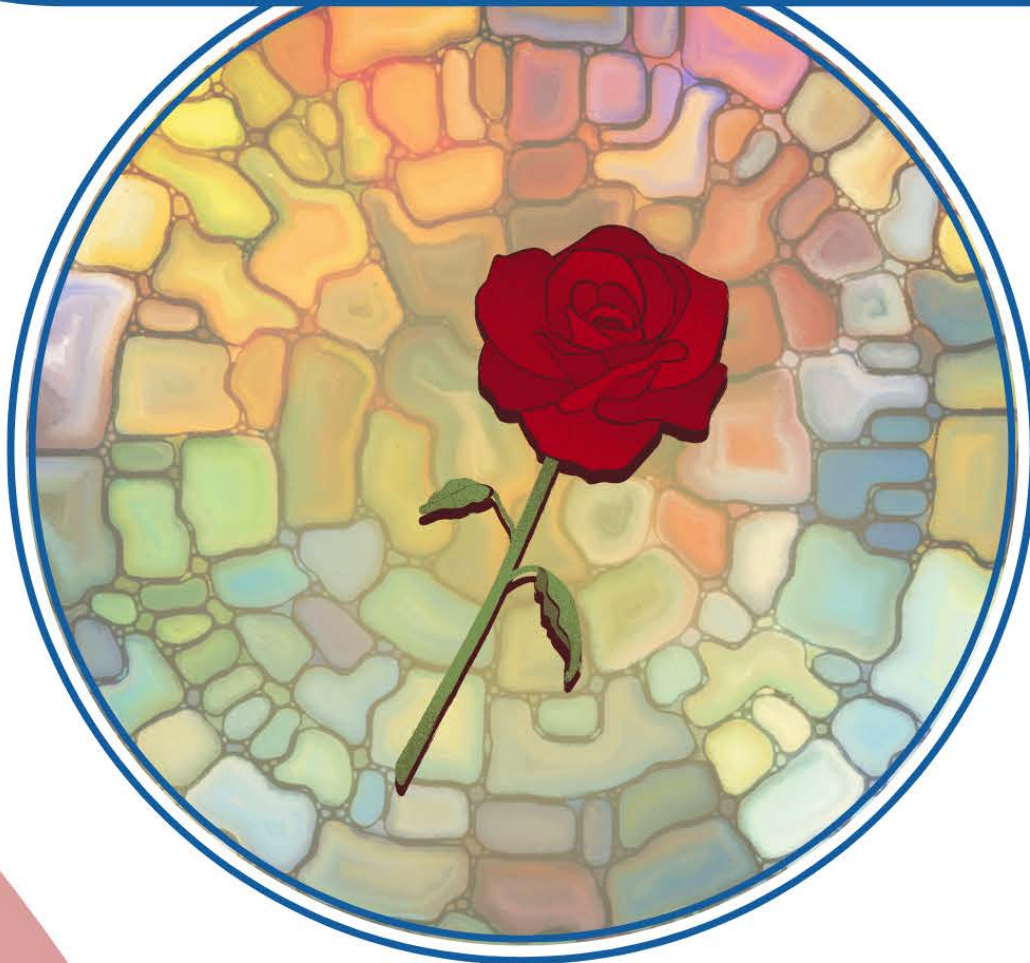


Write for a Month

Beauty and the Beast



Level
II

DONNA REISH
AKA LANGUAGE ARTS LADY

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

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Fort Wayne, Indiana

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Write-for-a-Month

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

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

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

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

Each series contains five books*

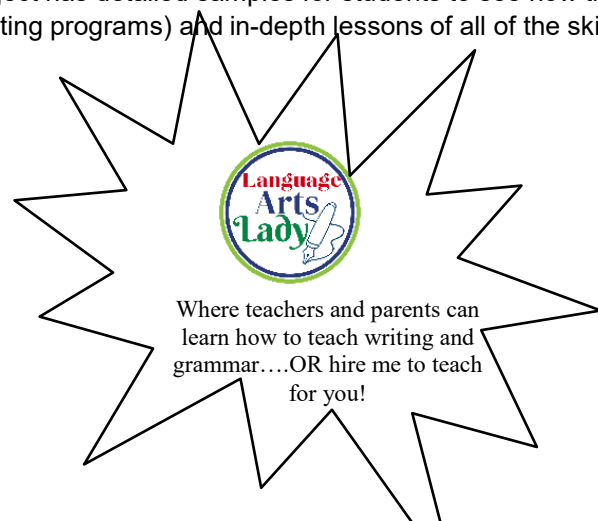
Level I = Grade 2nd & 3rd – Purple

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:

- Sentence-by-Sentence Outline--Beauty and Beast Story, Part I
- Sentence-by-Sentence Outline--Beauty and Beast Story, Part II
- Question and Answer Outline and Report

