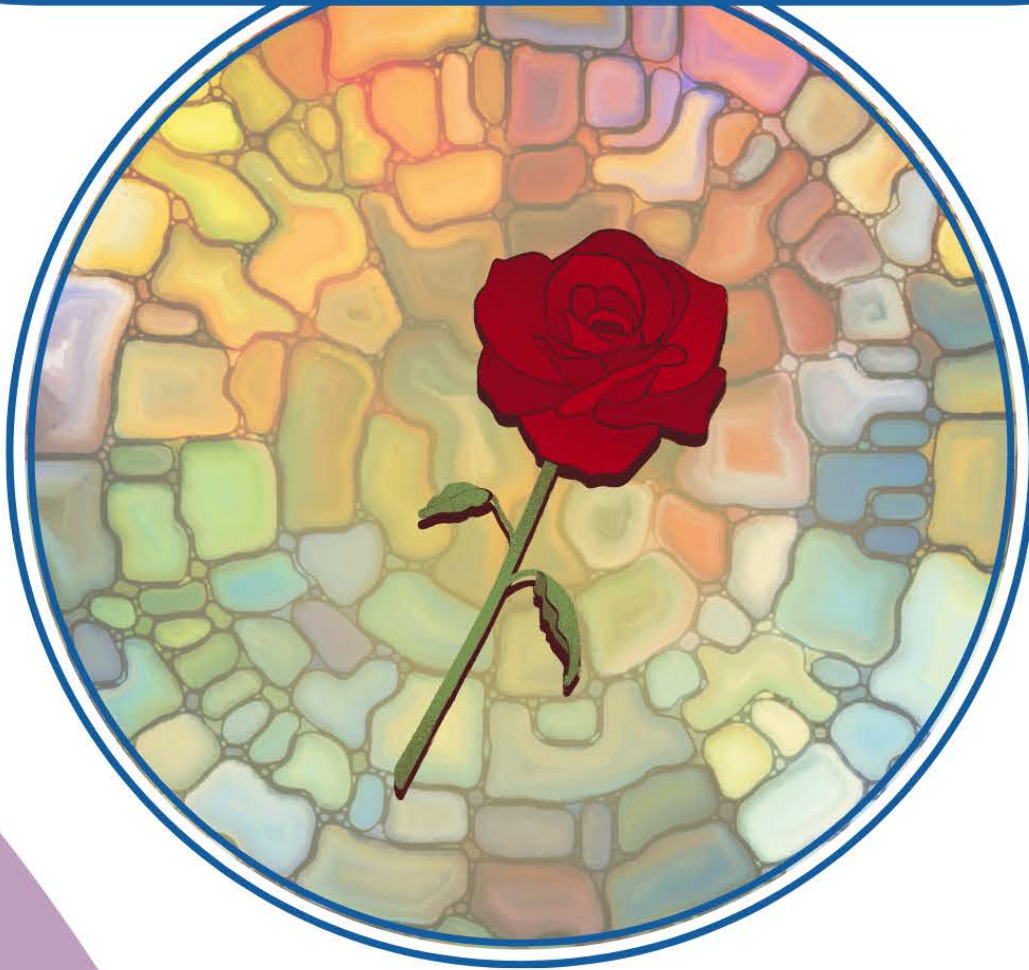


Write for a Month

Beauty and the Beast



Level
I

DONNA REISH
AKA LANGUAGE ARTS LADY

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

@All rights reserved. Permission to print given to those who purchased (family or group level).

Last printing 2019.

Fort Wayne, Indiana

Contact via email: characterinklady@gmail.com

Write-for-a-Month

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

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

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

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

Each series contains five books*

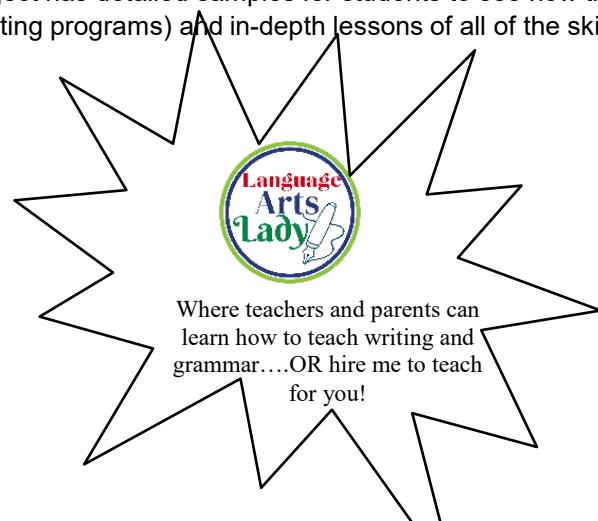
Level I = Grade 2nd & 3rd – Purple

Level II = Grade 4th & 5th – Red

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

Level IV = Grade 9th & 10th – Green

Level V = Grade 11th & 12th – Yellow



Projects:

- Beginning Writing Boxes--Beauty and the Beast
- Paragraph House--Characters in Beast Castle
- Meet the Characters

Skills:

- Introduction to the Sentence-by-Sentence (S-by-S) Outline
- Creating an S-by-S Outline
- Writing From a S-by-S Outline
- Paragraph House Outlining Technique
- Opening and Closing Sentences
- Writing with Adverbs
- CAVES
- Thesis Statement and Thesis Statement "Reloaded"
- 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, Belle and Beast!--Level I (Early Elementary)

TABLE OF CONTENTS

Project 1: Beginning Writing Boxes--*Beauty and the Beast*.....page 3

Project 2: Paragraph House--Characters in Beast Castle.....page 37

Projects 3 & 4: Meet the Characterspage 53

Appendix A: Editing and Revisingpage 71

Appendix B: Other Language Arts Lady Products.....page 73

Project 1: How to Create and Write Using Writing Boxes

Story Over Given Material Using Writing Boxes

Overview of Writing Boxes Lesson

This lesson uses 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 *Beauty and the Beast* via Beginning Writing Boxes.

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

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

Extension students will write 4 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

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	One cold night, a young prince refused to give a beggar shelter in his castle. The beggar showed that she was an enchantress. She turned the prince into a beast and put the castle under a spell. Then, she gave the prince a magic mirror to let him see events in other places.
PoB-B	Paragraph 2	Finally, she gave him a rose that would lose its last petal on his twenty-first birthday. He had to find someone he loved—and she must love him back—before that date. If he did not, he would be a beast forever.
PoB-C	Paragraph 3	Belle was the Beast's captive. She ran away from the Beast and into the woods. Wolves attacked her. The Beast came to her rescue and fought the wolves. As Belle treated his wounds, the pair began to fall in love with each other.
PoB-D	Paragraph 4	As they became friends, Gaston and other men from the village came to fight the Beast and beat him badly. Just before the Beast died, Belle told him that she loved him. The last rose petal fell. The spell was broken, and the prince was now revived. The servants and the castle itself returned to their normal shapes again. The pair lived happily in the castle surrounded by their friends.

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

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

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

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

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

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

(1) Always outline before you write!

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

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

We will work on those two steps extensively in this lesson. We will use a simple, short passage of material about *Beauty and the Beast* in which to practice these skills.

