks woke up! Shocked, she asked the bears to let her run downstairs and leave. Mr. Bruin angrily refused, however, and told Mrs. Bruin and Tiny Cub to block the door. **[Scene 7: The Bruin family discovers Goldilocks]**

Searching for an escape route, Goldilocks spotted the open window and leapt out. The bears rushed downstairs to try to chase and catch her. However, Goldilocks sprinted as fast as she could out of the woods. **[Scene 8: Goldilocks escapes]**

<> A-2. Now that you have read the model story, choose the people, animals, or things that you would like to write a _____ and the Three _____ story of, and write the people, animals, or things on the line provided below.

The people, animals, or things I will use in my story will be a _____
and three _____.

<> A-3. Brainstorm and list characteristics, details, problems and hindrances that your visiting person, animal, or thing might encounter in the Directed Brainstorming Box provided. Follow these tips:

1. Now that you know what characters you will be writing about, and you have read the model story, you will want to **brainstorm and jot down ideas, etc.**
2. If your character is a gazelle that visits the rocks where three lions live, your problems might involve the gazelle deciding which pool of water he likes the best (for example).
3. **Do not worry about whether you will use them all, or if some seem silly or unrealistic.** You will have a chance to delete or further develop your ideas later.

Directed Brainstorming Box	
<p style="text-align: center; margin-bottom: 10px;">Characteristics of First Main Character</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center; margin-bottom: 10px;">Characteristics of Other Main Characters</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center; margin-bottom: 10px;">Hindrances/Problems</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center; margin-bottom: 10px;">Setting Details</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Lesson B. Study Skills/Research: Create Scenes for Your Story

↔ B-1. Read the student Sample Story provided.

Student Sample

"Whitecoat and the Three Lions"

A father lion, a mother lion, and a baby lion lived near some large rocks on the African plains. The dad's name was Mr. Fierce, and the mom's title was Mrs. Fierce. Their son was labeled Fierce Junior. Each one of them had a bone collection, a small waterhole, and a favorite sleeping rock. Mr. and Mrs. Fierce both had large but worn bones and rocks. Meanwhile, Fierce Junior owned a tiny but beautiful bone collection and rock. **[Scene 1: The Fierce family]**

One morning, the Fierce family left their home to attend a family reunion. They hid their bone collections under a huge pile of pebbles near their residence. Everyone in the region knew whose rocks and waterholes theirs were so nothing would be stolen. Without a care, they trotted over the horizon. **[Scene 2: The Fierce family goes to a family reunion]**

Just outside the territory of the fierce family, a herd of gazelle were grazing. One young member loved to explore and wandered off from the group. His name was Whitecoat because of his unblemished hide. Stumbling upon the Fierce family's rocks, he began investigating the area. **[Scene 3: Whitecoat discovers the Fierce family's rocks]**

Whitecoat soon discovered the mound of stones. Rifting through it, he uncovered the three bone collection. He tried to play with Mr. and Mrs. Fierce's piles, but neither felt right to his hooves. Then, he kicked some of Fierce Junior's bones. He loved them, and soon he had lost all of them. **[Scene 4: Whitecoat plays with the Fierce family's bones]**

Box for B-1 (continued on next page)

After all this playing, Whitecoat was extremely thirsty. Searching, he quickly discovered the Fierce family's three pools of water. Fierce Junior's was the perfect size, and the gazelle emptied it of all its water. Ready for a nap, he tried out both Mr. and Mrs. Fierce's rocks, both were too large. Finally, he dropped down onto Fierce Junior's rock. It felt wonderful, and soon his eyes closed. **[Scene 5: Whitecoat drinks Fierce Junior's water/tries out the Fierce family's rocks]**

Not much later, the three lions returned thirsty and tired. When Mr. Fierce spotted his bone collection, he roared that someone had searched through it. Mrs. Fierce had the same reaction. Fierce Junior was the most distressed, however, for his bone collection no longer existed. Moving to their waterholes, they were all shocked that someone had drunk from them. Fierce Junior was horrified to discover that his pool was completely empty. **[Scene 6: The Fierce family notices the lessened/missing bones/water]**