Skills:

- Introduction to the Sentence-by-Sentence (S-by-S) Outline
- Creating an S-by-S Outline
- Writing From a S-by-S Outline
- Writing with Adjectives
- Writing with Pronouns
- Editing
- Research
- Question and Answer Outline

About the “Write-for-a-Month” Book Series

The Write-for-a-Month (WFAM) composition series is a non-religious, yet meaningful, writing program for use in homes, schools, co-ops, and tutoring situations. The books are writing/composition books of two to four lengthy lessons each, between 50 and 120 pages per book (depending on the level). These books contain writing projects of all types at grades two through twelve. Each WFAM book is either **topic-specific** (Mowgli, Peter Pan, Beauty and Beast, Christmas Friends, Dumbo, Slinky Dog, Fairy Tales, Nature, Animals, Famous People, etc.) or **writing-type-specific** (i.e. story writing, reports, essays, dialogue, Twice-Told Tales, Tools and Tricks, poetry, and much more). All of the books are grade-level specific (five levels from 2nd through 12th grades--see note below).

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

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

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

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

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

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

Project Labels/Levels and Printing/Use

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

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

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

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

Time Spent in Write-for-a-Month

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

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

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

Two Skill Levels in Each Book

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

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

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

Grade Levels

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

Semester-Long Character Quality Writing Books

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



Write On, Beauty and Beast!--Level II (Upper Elementary)

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Project 1: Sentence-by-Sentence (S-by-S) Outline from Given Material

Beauty and the Beast Narrative--Part I⁺

Overview of Narrative Essay From Given Material

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

I. TOPIC OF STORY

Sentence-by-Sentence Outline over given material about *Beauty and the Beast*--half of the story.⁺

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 4 paragraphs for the body (P'soB).

Extension students will write 6 paragraphs for the body (P'soB).

IV. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

- A. **Using Pronouns**
- B. **Correct Given Sentences (Editing)**
- C. **Wacky Words: through and threw**

***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).**

*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).

⁺You will do the second half next week.

PoB-A	Paragraph 1	One cold night, a young prince refused to give a beggar shelter in his castle. The beggar said 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	Ten years later, an inventor named Maurice was living in a village with his daughter Belle. Belle was not only lovely; she was also smart and pleasant. A vain hunter named Gaston had proposed to her many times, but she had rejected him.
PoB-D	Paragraph 4	One day, Maurice and his horse got lost while riding through a forest to a fair. They were chased by wolves. This forced them to take shelter in the Beast's castle.
PoB-E	Paragraph 5	Maurice then met many interesting characters. These new friends included Lumiere the candlestick, Cogsworth the clock, Mrs. Potts the teapot, and Chip the teacup. Soon the Beast discovered Maurice and put him in his dungeon.
PoB-F	Paragraph 6	Later, Belle reached the castle after being led there by her father's horse. She offered to take the place of her father. The Beast agreed to this. Once back in town, Maurice tried to organize a rescue, but nobody believed his story.

***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).**

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

↔ **A.** Follow these steps to write a Sentence-by-Sentence Outline (S-by-S Outline) for this week's passage:

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

***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).**

Extension--Paragraph of Body A (PoB-A)

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Extension--Paragraph of Body B (PoB-B)

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

(You may choose not to use dashes in Sentence Two.)

Sentence 3 _____

All--Paragraph of Body C (PoB-C)

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

(You may choose not to use a semicolon in Sentence Two. You may choose to divide this sentence into two sentences.)

Sentence 3 _____

All--Paragraph of Body D (PoB-D)

Topic of Paragraph 4 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

All--Paragraph of Body E (PoB-E)

Topic of Paragraph 5 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

All--Paragraph of Body F (PoB-F)

Topic of Paragraph 6 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

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

↔ **B-1.** Follow these steps for writing your rough draft story from your S-by-S Outline:

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

↔ **B-2.** Read your story aloud. Do you like the way it sounds?

Lesson C. Grammar: Pronouns

Example: **he, she, they**

↔ **C-1.** In the second paragraph of the passage, highlight the following words:

1. she
2. him
3. its
4. his
5. He

1. These words are pronouns.
2. Did you know that the letters *pro* mean “for:”
3. So, a **pronoun is for a noun.**
4. A **pronoun is a word that takes the place of a noun.**
5. A **noun is the name of any of the following:**
 - a. **Person:** girl, boy, doctor
 - b. **Place:** town, street, backyard
 - c. **Thing:** ball, dog, book
 - d. **Idea:** love, joy, peace