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

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

*LAL = Language Arts Lady

PoB-A	Paragraph 1	<p>One cold night, a young prince refused to give a beggar shelter in his castle. The beggar showed that she was an enchantress. She turned the prince into a beast and put the castle under a spell. Then, she gave the prince a magic mirror to let him see events in other places.</p>
-------	-------------	---

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

1. prince 2. refused
3. beggar 4. shelter

One cold night, a young prince refused to give a beggar shelter in his castle.

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

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

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

<u>prince</u>	<u>refused</u>	<u>beggar</u>	<u>shelter</u>

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

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

Paragraph 1: Sentence One

<p><> A-2a. Now repeat that process by highlighting the four most important nouns, pronouns, and verbs in the next sentence from the passage (provided below).</p> <p><i>The beggar showed that she was an enchantress.</i></p>	<p><> A-2b. Write those words on the top line in the following columns and underline them with a highlighter.</p> <p><> A-2c. Choose at least three synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.</p> <table border="1" data-bbox="662 317 1484 596"> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> </table> <p><> A-2d. Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____																										
_____	_____	_____	_____																										
_____	_____	_____	_____																										
_____	_____	_____	_____																										
_____	_____	_____	_____																										
_____	_____	_____	_____																										
_____	_____	_____	_____																										
<p><> A-2e. Write a new sentence from the given one with your new words (highlighted above).</p> <p>Paragraph 1: Sentence Two</p> <p>_____</p> <p>_____</p> <p>_____</p>																													

<p><> A-3a. Now repeat that process by highlighting the four most important nouns, pronouns, and verbs in the next sentence from the passage (provided below).</p> <p><i>She turned the prince into a beast and put the castle under a spell.</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 at least three synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.</p> <table border="1"><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr></table> <p><> A-3d. Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____																										
_____	_____	_____	_____																										
_____	_____	_____	_____																										
_____	_____	_____	_____																										
_____	_____	_____	_____																										
_____	_____	_____	_____																										
_____	_____	_____	_____																										
<p><> A-3e. Write a new sentence from the given one with your new words (highlighted above).</p> <p>Paragraph 1: Sentence Three</p> <p>_____</p> <p>_____</p> <p>_____</p>																													

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

Then, she gave the prince a magic mirror to let him see events in other places.

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

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

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

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

Paragraph 1: Sentence Four

<> A-5. Write all of your final sentences from each page of Lesson A on the lines provided as one complete paragraph.

***Note: Read the Sample Paragraph One (Box A-5) to see how to put your sentences together.**

[illegible]

Sample of Paragraph One

On a wintry evening, a king's son proudly declined to give a pauper refuge in his castle. The hobo disclosed that she was actually a sorceress. She transformed the young ruler into a beast and put the palace under an enchantment. Next, she granted the sovereign a magic looking glass to let him observe occurrences everywhere.