Furious, the lions stomped over to their rocks. Mr. and Mrs. Fierce were even more angry when they discovered that someone had laid on their stones. To all their surprise, however, Fierce Junior realized the thief was on his rock! Whitecoat woke up at this moment and asked the lions to let him leave. They refused and spread out to try to prevent his escape. **[Scene 7: The Fierce family discovers Whitecoat]**

Realizing his danger, Whitecoat bounded in between the surprised lions. They leaped backward in an unsuccessful attempt to catch him. His hooves thumping the ground, the young gazelle was soon out of danger. **[Scene 8: Whitecoat escapes]**

<> B-2. Follow these steps to determine paragraph topics/scenes for your story:

1. **Scene Creating Method A:** Check out the “Sample Paragraph Topics Using Model Story” box provided for you. This is *one* way that you may choose what you would like to include in each paragraph. In this method, you will do the following:
 - a. **Take the model story provided for you, and after reading each paragraph, write what you will have happen to your characters in that paragraph** of your story on the lines provided for this in **Box B-2 Method A**. (A sample of each paragraph topic is given there for you.)
 - b. In this way, **you will write the same number of paragraphs that the model story has**--and the model story will literally be your “model.”

OR

2. **Scene Creating Method B:** You may choose to just design all of your own paragraph topics--with each paragraph being a unit of thought and every time something new happens (a new decision, a new encounter, a new change of scenery, etc.), you will move into the next paragraph. (See **Box B-2 Method B** box.)

Sample Paragraph Topics Using Model Story--Box B-2 Method A

(You may or may not use original story ideas--having these here can help you get going, if that's what you need.)

In a house in the forest, there once lived three bears. The papa's name was Mr. Bruin, his wife's name was Mrs. Bruin, and their son's name was Tiny Cub. Mr. Bruin had a huge granite bowl and a heavy, iron chair. Mrs. Bruin had a bowl and a chair that were both built of brick. Finally, Tiny Cub owned the best bowl and chair which were both crafted out of wood.

Sample Paragraph One: The Fierce family

My Paragraph One: _____

One day, the three bears decided to visit a friend on the other side of the woods. They left their door open, however, just in case someone stopped by while they were away. Then, they marched off toward the other side of the woods.

Sample Paragraph Two: The Fierce family goes to a family reunion

My Paragraph Two: _____

Two miles from the bears' house lived an adventurous girl named Goldilocks. She had received that name because of her golden, curly hair. On this day, she was exploring the woods until she spotted the bears. She knew their house would be empty, so she decided to enter it.

Sample Paragraph Three: Whitecoat discovers the Fierce family's rocks

My Paragraph Three: _____

When she entered the house, she immediately spotted the bowls of porridge. She first tried Mr. Bruin's porridge, but it tasted awful. Then, she took a bite of Mrs. Bruin's meal, but again she hated its flavor. Finally, she spooned out a bit of Tiny Cub's dinner. It tasted delicious, and she gulped down all of it.

Sample Paragraph Four: Whitecoat plays with the Fierce family's bones

My Paragraph Four: _____

Goldilocks grew so heavy from all the porridge, however, that she broke Tiny Cub's chair. Not disturbed, she decided it was time to sleep. So, she climbed up the stairs and looked under each of the three beds. Discovering no one, she began testing out the beds. Mr. Bruin's was filled with lead, so she tried Mrs. Bruin's. Her bed was bulging with stones. Finally, Goldilocks dropped onto Tiny Cub's perfect bed and fell fast asleep.

Sample Paragraph Five: Whitecoat drinks Fierce Junior's water/tries out the Fierce family's rocks

My Paragraph Five: _____

Box A (continued on next page)

Box A (continued from previous page)

The three bears returned from their walk ready to eat some porridge. So it was in a roar that Mr. Bruin announced that someone had been eating his porridge. Mrs. Bruin had the same reaction. Tiny Cub, however, declared that someone had consumed all of his porridge. Then, they all spotted their arm chairs. They each recognized that someone had lounged in their chair. Tiny Cub was shocked to discover that the bottom of his chair was broken off.