Pronoun Box

- | | |
|------------|------------|
| 1. I | 2. me |
| 2. we | 4. us |
| 5. he | 6. she |
| 7. him | 8. her |
| 9. they | 10. them |
| 11. it | 12. its |
| 13. our | 14. ours |
| 15. theirs | 16. hers |
| 17. mine | 18. myself |
| 19. you | 20. your |

6. Pronouns take the place of those words in your sentences.
 - a. The **boy** walked. or **He** walked. (*He* takes the place of *boy*.)
 - b. The **ball** rolled. or **It** rolled. (*It* takes the place of the *ball*.)
 - c. The **teacher** wrote on the board. or **She** wrote on the board.
7. You do not have to remember what pronouns are yet!
8. You will just have to learn to recognize them.
9. You just need to learn two rules for using pronouns:
 - a. **Be sure you tell the noun in your paragraph before you use a pronoun.** If you don't write the noun first, the reader will not know what the pronoun stands for!
 - b. **Use pronouns when you have the same noun over and over again in your essay.** That way, you won't keep using the same word over and over.

<> **C-2.** Read the paragraph below with your teacher. See what happens when you **never use pronouns**?

The prince refused to allow the beggar to stay in the prince's castle. The enchantress used the enchantress's power to put the prince and the prince's castle under a spell. The enchantress told the prince how to break the enchantress's spell.

<> **C-3.** Read the paragraph below with your teacher. See what happens when **you use all pronouns**--without naming the noun first? The reader doesn't know who or what you are writing about!

She was his daughter. He loved her, and she was beautiful, kind, and intelligent. He got lost, and when he did not return, she searched for him. She found him, and he was freed when she took his place.

<> **C-4.** In the sentences provided, highlight all of the pronouns.

All

1. He refused to let her stay.
2. She turned him into a beast.
3. She gave him a rose.
4. It would lose its petals.
5. He needed to love a person.

6. She had to love him back.

7. Gaston proposed to her.

Extension

8. They got lost in the forest.

9. It appeared to be abandoned.

10. They greeted him excitedly.

11. Their employer scared them.

12. She took his place.

Answer Key for C-4

All

1. He refused to let her stay.
2. She turned him into a beast.
3. She gave him a rose.
4. It would lose its petals.
5. He needed to love a person.
6. She had to love him back.
7. Gaston proposed to her .

Extension

8. They got lost in the forest.
9. It appeared to be abandoned.
10. They greeted him excitedly.
11. Their employer scared them .
12. She took his place.

Lesson D. Editor Duty: Correct Given Sentences

<> **D-1.** Correct the mistakes in the sentences provided.

All

1. Thee young prinze ignored the beggar.
2. the enchatress placed an spel on the prince.
3. She gave thee prince a magical rows
4. he hed to learn to lov another person.

Extension

5. His daughter waz a beautiful girl named belle
6. maurice and his hoarse got lost n thee forest.

<> **D-2.** Review your Editor Duty sentences with your teacher.

Answer Key for D-1

All

1. Thee young prinze ignored the beggar.
1. The young prince ignored the beggar.

2. the enchatress placed an spel on the prince.
2. The enchantress placed a spell on the prince.

3. She gave thee prince a magical rows
3. She gave the prince a magical rose .

4. he hed to learn to lov another person.
4. He had to learn to love another person.

Extension

5. His daughter waz a beautiful girl named belle
5. His daughter was a beautiful girl named Belle .

6. maurice and his hoarse got lost n thee forest.
6. Maurice and his horse got lost in the forest.

Lesson E. Vocabulary/Structural Analysis: Wacky Words

Homophones: threw, through

<> E-1. In the fourth paragraph of the passage, highlight the word *through*.

1. Do you remember the Wacky Word partner for *threw*?
2. Did you remember that *threw* means to hurl or toss something in the past tense (happened earlier)?
3. Here is a little trick:
 - a. He threw a few rocks.
 - b. He went through a rough forest.

<> E-2. Fill in the blanks provided with the correct Wacky Word--*threw* or *through*.

1. The Beast _____ the rose on the ground.
2. The beggar was passing _____ the countryside.
3. The man went _____ the forest.
4. Gaston _____ Belle's books down.

Answer Key for E-2

1. The Beast threw the rose on the ground.
2. The beggar was passing through the countryside.
3. The man went through the forest.
4. Gaston threw Belle's books down.

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

<> F. Use the Checklist Challenge located after this week's lesson to edit your story.