Sample Box for A-5

Writing Boxes Sample First Paragraph--Extra Word Examples Given

<p><> A-1a. Highlight words <i>One cold night, a young prince refused to give a beggar shelter in his castle.</i></p> <p><> A-1e. New sentence <i>On a wintry evening, a king's son declined to give a pauper refuge in his castle.</i></p>	<p><> A-1b. & 1c. Synonyms or substitute words for the words in the sentence</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><u>prince</u></td> <td style="text-align: center;"><u>refused</u></td> <td style="text-align: center;"><u>beggar</u></td> <td style="text-align: center;"><u>shelter</u></td> </tr> <tr> <td style="text-align: center;"><u>monarch</u></td> <td style="text-align: center;"><u>declined</u></td> <td style="text-align: center;"><u>vagabond</u></td> <td style="text-align: center;"><u>refuge</u></td> </tr> <tr> <td style="text-align: center;"><u>ruler</u></td> <td style="text-align: center;"><u>turned down</u></td> <td style="text-align: center;"><u>tramp</u></td> <td style="text-align: center;"><u>haven</u></td> </tr> <tr> <td style="text-align: center;"><u>king's son</u></td> <td style="text-align: center;"><u>shunned</u></td> <td style="text-align: center;"><u>hobo</u></td> <td style="text-align: center;"><u>lodging</u></td> </tr> <tr> <td style="text-align: center;"><u>potentate</u></td> <td style="text-align: center;"><u>ignored</u></td> <td style="text-align: center;"><u>pauper</u></td> <td style="text-align: center;"><u>sanctuary</u></td> </tr> <tr> <td style="text-align: center;"><u>royal</u></td> <td style="text-align: center;"><u>withheld</u></td> <td style="text-align: center;"><u>vagrant</u></td> <td style="text-align: center;"><u>safety</u></td> </tr> </table>	<u>prince</u>	<u>refused</u>	<u>beggar</u>	<u>shelter</u>	<u>monarch</u>	<u>declined</u>	<u>vagabond</u>	<u>refuge</u>	<u>ruler</u>	<u>turned down</u>	<u>tramp</u>	<u>haven</u>	<u>king's son</u>	<u>shunned</u>	<u>hobo</u>	<u>lodging</u>	<u>potentate</u>	<u>ignored</u>	<u>pauper</u>	<u>sanctuary</u>	<u>royal</u>	<u>withheld</u>	<u>vagrant</u>	<u>safety</u>
<u>prince</u>	<u>refused</u>	<u>beggar</u>	<u>shelter</u>																						
<u>monarch</u>	<u>declined</u>	<u>vagabond</u>	<u>refuge</u>																						
<u>ruler</u>	<u>turned down</u>	<u>tramp</u>	<u>haven</u>																						
<u>king's son</u>	<u>shunned</u>	<u>hobo</u>	<u>lodging</u>																						
<u>potentate</u>	<u>ignored</u>	<u>pauper</u>	<u>sanctuary</u>																						
<u>royal</u>	<u>withheld</u>	<u>vagrant</u>	<u>safety</u>																						
<p><> A-2a. Highlight words <i>The beggar showed that she was an enchantress.</i></p> <p><> A-2e. New sentence <i>The hobo disclosed that she was actually a sorceress.</i></p>	<p><> A-2b. & 2c. Synonyms or substitute words for the words in the sentence</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><u>beggar</u></td> <td style="text-align: center;"><u>showed</u></td> <td style="text-align: center;"><u>was</u></td> <td style="text-align: center;"><u>enchantress</u></td> </tr> <tr> <td style="text-align: center;"><u>tramp</u></td> <td style="text-align: center;"><u>unveiled</u></td> <td style="text-align: center;"><u>abided as</u></td> <td style="text-align: center;"><u>magician</u></td> </tr> <tr> <td style="text-align: center;"><u>hobo</u></td> <td style="text-align: center;"><u>declared</u></td> <td style="text-align: center;"><u>lived as</u></td> <td style="text-align: center;"><u>conjuror</u></td> </tr> <tr> <td style="text-align: center;"><u>supplicant</u></td> <td style="text-align: center;"><u>disclosed</u></td> <td style="text-align: center;"><u>dwelled as</u></td> <td style="text-align: center;"><u>witch</u></td> </tr> <tr> <td style="text-align: center;"><u>vagabond</u></td> <td style="text-align: center;"><u>informed</u></td> <td style="text-align: center;"><u>resided as</u></td> <td style="text-align: center;"><u>diviner</u></td> </tr> <tr> <td style="text-align: center;"><u>panhandler</u></td> <td style="text-align: center;"><u>divulged</u></td> <td style="text-align: center;"><u>was actually</u></td> <td style="text-align: center;"><u>sorceress</u></td> </tr> </table>	<u>beggar</u>	<u>showed</u>	<u>was</u>	<u>enchantress</u>	<u>tramp</u>	<u>unveiled</u>	<u>abided as</u>	<u>magician</u>	<u>hobo</u>	<u>declared</u>	<u>lived as</u>	<u>conjuror</u>	<u>supplicant</u>	<u>disclosed</u>	<u>dwelled as</u>	<u>witch</u>	<u>vagabond</u>	<u>informed</u>	<u>resided as</u>	<u>diviner</u>	<u>panhandler</u>	<u>divulged</u>	<u>was actually</u>	<u>sorceress</u>
<u>beggar</u>	<u>showed</u>	<u>was</u>	<u>enchantress</u>																						
<u>tramp</u>	<u>unveiled</u>	<u>abided as</u>	<u>magician</u>																						
<u>hobo</u>	<u>declared</u>	<u>lived as</u>	<u>conjuror</u>																						
<u>supplicant</u>	<u>disclosed</u>	<u>dwelled as</u>	<u>witch</u>																						
<u>vagabond</u>	<u>informed</u>	<u>resided as</u>	<u>diviner</u>																						
<u>panhandler</u>	<u>divulged</u>	<u>was actually</u>	<u>sorceress</u>																						
<p><> A-3a. Highlight words <i>She turned the prince into a beast and put the castle under a spell.</i></p> <p><> A-3e. New sentence <i>She transformed the young ruler into a beast and put the palace under an enchantment.</i></p>	<p><> A-3b. & 3c. Synonyms or substitute words for the words in the sentence</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><u>turned</u></td> <td style="text-align: center;"><u>prince</u></td> <td style="text-align: center;"><u>castle</u></td> <td style="text-align: center;"><u>spell</u></td> </tr> <tr> <td style="text-align: center;"><u>converted</u></td> <td style="text-align: center;"><u>potentate</u></td> <td style="text-align: center;"><u>fortress</u></td> <td style="text-align: center;"><u>bewitchment</u></td> </tr> <tr> <td style="text-align: center;"><u>changed</u></td> <td style="text-align: center;"><u>sovereign</u></td> <td style="text-align: center;"><u>keep</u></td> <td style="text-align: center;"><u>enchantment</u></td> </tr> <tr> <td style="text-align: center;"><u>transformed</u></td> <td style="text-align: center;"><u>royal</u></td> <td style="text-align: center;"><u>citadel</u></td> <td style="text-align: center;"><u>incantation</u></td> </tr> <tr> <td style="text-align: center;"><u>shifted</u></td> <td style="text-align: center;"><u>emperor</u></td> <td style="text-align: center;"><u>palace</u></td> <td style="text-align: center;"><u>charm</u></td> </tr> <tr> <td style="text-align: center;"><u>altered</u></td> <td style="text-align: center;"><u>young ruler</u></td> <td style="text-align: center;"><u>fort</u></td> <td style="text-align: center;"><u>hex</u></td> </tr> </table>	<u>turned</u>	<u>prince</u>	<u>castle</u>	<u>spell</u>	<u>converted</u>	<u>potentate</u>	<u>fortress</u>	<u>bewitchment</u>	<u>changed</u>	<u>sovereign</u>	<u>keep</u>	<u>enchantment</u>	<u>transformed</u>	<u>royal</u>	<u>citadel</u>	<u>incantation</u>	<u>shifted</u>	<u>emperor</u>	<u>palace</u>	<u>charm</u>	<u>altered</u>	<u>young ruler</u>	<u>fort</u>	<u>hex</u>
<u>turned</u>	<u>prince</u>	<u>castle</u>	<u>spell</u>																						
<u>converted</u>	<u>potentate</u>	<u>fortress</u>	<u>bewitchment</u>																						
<u>changed</u>	<u>sovereign</u>	<u>keep</u>	<u>enchantment</u>																						
<u>transformed</u>	<u>royal</u>	<u>citadel</u>	<u>incantation</u>																						
<u>shifted</u>	<u>emperor</u>	<u>palace</u>	<u>charm</u>																						
<u>altered</u>	<u>young ruler</u>	<u>fort</u>	<u>hex</u>																						
<p><> A-4a. Highlight words <i>Then, she gave the prince a magic mirror to let him see events in other places.</i></p> <p><> A-4e. New sentence <i>Next, she granted the sovereign a magic looking glass to let him observe occurrences everywhere.</i></p>	<p><> A-4b. & 4c. Synonyms or substitute words for the words in the sentence</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><u>gave</u></td> <td style="text-align: center;"><u>mirror</u></td> <td style="text-align: center;"><u>see</u></td> <td style="text-align: center;"><u>events</u></td> </tr> <tr> <td style="text-align: center;"><u>provided</u></td> <td style="text-align: center;"><u>reflection</u></td> <td style="text-align: center;"><u>behold</u></td> <td style="text-align: center;"><u>occurrences</u></td> </tr> <tr> <td style="text-align: center;"><u>bestowed</u></td> <td style="text-align: center;"><u>handglass</u></td> <td style="text-align: center;"><u>glimpse</u></td> <td style="text-align: center;"><u>affairs</u></td> </tr> <tr> <td style="text-align: center;"><u>furnished</u></td> <td style="text-align: center;"><u>looking glass</u></td> <td style="text-align: center;"><u>observe</u></td> <td style="text-align: center;"><u>circumstances</u></td> </tr> <tr> <td style="text-align: center;"><u>granted</u></td> <td style="text-align: center;"><u>speculum</u></td> <td style="text-align: center;"><u>regard</u></td> <td style="text-align: center;"><u>deeds</u></td> </tr> <tr> <td style="text-align: center;"><u>delivered</u></td> <td style="text-align: center;"><u>imager</u></td> <td style="text-align: center;"><u>survey</u></td> <td style="text-align: center;"><u>situations</u></td> </tr> </table>	<u>gave</u>	<u>mirror</u>	<u>see</u>	<u>events</u>	<u>provided</u>	<u>reflection</u>	<u>behold</u>	<u>occurrences</u>	<u>bestowed</u>	<u>handglass</u>	<u>glimpse</u>	<u>affairs</u>	<u>furnished</u>	<u>looking glass</u>	<u>observe</u>	<u>circumstances</u>	<u>granted</u>	<u>speculum</u>	<u>regard</u>	<u>deeds</u>	<u>delivered</u>	<u>imager</u>	<u>survey</u>	<u>situations</u>
<u>gave</u>	<u>mirror</u>	<u>see</u>	<u>events</u>																						
<u>provided</u>	<u>reflection</u>	<u>behold</u>	<u>occurrences</u>																						
<u>bestowed</u>	<u>handglass</u>	<u>glimpse</u>	<u>affairs</u>																						
<u>furnished</u>	<u>looking glass</u>	<u>observe</u>	<u>circumstances</u>																						
<u>granted</u>	<u>speculum</u>	<u>regard</u>	<u>deeds</u>																						
<u>delivered</u>	<u>imager</u>	<u>survey</u>	<u>situations</u>																						

Lesson B. Study Skills: Outline Second Paragraph

PoB-B	Paragraph 2	Finally, she gave him a rose that would lose its last petal on his twenty-first birthday. He had to find someone he loved—and she must love him back—before that date. If he did not, he would be a beast forever.
-------	-------------	--

<> **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).