Sample Paragraph Six: The Fierce family notices the lessened/missing bones/water

My Paragraph Six: _____

Then, they all stomped upstairs. Mr. Bruin and Mrs. Bruin roared about their beds being messed up. Tiny Cub, however, asked who was sleeping in his bed at that very moment! Immediately, Goldilocks woke up! Shocked, she asked the bears to let her run downstairs and leave. Mr. Bruin angrily refused, however, and told Mrs. Bruin and Tiny Cub to block the door.

Sample Paragraph Seven: The Fierce family discovers Whitecoat

My Paragraph Seven: _____

Searching for an escape route, Goldilocks spotted the open window and leapt out. The bears rushed downstairs to try to chase and catch her. However, Goldilocks sprinted as fast as she could out of the woods.

Sample Paragraph Eight: Whitecoat escapes

My Paragraph Eight: _____

Sample Paragraph Topics Without Using Each Paragraph From Story--**Box B-2 Method B**

My Paragraph One: Princess wanders in woods/discovers burned area

My Paragraph Two: Princess discovers cave

My Paragraph Three: Princess reorganizes piles of logs

My Paragraph Four: Princess pockets some gold

My Paragraph Five: Princess finds best pile of straw/goes to sleep

My Paragraph Six: Three dragons enter/discover evidence of intruder

My Paragraph Seven: Princess wakes up/runs away

<> **B-3. If you did not write your paragraph topics in Box B-2 Method A, write your paragraph topics on the lines provided.**

My Paragraph One: _____

My Paragraph Two: _____

My Paragraph Three: _____

My Paragraph Four: _____

My Paragraph Five: _____

My Paragraph Six: _____

My Paragraph Seven: _____

My Paragraph Eight: _____

My Paragraph Nine: _____

My Paragraph Ten: _____

Extension--My Paragraph Eleven: _____

Extension--My Paragraph Twelve: _____

Optional--My Paragraph Thirteen: _____

Optional--My Paragraph Fourteen: _____

Optional--My Paragraph Fifteen: _____

Lesson C. Prewriting/Study Skills: Outline Your Twice-Told Tale

↔ C-1. Study the Sample Outline and Sentence Box:

Sample Sentence Outline and Sentence

For example:

Opening Sentence: lion family lived → rocks → African plains

In your story, it might say: A father lion, a mother lion, and a baby lion lived near some large rocks on the African plains

Box C-1

↔ C-2. Study the box below to learn Sentence-by-Sentence Outlining Symbols (Box 2) that you might want to use in your outline to help you understand what your notes mean when you are ready to write---and to help you reduce the number of words that you need to use in your outlines.

Sentence-by-Sentence Outlining Symbols

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

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

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

can mean *number, pound, or numeral*

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

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

@ can mean *at, to, from*

\$ can mean *money, cost, expensive*

^ can mean *up, above, more*

++ can mean *most important, more important*

“ ” can be spoken words or special words

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

& shows *and*

/ can mean compound sentence, subject, or verb--or any two parts of a sentence (i.e. Girl ran → town/went → store)

Box C-2

<> C-3. Follow these steps to outline your story:

1. Write each paragraph/scene topic on the topic line (from Method A or Method B Box).
2. **Once you have all of your paragraph topics designed, fill in the lines beneath with notes to indicate what you want to include in each paragraph.** You should do this sentence by sentence unless you have your teacher's permission to do it by listing several key points for each paragraph.
3. If, while you are taking sentence notes, you think of more paragraph topics or see that a paragraph will need divided in two paragraphs, just mark this. Your outlining space is for you! **You may add, subtract, or divide however you desire.**
4. **You may write down too much information and omit some of it later** when you are writing, if needed, but do not write down too little information.
5. You **may or may not use all of the sentence lines**, according to the number of sentences assigned to you.
6. Remember, you will **not** be writing a separate Opening or Closing Paragraph. Your outline will include all of your setting, as well as your closing--just weave all of this into your story like the model story did.