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

Note: 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 Story From Given Material

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

Optional--Checklist Challenge (CC) Coding

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

1. Use **colored 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 F

Checklist Challenge for Project 1: S-by-S Outline from 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 All All
 All E 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 All All
 All E E

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

Be sure to circle all of the following verbs:

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

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

All All All
 All E E

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

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

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

All	All	All
All	E	E

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

Examples:

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

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

All	All	All
All	E	E

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

Examples:

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

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

All	All	All
All	E	E

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

Banned Word List

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

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

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

E	E	E
E	E	E

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

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

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

Consider the following ideas:

- Something catch: “**A Beast, a Beauty, and an Inventor**”
- Something bold: “**The Prince’s Downfall**”
- A song title or line: “**Beauty and the Beast**”
- A Scripture: “**Pride Comes Before the Fall**”
- Something biblical: “**The Consequences of Pride**”
- Something about character: “**A Lesson about Pride**”
- Other: “**The Enchantment**”

☞ **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.**

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

Examples:

- What do a beast, a beauty, and an inventor have in common?
- Pride is a dangerous thing, and one prince found that out through a shocking experience.

☞ **Tips**

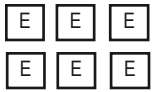
- **Write a sentence that describes your paper without telling the reader exactly what it is about.**
- **Do not say: *In this paper you will learn about . . .***
- **Be sure this Thesis Statement is truly representative of the content of your *entire* composition.**
- **Your Thesis Statement is your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

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

Examples:

- A beast, a beauty, and an inventor might not have anything else in common, but they all have been in at least one story together.
- Pride can result in terrible consequences if left unchecked.

☞ **You may choose to include Thesis Statement “Reloaded” that restates the title of your paper rather than the Thesis Statement.**



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*.



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

Examples:

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

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

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



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

Examples:

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

☞ A PP is a preposition + its object (*over the cloud; after the bird*, etc.)

☞ Follow the PP opener with a comma if it is five words or longer or two prepositional phrases in a row, or when a pause is heard when it is read aloud..

Opt

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

Examples

- **When a spider creates its web**, it uses an original design.
 - **Because a web must capture many types of prey**, it is durable and adhesive.
 - **While a spider is designing its web**, it constructs a frame and spins spokes that span out from the center.
 - **Since a web needs to be durable and adhesive**, it is made of silk threads.
- ☞ **Subordinators are words that come at the beginning of subordinate clauses. They include words in this rhyme (plus many more):**
Since, When, Though
Because, If, Although
- ☞ **A subordinate clause consists of a subordinator + a subject + a verb: *When a spider creates its web, it uses an original design.***
- ☞ **Remember how to punctuate a subordinate clause opener:**
When you start a sentence with a subordinate clause,
Put the comma in when you hear the pause.

Opt

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

Examples:

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

All	All	All
All	E	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.

Project 2: Sentence-by-Sentence (S-by-S) Outline from Given Material

Beauty and the Beast Narrative--Part II⁺

Overview of Narrative Essay From Given Material

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

I. TOPIC OF STORY

Sentence-by-Sentence Outline over given material about *Beauty and the Beast*--the second half of the story.⁺

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 ESSAY

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

Extension students will write **5** paragraphs for the body (P'soB).

IV. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

- A. **Writing With Adjectives**
- B. **Correct Given Sentences**
- C. **Wacky Words**

*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).

⁺You are doing the second half of last week's story.

PoB-A	Paragraph 1	Meanwhile, Belle refused the Beast's request to have dinner with her. Instead, she explored the castle with Lumiere and Cogsworth. The Beast scared her away when she wandered into the closed-off wing of the castle. When she ran into the woods, she was attacked by hungry wolves.
PoB-B	Paragraph 2	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. Belle told the Beast she missed her father, and he used his mirror to let her see him. Maurice was dying while trying to reach the castle, so the Beast allowed Belle to go save him.
PoB-C	Paragraph 3	Belle brought Maurice back to the town. However, everyone thought he was mad and needed to go to a mental hospital. Belle used the magic mirror to prove that the Beast was real.
PoB-D	Paragraph 4	Gaston was jealous of Belle's love for the Beast. He took a group to go fight the Beast. Gaston mortally wounded the Beast before falling to his own death.
PoB-E	Paragraph 5	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 revived and no longer a Beast. All the servants and the castle returned to their normal shapes again. And the pair lived happily in the castle surrounded by their friends.

***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).**

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

↔ **A.** Follow these steps to write a Sentence-by-Sentence Outline (S-by-S Outline) for this week's passage:

1. Read the first paragraph to yourself.
 - a. **Determine the topic of the entire paragraph.**
 - b. Write the topic of that paragraph on the Topic of Paragraph line.

2. Read the first sentence of the first paragraph and think about what it means.
 - a. Highlight **3–5 words** that would most help you 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 first paragraph.
3. **Repeat these steps** for all of the paragraphs and sentences in the passage.