Finally, she gave him a rose that would lose its last petal on his twenty-first birthday.

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

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

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

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

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

Paragraph 2: Sentence One

<p><> B-2a. Now repeat that process by highlighting the four most important words in the second sentence of the second paragraph from the passage (provided below).</p> <p><i>He had to find someone he loved--and she must love him back--before that date.</i></p>	<p><> B-2b. Write those words on the top line in the following columns.</p> <p><> B-2c. Choose at least three synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.</p> <table border="1"> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> </table> <p><> B-2d. Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____																										
_____	_____	_____	_____																										
_____	_____	_____	_____																										
_____	_____	_____	_____																										
_____	_____	_____	_____																										
_____	_____	_____	_____																										
_____	_____	_____	_____																										
<p><> B-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</p> <p>_____</p> <p>_____</p> <p>_____</p>																													

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

If he did not, he would be a beast forever.

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

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

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

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

Paragraph 2: Sentence Three

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

Sample of Paragraph Two

Lastly, she handed him a flower that would drop its final leaf on the day he
turned twenty-one. By his birthday, the prince had to discover a woman he loved--
and she needed to cherish him back. He would remain a monster permanently
if he could not find true love.

Sample Box for B-4

Writing Boxes Sample Second Paragraph--Extra Word Examples Given

<> B-1a. Highlight words

Finally, she gave him a rose that would lose its last petal on his twenty-first birthday.

<> B-1e. New sentence

Lastly, she handed him a flower that would drop its final leaf on the day he turned twenty-one.

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

<u>gave</u>	<u>rose</u>	<u>lose</u>	<u>petal</u>
<u>bestowed</u>	<u>flower</u>	<u>give up</u>	<u>sepal</u>
<u>furnished</u>	<u>rosette</u>	<u>use up</u>	<u>petiole</u>
<u>handed</u>	<u>plant</u>	<u>yield</u>	<u>frond</u>
<u>granted</u>	<u>shrub</u>	<u>drop</u>	<u>bract</u>
<u>presented</u>	<u>bush</u>	<u>expend</u>	<u>leaf</u>

<> B-2a. Highlight words

He had to find someone he loved -- and she must love him back -- before that date.

<> B-2e. New sentence

By his birthday, the prince had to discover a woman he loved -- and she needed to cherish him back.

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

<u>find</u>	<u>someone</u>	<u>must</u>	<u>love</u>
<u>discover</u>	<u>individual</u>	<u>had to</u>	<u>adore</u>
<u>encounter</u>	<u>woman</u>	<u>needed to</u>	<u>cherish</u>
<u>locate</u>	<u>human</u>	<u>ought</u>	<u>treasure</u>
<u>meet</u>	<u>person</u>	<u>should</u>	<u>worship</u>
<u>spot</u>	<u>creature</u>	<u>was required</u>	<u>fancy</u>

<> B-3a. Highlight words

if he did not , he would be a beast forever .

<> B-3e. New sentence

He would remain a monster permanently if he could not find true love.

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

<u>did not</u>	<u>be</u>	<u>beast</u>	<u>forever</u>
<u>neglected</u>	<u>remain</u>	<u>creature</u>	<u>permanently</u>
<u>could not</u>	<u>stay</u>	<u>brute</u>	<u>always</u>
<u>missed</u>	<u>abide</u>	<u>monster</u>	<u>eternally</u>
<u>defended</u>	<u>live</u>	<u>animal</u>	<u>perpetually</u>
<u>put off</u>	<u>last</u>	<u>savage</u>	<u>evermore</u>

<> B-4a. Highlight words

Belle ran away from the Beast and into the woods .

<> B-4e. New sentence

Belle departed from this "thing" and ran deep into the forest.

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

<u>ran away</u>	<u>Beast</u>	<u>woods</u>
<u>escaped</u>	<u>monster</u>	<u>woodland</u>
<u>fled</u>	<u>"thing"</u>	<u>thicket</u>
<u>left</u>	<u>brute</u>	<u>forest</u>
<u>departed</u>	<u>animal</u>	<u>coppice</u>
<u>disappeared</u>	<u>individual</u>	<u>copse</u>

Lesson C. Study Skills: Outline Third Paragraph

PoB-C	Paragraph 3	Belle was the Beast's captive. She ran away from the Beast into the woods. Wolves attacked her. The Beast came to her rescue and fought the wolves. As Belle treated his wounds, the pair began to fall in love with each other.
-------	-------------	--

<> C-1a. Now repeat that process by highlighting the three most important words in the first sentence of the third paragraph from the passage (provided below).

***Belle was the Beast's
Captive.***

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

<> C-1c. Choose at least three synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

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

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

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

Paragraph 3: Sentence One

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

She ran away from the Beast and into the woods.

<> C-2b. Write those words on the top line in the following columns.

<> C-2c. Choose at least three synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

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

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

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

Paragraph 3: Sentence Two

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

Wolves attacked her.

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

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

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

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

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

Paragraph 3: Sentence Three

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

<p><> C-5a. Now repeat that process by highlighting the four most important words in the fifth sentence of the third paragraph from the passage (provided below).</p> <p><i>As Belle treated his wounds, the pair began to fall in love with each other.</i></p>	<p><> C-5b. Write those words on the top line in the following columns.</p> <p><> C-5c. Choose at least three synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.</p>																															
	<table border="1"> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> </table>				_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____																												
_____	_____	_____	_____																													
_____	_____	_____	_____																													
_____	_____	_____	_____																													
_____	_____	_____	_____																													
_____	_____	_____	_____																													
_____	_____	_____	_____																													
<p><> C-5d. Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>																																
<p><> C-5e. Write a new sentence from the given one with your new words (highlighted above).</p> <p style="text-align: center;">Paragraph 3: Sentence Five</p> <p>_____</p> <p>_____</p> <p>_____</p>																																

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

Sample of Paragraph Three

The brute kept a young lady named Belle in his castle. She departed from this "thing" and ran deep into the forest. Wild dogs ambushed Belle. The monster showed up to help her and battled the wild canines. As Belle nursed his injuries, the couple found love.

Sample Box for C-6

Writing Boxes Sample Third Paragraph--Extra Word Examples Given

<> C-1a. Highlight words

Belle was the Beast's captive .

<> C-1e. New sentence

The brute kept a young lady
named Belle in his castle.

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

<u>Belle</u>	<u>Beast's</u>	<u>captive</u>
<u>girl</u>	<u>monster's</u>	<u>prisoner</u>
<u>young lady</u>	<u>creature's</u>	<u>inmate</u>
<u>village girl</u>	<u>brute's</u>	<u>detainee</u>
<u>peasant girl</u>	<u>savage's</u>	<u>kept</u>

<> C-2a. Highlight words

She ran away from the
Beast and into the woods.

<> C-2e. New sentence

She departed from this "thing"
and ran deep into the forest.

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

<u>ran away</u>	<u>Beast</u>	<u>woods</u>
<u>escaped</u>	<u>monster</u>	<u>woodland</u>
<u>fled</u>	<u>"thing"</u>	<u>thicket</u>
<u>left</u>	<u>brute</u>	<u>forest</u>
<u>departed</u>	<u>animal</u>	<u>coppice</u>
<u>disappeared</u>	<u>individual</u>	<u>copse</u>

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

<> C-3a. Highlight words

Wolves attacked her .