I. Paragraph One of Body ("Scene" 1)

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

II. Paragraph Two of Body ("Scene" 2)

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

III. Paragraph Three of Body ("Scene" 3)

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

IV. Paragraph Four of Body ("Scene" 4)

Topic of Paragraph 4 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

V. Paragraph Five of Body ("Scene" 5)

Topic of Paragraph 5 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

VI. Paragraph Six of Body ("Scene" 6)

Topic of Paragraph 6 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

VII. Paragraph Seven of Body ("Scene" 7)

Topic of Paragraph 7 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

VIII. Paragraph Eight of Body ("Scene" 8)

Topic of Paragraph 8 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

IX. Paragraph Nine of Body ("Scene" 9)

Topic of Paragraph 9 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

X. Paragraph Ten of Body ("Scene" 10)

Topic of Paragraph 10 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

XI. Extension--Paragraph Eleven of Body ("Scene" 11)

Topic of Paragraph 11 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

XII. Extension--Paragraph Twelve of Body ("Scene" 10)

Topic of Paragraph 12 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

XIII. Optional--Paragraph Thirteen of Body ("Scene" 13)

Topic of Paragraph 13 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

XIV. Optional--Paragraph Fourteen of Body ("Scene" 14)

Topic of Paragraph 14 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

XV. Optional--Paragraph Fifteen of Body ("Scene" 15)

Topic of Paragraph 15 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Lesson D. Write On: Learn About Onomatopoeia

<> D-1. In the original *Goldilocks and the Three Bears* story given at the beginning of this lesson, highlight the sound that Mr. Bruin made in Scene Six.

This “word”---roar---is an example of a literary device that would fit perfectly in your story this week. It is a long word called onomatopoeia.

Onomatopoeia is a device in which the writer writes a word that when read sounds like a sound.

For example, when you read the word “roar,” the word itself sounds like the sound that a bear makes. Thus, onomatopoeia is a device in which the word you write sounds like a sound.

You will be asked to add an instance of onomatopoeia in the Checklist Challenge this week. If you think of ways to use this literary device while you are writing your story, go ahead and include them at that time.

<> D-2. Study the examples given below, then on the lines provided, write three of your own. Try to come up with some that you think you can use in your story.

Examples:

- My heart went **thump, thump, thump** when I spotted the spider.
- The clock **cukooed** its annoying song.
- The cat **meowed** as the dog chased it up the tree.

1. _____

2. _____

3. _____

Lesson E. Composition: Write Rough Draft of Twice-Told Tale

<> E. Follow these steps to write your story:

- (1) If needed, **read the original *Goldilocks and the Three Bears* story** that was given at the beginning of this lesson to get your “creative juices” flowing.
- (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.

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

<> F. 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, my Teachers Pay Teachers Store, and my Create Your Homeschool Store have several Checklist Challenge how-to products (including a free one for languageartsladyblog.com subscribers).

Lesson G. Composition: Final Copy Original Story

- <> G-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).**

- <> G-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 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 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 E

Checklist Challenge for Projects 3 & 4: Original Creative Writing Twice-Told Tale

Goldilocks and the Three Bears

Complete the Checklist Challenge by using these guides:

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

☐ All ALL LEVELS

☐ B BASIC LEVEL only

☐ E EXTENSION only

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

Note: Since this is a lengthy story, you will not complete one Checklist Challenge item for each paragraph. Just complete each task the number of times a box is given.

☐ All ☐ All ☐ All ☐ All
☐ E ☐ E

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.

☐ All ☐ All ☐ All ☐ All
☐ E ☐ E

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

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to + action verb or to + BHL verb)

☞ **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

☐ All ☐ All ☐ All ☐ All
☐ E ☐ E

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

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

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

All	All	All	All
E	E		

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

Examples:

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

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

All	All	All	All
E	E		

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

Examples:

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

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

All	All	All	All
E	E		

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

Banned Word List

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

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

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

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: **“The Fierce Family”**
- Something comical: **“The Grazing, Gazing, and Galloping Gazelle”**
- Something bold: **“Fierce”**
- A song title or line: **“The Lion Sleeps Tonight”**
- Something about character: **“Curiosity Causes Chaos”**
- Something informative: **“Whitecoat and the Three Lions”**
- Other: **“Look Out for the Lions”**

☞ **Tips:**

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

All All E E

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

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

All All All All
E E

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 SSS5 in your paper as directed by your teacher.***

Examples:

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

All

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.