Extension--Paragraph of Body A (PoB-A)

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Extension--Paragraph of Body B (PoB-B)

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

All--Paragraph of Body C (PoB-C)

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

All--Paragraph of Body D (PoB-D)

Topic of Paragraph 4 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

All--Paragraph of Body E (PoB-E)

Topic of Paragraph 5 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

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

<> **B-1.** Follow these steps for writing your rough draft story from your S-by-S Outline:

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

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

Lesson C. Language Lessons: Adjectives

<> C-1. Read this week's passage aloud with your teacher.

1. You will have fun learning about words!
2. There are so many things for you to learn about words.
3. There are many special kinds of words that you can use in your writing
4. You will learn some of these special words this week.

<> C-2. In the last paragraph of the passage, highlight the following words:

1. last
2. normal

1. These words are a special words called adjectives.
2. That sounds like a hard word, but you do not have to remember that word right now.
3. You just need to know that there are special describers that you can use when you write.
4. **Adjectives are describers!**
5. They tell *what kind*.
6. For example, what kind of mirror? **magic**
7. **Adjectives answer questions a reader might want to know about your nouns or pronouns, such as:**
 - a. What kind of daughter? **beautiful**
 - b. What kind of castle? **abandoned**
 - c. What kind of forest? **dark**
8. It is fun to think of adjectives (describers)!

<> C-3. Fill in the blanks below with descriptive words that sound interesting and paint a picture in the reader's mind:

1. The _____ wolves ...
2. The _____ inventor ...
3. The _____ girl ...
4. The _____ hunter ...

5. The _____ rose ...
6. The _____ father
7. The _____ woods ...
8. The _____ servants ...

<> **C-4.** Highlight the describers (adjectives) in the phrases provided.

Example: The **young** boy....

1. The ugly beast *What kind of beast?*
2. The tired beggar *What kind of beggar?*
3. The arrogant prince *What kind of prince?*
4. The beautiful rose *What kind of rose?*
5. Maurice's kind daughter *What kind of daughter?*
6. The Beast's magic mirror *What kind of mirror?*
7. The old, enchanted castle *What kind of castle?*
8. The vain hunter *What kind of hunter?*
9. The last petal *What kind of petal?*
10. The huge, ferocious wolves *What kind of wolves?*

<> **C-5.** Choose two (**Extension:** Choose four) phrases from C-4, and copy them on the lines provided below and finish the sentences. (Do not forget to put end marks at the end of them.)

1. _____

2. _____

3. **Extension:** _____

4. **Extension:** _____

Lesson D. Editor Duty: Correct Given Sentences

<> D-1. Correct the mistakes in the sentences provided.

All

1. wolves attacked hur.
2. Belle explored thee castle
3. the Beast rescued belle.
4. belle wanted two sea her father.
5. The mirror pruded that the Beast were reel.

Extension

6. Belle sed she luvded the beast.
7. The Beast become a prince against
8. all thee rows petals had fallin.

<> D-2. Review your Editor Duty sentences with your teacher.

↔ **D-3. Extension:** On the lines provided, rewrite one of the sentences correctly with a new sentence structure. Try flipping its order and adding some words as needed.

Example:

Old: The Beast scared away Belle in his despair.

New: Belle was scared away by the Beast when he despaired.

Answer Key for D-1

All

1. wolves attacked her.
1. Wolves attacked her.

2. Belle explored the castle
2. Belle explored the castle.

3. the Beast rescued Belle.
3. The Beast rescued Belle.

4. Belle wanted to see her father.
4. Belle wanted to see her father.

5. The mirror proved that the Beast was real.
5. The mirror proved that the Beast was real.

Extension

6. Belle said she loved the beast.
6. Belle said she loved the Beast.

7. The Beast became a prince again.
7. The Beast became a prince again.

8. all the rose petals had fallen.
8. All the rose petals had fallen.

Lesson E. Structural Analysis/Vocabulary: Wacky Words

Homophones: rose and rows

<> E-1. In the fifth paragraph of the passage, highlight the word *rose*.

1. The word *rose* is a Wacky Word!
2. It is a homophone, which means that there is another word that sounds the same but is not spelled the same and does not mean the same thing.
3. *Rose* is the word that you would use when you say *The rose was a magical flower*.
4. The other word (*rows*) is the word you use when you say *The town had rows of houses in it*.
5. *Row* can also mean to paddle a boat.

<> E-2. Fill in the blanks provided with the correct Wacky Word--*rose* or *rows*.

1. This is the most beautiful _____ he had ever seen.
2. People poured out of the _____ of houses in the town.

<> E-3. On the lines provided, write two sentences using the Wacky Words *rose* and *rows*.

1. _____

2. _____

Answer Key for E-2

1. This is the most beautiful rose he had ever seen.
2. People poured out of the rows of houses in the town.

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

↔ F. Use the Checklist Challenge located after this week's lesson to edit your story.