<> C-3e. New sentence

Wild dogs ambushed Belle.

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

Wolves

coyotes

canines

wild dogs

curs

hounds

attacked

ambushed

charged

assailed

overwhelmed

chased

her

the girl

the lady

the woman

Belle

the youth

<> C-4a. Highlight words

The Beast came to her rescue
and fought the wolves .

<> C-4e. New sentence

The monster showed up to help
her and battled the wild canines.

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

Beast

monster

animal

creature

brute

savage

came

arrived

showed up

appeared

moved

entered

fought

attacked

battled

clashed with

repeled

changed

wolves

creatures

wild canines

coyotes

hounds

mutts

<> C-5a. Highlight words

As Belle treated his wounds ,
the pair began to
fall in love with each other.

<> C-5e. New sentence

As Belle nursed his injuries, the
couple found love.

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

treated

cured

nursed

healed

attend to

doctored

wounds

injuries

hurts

cuts

bruises

lacerations

pair

two

group

couple

duo

twosome

fall in love with

found love

succumb to

be infatuated

like

appreciate

Lesson D. Extension--Study Skills/Prewriting: Sentence-by-Sentence Outline

PoB-D	Paragraph 4	<p>As they became friends, Gaston and other men from the village came to fight the Beast and beat him badly. Just before the Beast died, Belle told him that she loved him. The last rose petal fell. The spell was broken, and the prince was now revived. The servants and the castle itself returned to their normal shapes again. The pair lived happily in the castle surrounded by their friends.</p>
-------	-------------	---

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)

<> **D. Extension**--Follow these steps to write a Sentence-by-Sentence Outline (S-by-S Outline) for the fourth paragraph:

1. Read the fourth paragraph to yourself.
 - a. **Determine the topic of the entire paragraph.**
 - b. Write the topic of that paragraph on the **Topic of Paragraph line.**
2. Read the first sentence of the fourth paragraph and think about what it means.
 - a. Highlight **3–5 words** that would most help you to remember the content of the sentence.
 - b. Write those **3–5 words** on the line provided for Sentence One.
 - c. **Repeat these steps** for all of the sentences in the fourth paragraph.

Extension--Paragraph of Body D (PoB-D)*

Topic of Paragraph 4 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Lesson E. Extension--Composition/Creative Writing: Write a Rough Draft From a Sentence-by-Sentence Outline

<> **E-1. Extension--**Follow these steps for writing your rough draft story from your Sentence-by-Sentence Outline:

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

<> **E-2. Extension--**Read your story aloud. Do you like the way it sounds?

Sample of Paragraph Four

Meanwhile, a brute of a guy named Gaston and his henchmen from Belle's hometown found the Beast and attacked him. Belle ran to hold the dying Beast in her arms and declared her love for him. The final petal from the deep red flower broke away and floated down. The "Beast" opened his eyes and turned back into the handsome prince as the sorcery left him. Additionally, the castle objects turned back into humans. Belle and the prince joined their friends in the castle.

Sample Box for D

Project 2: Paragraph House Outline

Paragraph House--Characters in Beast Castle

Overview of Narrative Essay From Given Material

This week you will be writing an essay about a character from the Beauty and the Beast story (or more than one). You will do this using an easy outlining tool called a Paragraph House Outline. You will fill in this house with notes and write! It will be easy peasy for you, and you will love your final essay!

I. TOPIC OF ESSAY

You will write one (or two for **Extension** students) paragraph(s) about a character in Beauty and the Beast using a Paragraph House Outline.

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

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

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

III. SENTENCES PER PARAGRAPH

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

IV. OPENING PARAGRAPH

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

V. CLOSING PARAGRAPH

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

VI. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

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

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

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

This lesson includes writing a descriptive paragraph about a character from the Beast's castle. This time you will write a descriptive essay. That is, you will describe the character's appearance.

<> **A-1.** Choose a character from the Beast's castle that either you already know about or that you would like to learn about. Since you will be writing about its physical traits, you might want to write about a character that you have seen before in a picture or video.

Write your character on the line. _____

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

<> **A-3.** Read the Sample Descriptive Paragraph provided (Sample Box A-3).

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

- a. **See** -- What the character looks like, size, color, marks, etc.
- b. **Feel** -- Scaly, soft, bristle-like, furry, smooth, human, plastic, metal, etc.
- c. **Hear** -- Sounds the character makes -- either with his voice or with his movements
- d. **Smell** -- Cleanliness, strange odors, musty, tea smells, etc.

<> **A-4.** Fill in My Descriptive Paragraph House at the level directed by your teacher. Use the sample provided to see how to do this. You will add an Opening Sentence and a Closing Sentence note to your Paragraph House later.

Sample Descriptive Paragraph House Outline

Closing Sentence (later): <u>Mrs. Potts--favorite character</u> <u>in Beauty and the Beast</u>		Paragraph Topic <u>Mrs. Potts</u>
See <u>White teapot with pink and gold</u> <u>ruffled lid, pink base and</u> <u>yellow handle</u>	See <u>Kind eyes above spout</u> <u>small mouth below spout</u> <u>hops when moves</u>	
Feel <u>Smooth, round sides</u> <u>warm when filled with tea</u>	Hear or Smell <u>Makes drinking sound when hops</u> <u>smells like tea when filled</u>	
Opening Sentence (later): <u>Favorite character → Beauty and the Beast = Mrs. Potts</u>		

Sample Box A-2

Sample Descriptive Paragraph From Paragraph House Outline

One of my favorite characters in *Beauty and the Beast* is Mrs. Potts. She is a white teapot with a pink and gold lid, a pink base, and a yellow handle. She has kind eyes above her spout and a small mouth below it. Mrs. Potts has smooth, round sides that become warm when she is filled with steaming tea. She makes a clinking sound when she gleefully hops from her base to move. She smells deliciously like tea when she is full. Indeed, Mrs. Potts is my favorite character in *Beauty and the Beast*.

Sample Box A-3

My Paragraph House Outline--Basic

<p>Closing Sentence (later):</p> <hr/> <hr/>		Paragraph Topic _____
See	See	
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>	
Feel	Hear or Smell	
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>	
<p>Opening Sentence (later): _____</p> <hr/>		

My Paragraph House Outline--Extension-- Second Favorite Character

<p>Closing Sentence (later):</p> <p>_____</p> <p>_____</p>		Paragraph Topic _____
See	See	
Feel	Hear or Smell	
<p>Opening Sentence (later): _____</p> <p>_____</p>		

Lesson B. Grammar: Adverbs

<> **B-1.** Read this week's sample aloud with your teacher (Sample Box A-3).

<> **B-2.** In the Sample Paragraph, highlight the word *gleefully*. Then circle the last two letters in the word *gleefully*.

1. This word is an adverb.

2. **Adverbs describe other words.**

3. For example:

a. **really** happy

b. **extremely** hard

c. **wonderfully** made

d. **faithfully** joyful

4. Most adverbs end in the letters */y*.

5. Adverbs do not have to be in a sentence to make it a sentence; they just make sentences more interesting.

<> **B-3.** In the sentences provided, highlight all of the adverbs. (Hint: They all end in the letters */y*.)