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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:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
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*.

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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 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

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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).**

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(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.**

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.

Include one **simile or metaphor** (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 simile or metaphor in your paper as directed by your teacher.***

Examples:

- Simile--Comparison *using* like or as: The Venus' fly trap is as insidious as the steel jaws of a hunter's snare.
- Metaphor--Comparison *without* using like or as: The Venus' fly trap is a hinged prison.

Add an instance of **onomatopoeia** (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 onomatopoeia in your paper as directed by your teacher.***

Examples:

- My heart went **thump, thump, thump** when I spotted the spider.
- The clock **cukooed** its annoying song.
- The cat **meowed** as the dog chased it up the tree.

☞ Onomatopoeia is a figure of speech that copies natural sounds.

Add **personification** (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 personification in your paper as directed by your teacher.***

Examples:

- The Venus' flytrap **licked its lips with hunger**.
- The leaf **opened its mouth for another meal**.

☞ Personification is giving human qualities, feeling, action, or characteristics to an inanimate (non-living) object (or giving characteristics to an object that does not have the ability to do that thing--leaves of the trees clapping their hands).

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Add one **list of three or more items** (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 list of three or more items in your paper as directed by your teacher.***

Examples:

1. **Nouns:** Venus' flytraps eat **bugs, flies,** and small **spiders**.
2. **Verbs:** Spiders **build** a web, **trap** their prey, and **eat** their dinner.
3. **Adverbs:** Spiders catch their prey **sneakily, stealthily,** and **craftily**.
4. **Adjectives:** A web is **intricate, sticky,** and **silky**.
5. **Clauses:** Spiders are insects **that are creative, that capture other insects,** and **that never miss their meals!**
6. **Prepositional phrases:** The spider is clever **in its hunting, for its abilities,** and **from much practice.**
7. **Infinitives** (to + a verb): The spider likes **to spin, to catch,** and **to eat.**

☞ **Make sure your list is parallel (all three + the same type of word(s)) and punctuated properly.**

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

Appendix A: Editing and Revising

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

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

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

Proofreader's Marks

Symbol

Meaning

Capitalize a letter

Make a capital letter into a lowercase letter.

Delete (take out)

He went to town.

When he left, he went to town.

Insert punctuation

He went town.

Insert

Reverse

He went totown.

Insert space

He went to town.

Leave as it was before the mark was added.