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

Note: 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 Story From Given Material

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

Optional--Checklist Challenge (CC) Coding

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

1. Use **colored 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 F

Checklist Challenge for Project 2: S-by-S Outline from 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 All All
 All E 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 All All
 All E E

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

Be sure to circle all of the following verbs:

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

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

All All All
 All E E

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

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

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

All	All	All
All	E	E

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

Examples:

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

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

All	All	All
All	E	E

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

Examples:

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

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

All	All	All
All	E	E

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

Banned Word List

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

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

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

E	E	E
E	E	E

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

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

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

Consider the following ideas:

- Something catch: “**Despair, Devotion, and Deliverance**”
- Something bold: “**The Transformation**”
- A song title or line: “**Alive Again**”
- A Scripture: “**Humility Comes Before Honor**”
- Something biblical: “**Loving One Another**”
- Something about character: “**The Power of Love**”
- Other: “**Love is Victorious**”

☞ **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.**

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

Examples:

- Have you ever wondered whether a proud person can love another human?
- Often it is in the worst situations that we discover how powerful love actually is.

☞ **Tips**

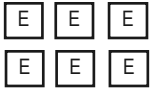
- **Write a sentence that describes your paper without telling the reader exactly what it is about.**
- **Do not say: *In this paper you will learn about . . .***
- **Be sure this Thesis Statement is truly representative of the content of your *entire* composition.**
- **Your Thesis Statement is your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

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

Examples:

- In at least one case, an arrogant individual learned to care about another person.
- Belle and the Beast discovered the power of love in the darkest of times.

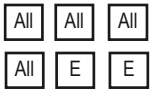
☞ **You may choose to include Thesis Statement “Reloaded” that restates the title of your paper rather than the Thesis Statement.**



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*.



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

Examples:

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

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

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



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

Examples:

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

☞ A PP is a preposition + its object (*over the cloud; after the bird, etc.*)

☞ Follow the PP opener with a comma if it is five words or longer or two prepositional phrases in a row, or when a pause is heard when it is read aloud..

Opt

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

Examples

- **When a spider creates its web**, it uses an original design.
 - **Because a web must capture many types of prey**, it is durable and adhesive.
 - **While a spider is designing its web**, it constructs a frame and spins spokes that span out from the center.
 - **Since a web needs to be durable and adhesive**, it is made of silk threads.
- ☞ **Subordinators are words that come at the beginning of subordinate clauses. They include words in this rhyme (plus many more):**
Since, When, Though
Because, If, Although
- ☞ **A subordinate clause consists of a subordinator + a subject + a verb: *When a spider creates its web, it uses an original design.***
- ☞ **Remember how to punctuate a subordinate clause opener:**
When you start a sentence with a subordinate clause,
Put the comma in when you hear the pause.

Opt

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

Examples:

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

All All All

All E 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: Question and Answer Outline and Report

Question and Answer Over Castles

Overview of Informative Report

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

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

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

I. TOPIC OF REPORT

You will write an informative report about a castle. There is a castle in the story of *Beauty and the Beast*.

There are many types of castles used through history for various purposes.

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR REPORT

- A. **Basic** students will write 1 paragraph for the body.
- B. **Extension** students will write 2 paragraphs for the body.

III. SENTENCES PER PARAGRAPH

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

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. OPENING PARAGRAPH

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

V. CLOSING PARAGRAPH

Students will not write a **Closing Paragraph**

VI. ADDITIONAL SKILLS

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

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

Lesson A. Reading and Study Skills: Read About Castles

↔ A. Read the paragraphs about different castles aloud to your teacher or someone else.

Castle 1: The Motte and Bailey

The motte and bailey was a common castle design. It was a cheap but basic fort. The Normans began constructing this type of castle in England in the 11th century. The motte was a hill with a tower on it. Below the motte was the bailey. The bailey was a courtyard surrounded by a wooden fence. Unfortunately, this fence made it extremely flammable.

Castle 2: The Shell Keep

The shell keep was a fireproof motte and bailey castle. It was invented around 1100 A.D. It was designed like a motte and bailey, but it used a stone wall. This prevented the castle from being burned down. However, the walls could not be too thick. If too much weight was put on the hill, the ground would shift. This would cause the fort to collapse.

Castle 3: The Stone Keep

The stone keep was a castle with a tall central tower. One of the first of these fortresses was built in England in 1070 A.D. The central tower was called a keep. It contained the living quarters of the noble and a great hall for feasting. The keep was surrounded by a stone wall. Sometimes a moat was dug to add more protection to the castle.

Castle 4: The Concentric Castle

A nearly invincible fortress was the concentric castle. This castle began to be built in the 12th century in England. It was known for its two sets of walls. Archers were stationed on both walls. If attackers broke through the first wall, they would be shot by all the archers. Wells were also built inside the castle. So, these forts could survive a siege.