1. The prince arrogantly refused to give the beggar shelter.

2. The beggar suddenly revealed that she was a magician.

3. The magician actually turned the prince into a beast.

4. The Beast really needed to find someone to love him.

5. Belle and the Beast gradually fell in love.

6. The Beast turned back into a prince immediately.

<> **B-4. Extension--**On the lines provided, write six sentences with adverbs.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Answer Key for B-3

1. The prince **arrogantly** refused to give the beggar shelter.
2. The beggar **suddenly** revealed that she was a magician.
3. The magician **actually** turned the prince into a beast.
4. The Beast **really** needed to find someone to love him.
5. Belle and the Beast **gradually** fell in love.
6. The Beast turned back into a prince **immediately** .

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

<> **C-1.** Read this week's sample aloud with your teacher (Sample Box A-3).

<> **C-2.** In the passage, highlight the sentence *One of my favorite characters in Beauty and the Beast is Mrs. Potts* (first sentence).

1. In this lesson you will learn how to tell if a group of words is a sentence using CAVES.
2. CAVES is an acronym.
3. It is another little trick to help you learn.

4. CAVES stands for the following:

Capitalized

All make sense

Verb

End mark

Subject

5. You can use CAVES to check your sentences to see if they are complete.

6. Now we are going to use CAVES on another sentence about Beauty and the Beast: *Belle ran away from the Beast.*

1. **C**apital at the beginning of the sentence

Belle ran away from the Beast.

2. **A**ll makes sense (Does this sentence make sense?)

Belle ran away from the Beast.

3. **V**erb

Belle **ran** away from the Beast.

4. **E**nd mark

Belle ran away from the Beast.

5. **S**ubject

Belle ran away from the Beast.

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

Capitalized

All make sense

Verb

End mark

Subject

Lesson D. Write On: Opening and Closing Sentences

<> **D-1.** Now that your Descriptive Paragraph House is filled in for the body of your essay, you will add Opening Sentence notes to the foundation of your house. Follow these steps:

- (1) Look at Sample Paragraph House Outlines foundation.
- (2) Read through the rest of your notes and think of a clever opening sentence you could use, such as:
 - a. Rhyme: *I'm a little teapot short and stout/Here is my handle, here is my spout...etc.*
 - b. Riddle: *What whistles but has no mouth?*
 - c. Declare as your favorite: *One of my favorite characters in Beauty and the Beast is Mrs. Potts*
 - d. Other
- (3) Write your Opening Sentence notes on the Foundation line of your Paragraph House Outline.

<> **D-2.** Follow these steps to outline a sentence for your closing sentence

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

Lesson E. Write On: Rough Draft Descriptive Paragraph

➤ E. On the lines provided write the rough draft of your descriptive paragraph, following the steps below:

1. Read through your notes, **starting with your opening sentence.**
2. **Number the Paragraph House Squares** in the order that you would like to put your sentences in your paragraph.
3. **Begin with your opening sentence** and write your paragraph on the lines provided.
4. **Be sure to indent your paragraph and write on every other line.**
5. If you and your teacher agrees, you may dictate your essay to her and have her type it for you. Or you may type it yourself.

Note: Be sure you do not say *Mrs. Potts* over and over. Use *she* and *hers* or *it* and *its* sometimes too.

All--1st Paragraph

[illegible]

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

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

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

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

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

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

Checklist Challenge for Project 2: Paragraph House Outline

Paragraph House--Characters in Beast Castle

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.

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

☐ All ☐ E

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

☞ Focus on content errors at this time.

☐ All

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

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

☐ All ☐ 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.

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

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

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

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

Examples:

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

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

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

Examples:

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

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

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

Banned Word List

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

*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: “**Beautiful Belle**”
- Something bold: “**Beast!**”
- A song title or line: “**I’m a Little Teapot**”
- Something about character: “**Strong Father**”
- Something Informative: “**He Lights the Way**”
- Other: “**Chippy Chip**”

🔑 **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 E

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.*

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

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

All E

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

Projects 3 & 4: Meet the Characters

Sentence-by-Sentence Outline and Essay Over Given Material

Overview of Informative Essay

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

I. TOPIC OF ESSAY

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

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

- A. **Beast**
- B. **Belle**
- C. **Gaston**
- D. **Maurice**
- E. **Mrs. Potts**
- F. **Chip**

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

Students will write one, two, or three paragraphs.

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

III. SENTENCES PER PARAGRAPH

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

IV. OPENING PARAGRAPH

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

V. CLOSING PARAGRAPH

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

VI. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

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

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

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

<> **A-1.** Choose paragraphs from the ones provided and create Sentence-by-Sentence Outlines over them:

- (1) Choose one or more of the paragraphs.
- (2) Create a Sentence-by-Sentence Outline using 3-5 words per sentence beneath the paragraphs you chose following these steps:
 - a. Read the first paragraph to yourself.
 - i. **Determine the topic of the entire paragraph.**
 - ii. Write the topic of that paragraph on the **Topic of Paragraph line.**
 - b. Read the first sentence of the first paragraph and think about what it means.
 - i. Highlight **3-5 words** that would most help you to remember the content of the sentence.
 - ii. Circle any words you might want to use symbols for. (Example: The **Beast** was a **prince** who had **refused** to let a disguised **magician** stay **in** his **castle**.)
 - iii. Write those **3-5 words** and any symbols on the line provided for Sentence One.
 - iv. **Repeat these steps** for all of the sentences in the first paragraph.
 - c. Repeat these steps for all the paragraphs and sentences in the passage.

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)

Beast

The **Beast** was a **prince** who had **refused** to let a disguised **magician** stay in his **castle**. The magician had turned him into a beast. He would be a beast forever unless he found someone who loved him. He forced Belle, a girl from a nearby village, to stay in his castle in return for freeing her father. He and Belle eventually fell in love. He changed back into a prince when Belle told him that she loved him.

Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Belle

Belle was a beautiful village girl who lived with her father, whom she dearly loved. One day, Belle's father set out on a journey but did not return. She searched for him and found him imprisoned in an old castle. She was made to stay at the castle in place of her father by the castle's owner, a beast. She and the Beast gradually fell in love. When she declared her love to the Beast, he turned into a handsome prince.

Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Gaston

Gaston was a handsome, popular village hunter who was also extremely arrogant. He fell in love with Belle, the most beautiful girl in the village. He was enraged when she refused to marry him. He discovered that Belle loved the Beast and became jealous. He led the people of the village to attack the Beast's castle. He was killed while fighting the Beast.

Paragraph Three of Body

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Maurice

Maurice was a poor inventor who lived in a village with his beautiful daughter, Belle. He greatly loved Belle. He was traveling one day when he got lost in a storm. He took refuge in a seemingly abandoned old castle. He was found by the castle's owner, a beast, who threw him in a dungeon. His daughter came to look for him and was forced to remain at the castle in his place.

Paragraph Four of Body

Topic of Paragraph 4 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Mrs. Potts

Mrs. Potts was a servant in an enchanted castle. She had been turned into a talking teapot when her master was changed into a beast. She had a teacup son named Chip whom she loved. She helped Belle, a girl her master had imprisoned, feel welcome. She was delighted when Belle and the Beast fell in love. It meant that she and her master could change back into people.