Move

Make a new paragraph

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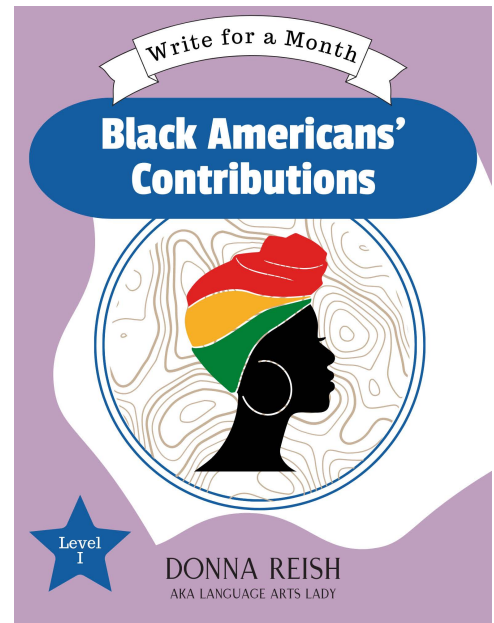
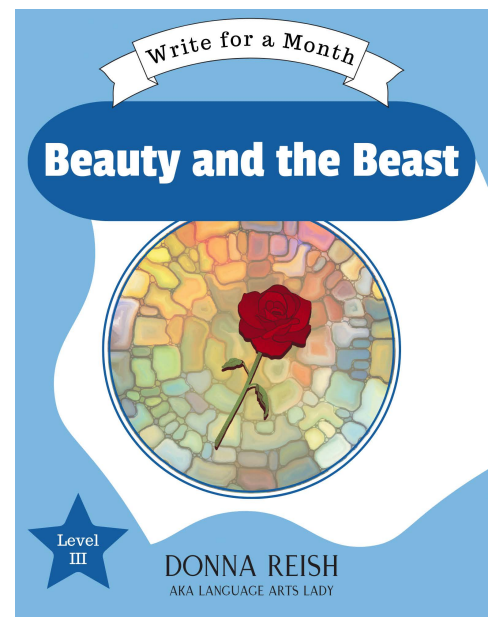
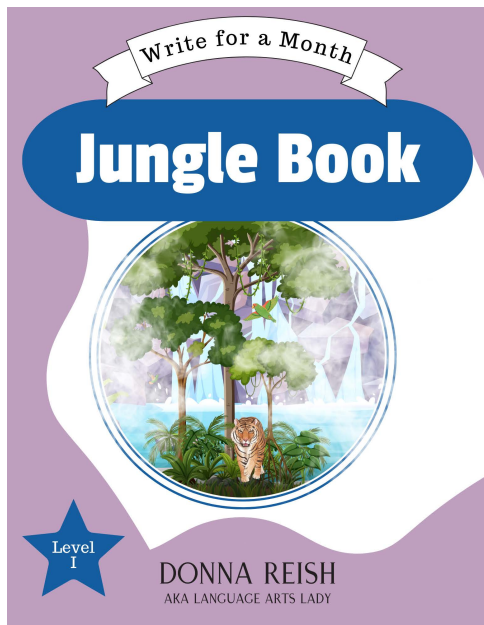