Castle 5: The Gothic Castle

The Gothic castle was a comfortable mansion. The first Gothic castles were built in the 13th century. The best Gothic fortresses were constructed in Eastern Europe. These forts were comfortable because they let in much more light and fresh air. They also contained vast halls. Vaults and pointed arches allowed builders to accomplish this.

Lesson B. Prewriting: Writing Notes that Become Sentences

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

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

(3) Your parents do this all the time!

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

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

(5) Those are notes!

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

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

(7) But instead your dad took notes!

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

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

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

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

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

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

(1) Choose **one or two castles** from **Lesson A** that you would like to write about (**Basic**--one castle; **Extension**--two castles).

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

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

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

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

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

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

Question and Answer Outline Box

Question Outline

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

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

- a. Cheap but basic fort
- b. Fireproof motte and bailey
- c. Castle with a tall central tower
- d. Two sets of walls
- e. Castle with comfortable mansion

(3) Countries and/or years developed _____

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

(5) Another interesting fact about this castle: _____

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

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

Question Outline

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

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

- a. Cheap but basic fort
- b. Fireproof motte and bailey
- c. Castle with a tall central tower
- d. Two sets of walls
- e. Castle with comfortable mansion

(3) Countries and/or years developed _____

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

(5) Another interesting fact about this castle: _____

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

Lesson C. Composition: Writing Sentences From Notes

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

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

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

Lesson D. Editor Duty: Correct Given Sentences

<> D-1. Correct the mistakes in the sentences provided.

All

1. A candlestick and a clock was too of the servants
2. the Beast found an imprisoned thee inventor Maurice.
3. belle searched four her father
4. Maurice were dying while loking for help

Extension

5. The beast let Belle leaf two help hur father.
6. gaston and the Beast battled in the ruftop

<> D-2. Review your Editor Duty sentences with your teacher.

Answer Key for D-1

All

1. A candlestick and a clock was too of the servants
1. A candlestick and a clock **were two** of the servants .
2. the Beast found an imprisoned thee inventor Maurice.
2. **The** Beast found **and** imprisoned **the** inventor Maurice.
3. belle searched four her father
3. **Belle** searched **for** her father .
4. Maurice were dying while lukiing for help
4. Maurice **was** dying while **looking** for help .

Extension

5. The beast let Belle leaf two help hur father.
5. The **Beast** let Belle **leave to** help **her** father.
6. gaston and the Beast battled in the ruftop
6. **Gaston** and the Beast battled **on** the **rooftop** .

Lesson E. Vocabulary/Struictional Analysis: Wacky Words

Homophones: to, two, and too

<> E-1. In the Castle 2 paragraph (The Shell Keep), highlight the word *to* one time.

1. The word *to* is a Wacky Word.
2. It does not have just one word that sounds like it as its partner, like many other Wacky Words.
3. It has have two words that are often confused with it.
4. Its WW partners are the words *two* and *too*.
5. The word *to* is a preposition (a word used to connect a noun or a pronoun to another part of a sentence).

6. Read these sentences with *to*:
- They marched **to** the castle.
 - Builders used stone **to** build castles.
7. The word *two* is a noun or an adjective (a word that modifies a noun).
8. Read these sentences with *two*:
- The king constructed **two** castles.
 - Two** is a fantastic number.
9. The word *too* is an adverb (a word that modifies a verb).
- This castle was **too** weak.
 - I want to come **too**.

↔ **E-2.** Fill in the blanks of the sentences below with the right word--*to*, *two* or *too*.

- Moats were built _____ further protect castles.
- I have seen more than _____ castles in my travels.
- We will go _____ see _____ castles _____.

Answer Key for E-2

- Moats were built to further protect castles.
- I have seen more than two castles in my travels.
- We will go to see two castles too .

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

- (1) Hopefully you know what a sentence must contain.
- (2) You can learn this with CAVES—the five parts of a sentence.
- (3) This week you will work on being sure that the sentences you and your teacher wrote are really sentences according to CAVES.
- (4) You have probably learned about synonyms.
- (5) Did you remember that synonyms are words that mean the same or almost the same?
- (6) Do you know this trick--
 - Capital at beginning
 - All make sense
 - Verb
 - End mark
 - Subject

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

 All E

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

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

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

- (1) Check the first one for all five parts of the CAVES list that are listed in the CC item above:

C apital letter
A ll makes sense
V erb
E nd mark
S ubject

- (2) Put a check in the first check box when you are finished with the first sentence.
- (3) Do the same thing for the sentences in Paragraph Two (if you wrote two paragraphs).

↔ **F-3.** Read the Checklist Challenge item below with your teacher.