Paragraph Five of Body

Topic of Paragraph 5 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Chip

Chip was the son of a servant, Mrs. Potts, in a castle that was under a spell. When his master was turned into a beast, he was transformed into a teacup. His mother was a kind, nurturing enchanted teapot. He became friends with Belle, a girl captured by the Beast. He set her free from a cellar where she had been trapped so she could help the Beast.

Paragraph Six of Body

Topic of Paragraph 6 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

<> A-2. On the lines provided write each of your one, two, or three character paragraphs from the Sentence-by-Sentence Outlines you created. Be sure to indent the beginning of each one and only use every other line.

Paragraph One:

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

[illegible]

Paragraph Three:

[illegible]

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

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

For example:

1. Question: *Do you remember the story with a talking teapot in it?*
2. Non-Sentences: *Loving. Friendly. Kind. Mrs. Potts has these three qualities.*
3. Book or Movie line: *Mrs. Potts is a character in Beauty and the Beast. She is loving, friendly, and kind.*

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

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

<> **B-3.** Do the above steps for all of the paragraphs you wrote (if you wrote more than one).

Lesson C. Outline and Write Closing Sentence

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

Examples:

1. For example, if your opening was *Loving. Friendly. Kind. Mrs. Potts has three qualities and more*, you could close with, *Yes, Mrs. Potts was loving, friendly, and kind.*
2. *Don't you agree that Mrs. Potts was loving, friendly, and kind?*

<> **C-1.** Outline your closing sentence or sentences (to be attached to the last PoB of your essay) on the lines provided:

<> **C-2.** Write your closing sentence or sentences (to be attached to the last PoB of your essay) on the lines provided.

<> **C-3.** Do the above steps for all of the paragraphs you wrote (if you wrote more than one).

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

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

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

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

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

Optional--Checklist Challenge (CC) Coding

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

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

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

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

Box D

Checklist Challenge for Projects 3 & 4: Meet the Characters

Sentence-by-Sentence Outline and Essay Over Given Material

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.

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

☐ All ☐ E ☐ Opt

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

☞ Focus on content errors at this time.

☐ All

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

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

☐ All ☐ E ☐ Opt

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 E Opt

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

Instead of	Use	Instead of	Use	Instead of	Use
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 E Opt

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

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 E Opt

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: “**Beautiful Belle**”
- Something bold: “**Beast!**”
- A song title or line: “**I’m a Little Teapot**”
- Something about character: “**Strong Father**”
- Something Informative: “**He Lights the Way**”
- Other: “**Chippy Chip**”

☞ **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 E Opt

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.*

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

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

All E Opt

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

<i>Symbol</i>	<i>Meaning</i>
	Capitalize a letter
	Make a capital letter into a lowercase letter.
	Delete (take out)
<p>He went to town. •</p> <p>When he left, he went to town.</p>	Insert punctuation
 <p>He went town.</p>	Insert
 <p>He to went town.</p>	Reverse
 <p>He went totown.</p>	Insert space
 <p>He went to town.</p>	Leave as it was before the mark was added.
 <p>He town went to.</p>	Move
	Make a new paragraph

Teacher Tips & Free Resources

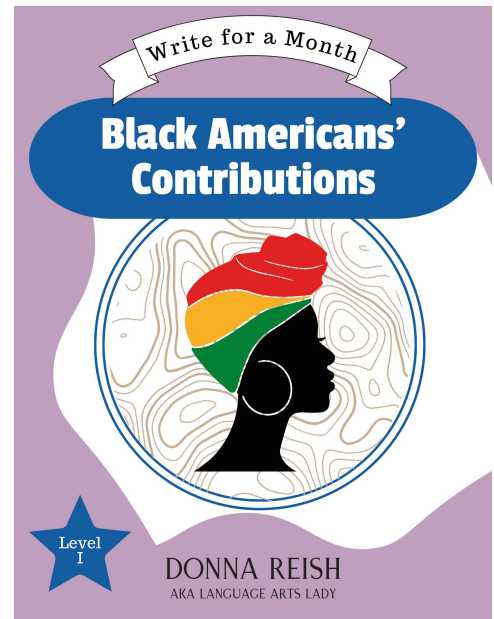
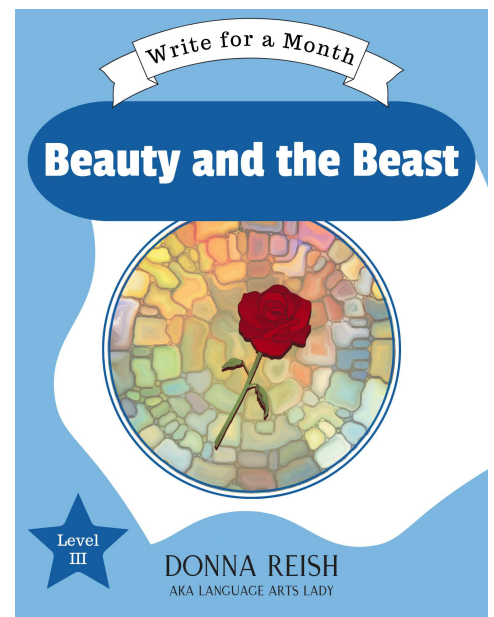
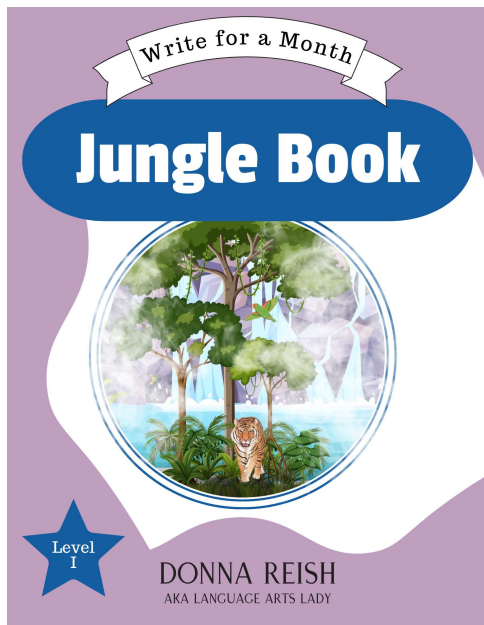


Get your monthly freebie (including teaching videos for students and full writing lessons TODAY!
And...grammar, spelling, and writing tips galore!