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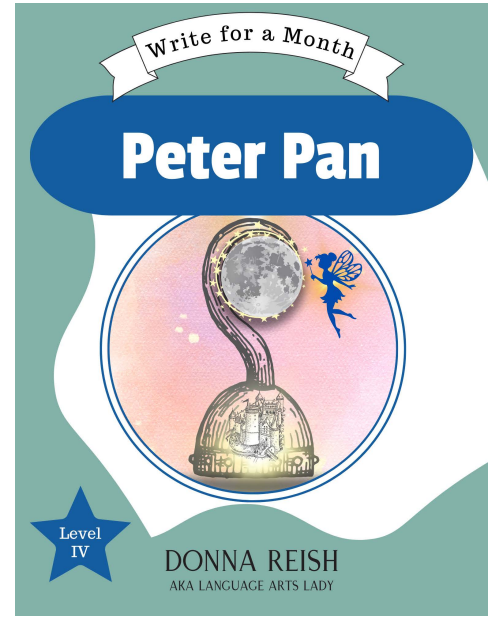
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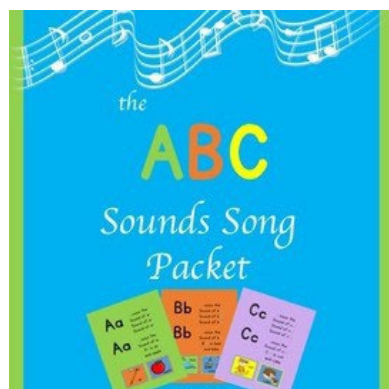
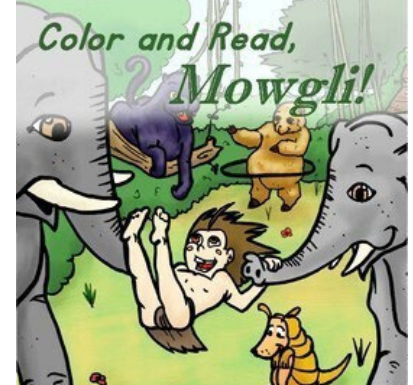
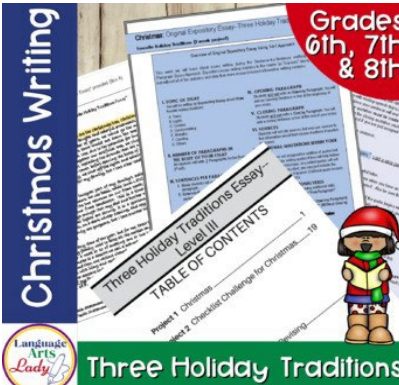
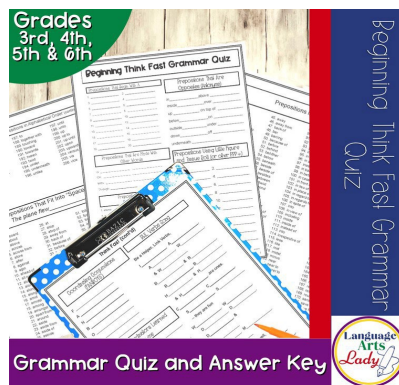
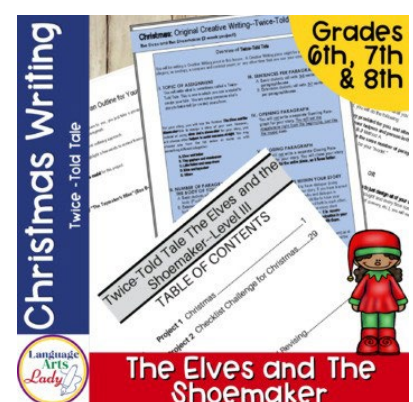
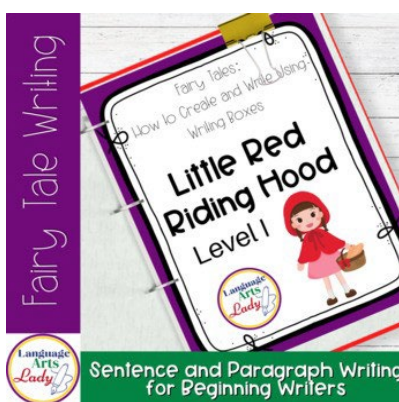
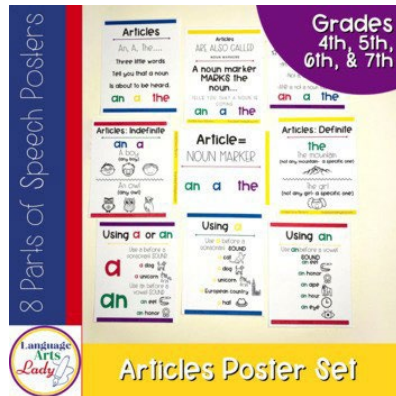
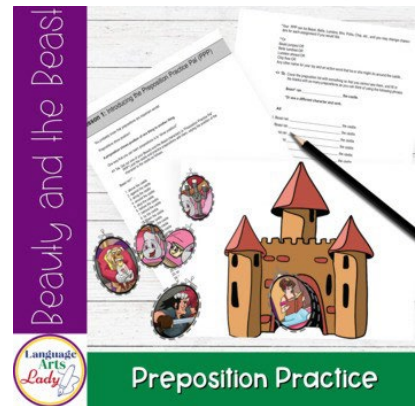
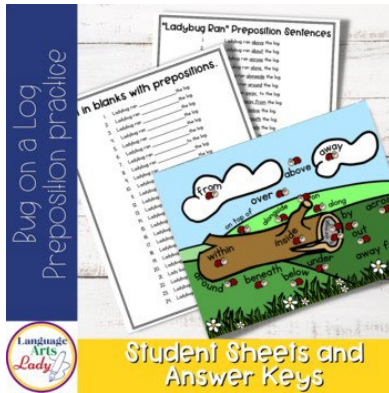
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Donna Reish, mother of seven grown children, Nonna to ten lovies, and thirty-two year homeschool veteran, is a prolific curriculum writer, blogger, and teacher from Indiana. She graduated from Ball State University with a degree in Elementary Education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

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

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