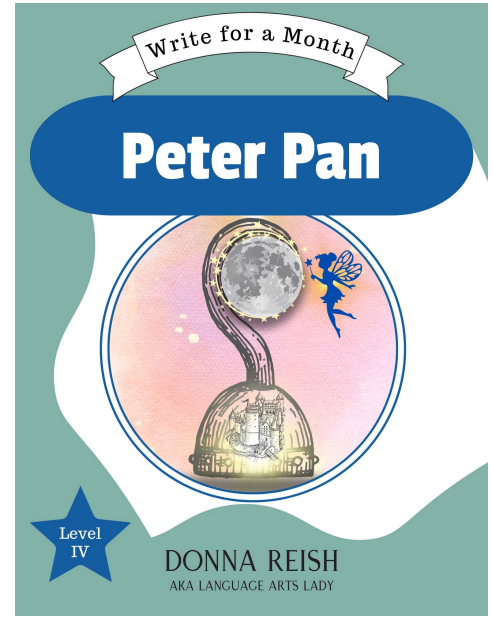
Sign up [here!](#)

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

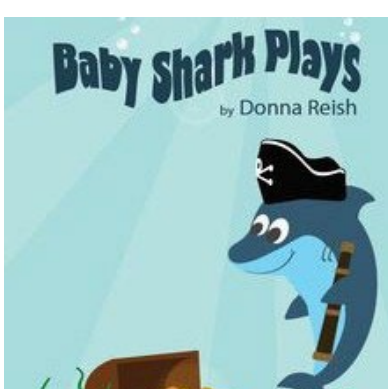
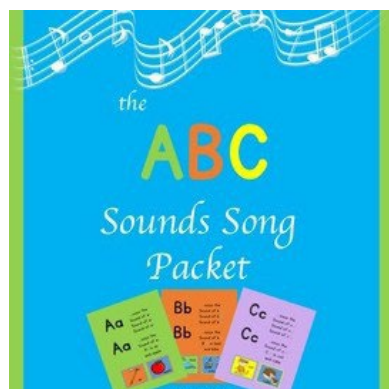
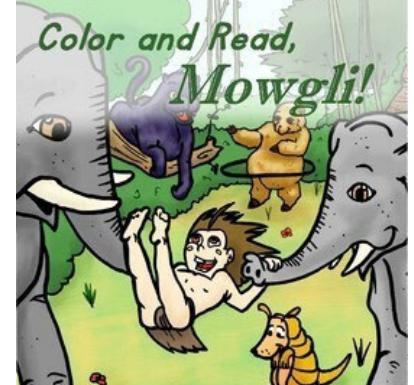
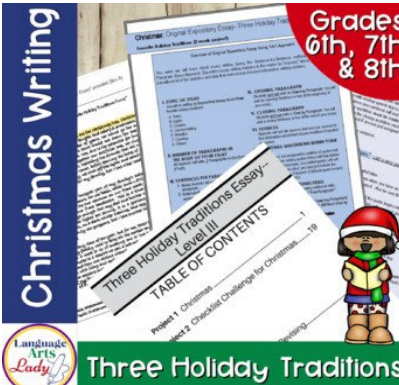
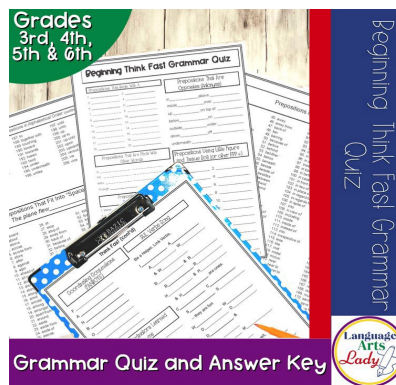
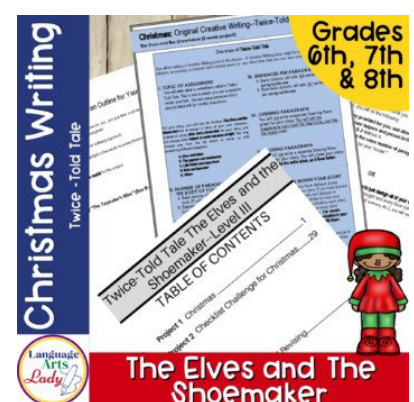
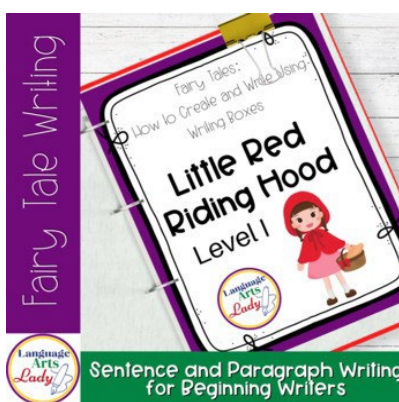
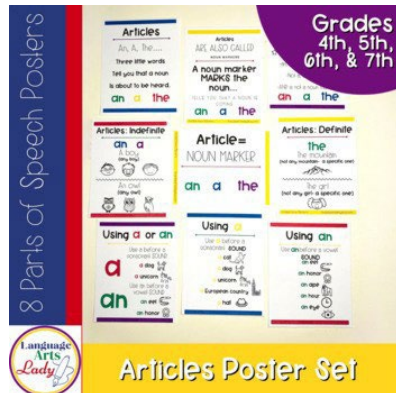
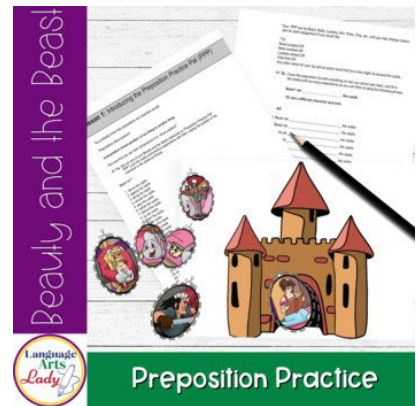
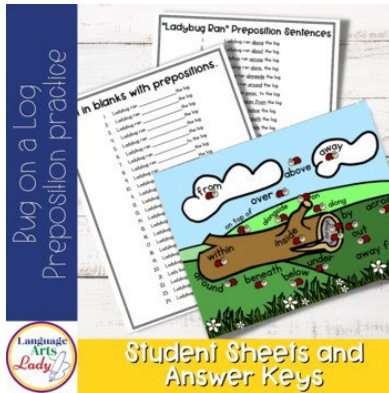
Write-for-a-Month Series Titles



Write-for-a-Month Series Titles



Click on My TPT Products



Follow Me

(click on the logos to visit our social media and stores)



Teaching Services



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

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

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

Terms of Use

You MAY NOT

- ☐ Claim this work as your own, alter the files in any way, or remove copyright / watermarks.
- ☐ Sell the files or combine them into another unit for sale / free.
- ☐ Post this document for sale / free elsewhere on the internet (this includes Google Doc links on blogs).
- ☐ Making copies of purchased items to share with others is strictly forbidden and is a violation of the TOU / law.

You MAY

- ☐ Use free and purchased items for your own classroom students, or your own personal use.
- ☐ Reference this product in blog posts, at seminars, professional development, workshops, or other such venues, **ONLY** if both credit is given to myself as the author, and a link back to my TpT store is included in the presentation.
- ☐ Purchase licenses at a great discount for other teachers to use this resource.

© Language Arts Lady. All rights reserved. Purchase of this unit entitles the purchaser the right to reproduce the pages in limited quantities ***for single classroom use only***. Duplication for an entire school, an entire school system or commercial purposes is strictly prohibited without written permission from the publisher. Copying any part of this product and placing in on the internet in any form (even a personal/classroom website) is strictly prohibited and is a violation of the Digital Millennium Copyright Act (DMCA). These items can be picked up in a Google search and then shared worldwide for free without meaning to.

Thank You!

Thank you for your purchase! Your business means a lot to me. I hope you and your students enjoy using this product. If you have any questions, please email me at languageartsladymail@gmail.com. If purchased on TpT, please remember to leave feedback so you will earn TpT Credits, which may be applied to your future purchases.



More Info Here...

Get Free Information and Content at
These Two Websites (*click on logos*)

Character
Ink
Blog



Teaching Services

Cover design by Beth Wilson

Thank you to the following artists and font specialists for helping to improve the look of this product. If you are ever in need of a clip artist or font specialist, please don't hesitate to look them up!