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

Examples:

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

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

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

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

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

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

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

Synonym or Similar Word Box	
fortress	fort
citadel	palace
bastion	safehold
tower	acropolis
stronghold	donjon

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

(9) You are becoming a great writer!

Lesson G. Writing: Write One (or Two) Final Paragraph(s)

<> **G.** Complete the following steps to create a clean version of one (or two) of your paragraphs:

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

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

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

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

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









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)
He went to town. ◦ When he left, he went to town.	Insert punctuation
He went  town.	Insert
He  went town.	Reverse
He went [#] totown.	Insert space
He went ^{stet...}  town.	Leave as it was before the mark was added.
He town went to. 	Move
	Make a new paragraph

Teacher Tips & Free Resources

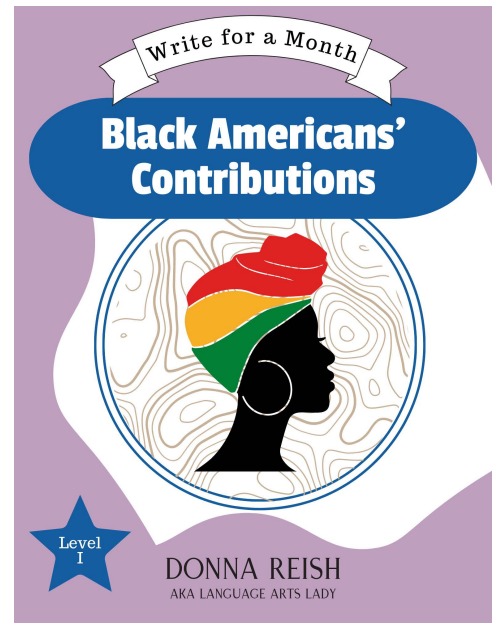
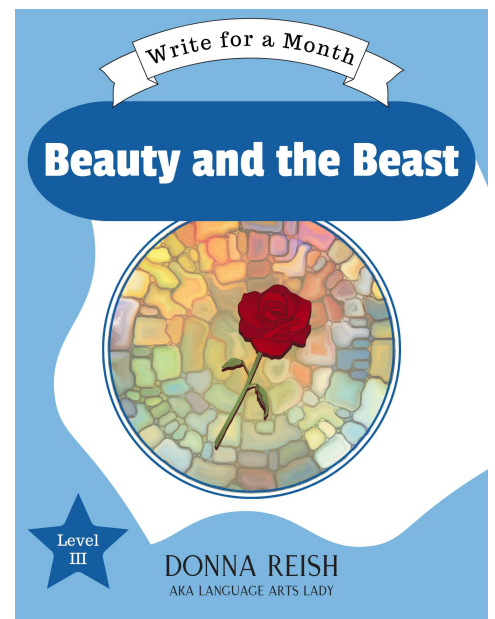
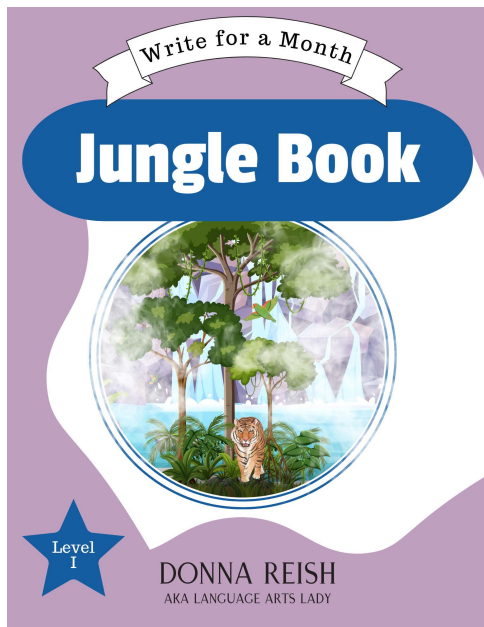


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Fairy Tales




Level III

DONNA REISH
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Write for a Month

Peter Pan



Level IV

DONNA REISH
AKA LANGUAGE ARTS LADY

Write for a Month

Twice-Told Tales



Level V

DONNA REISH
AKA LANGUAGE ARTS LADY

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Preposition practice

Ladybug Dan™ Preposition Sentences

in blanks with prepositions:

from over above
within behind below

Student Sheets and Answer Keys

Grades
4th, 5th,
6th, & 7th

Tricky Tricks to Help II Stick
Posters

5 Parts of a
Sentence
TO HELP IT
STICK

Reference Ring

Beauty and the Beast

Preposition Practice

8 Parts of Speech Posters

Grades
4th, 5th,
6th, & 7th

Articles

Articles: Indefinite
an a the

Article =
NOUN MARKER
an a the

Articles: Definite
the

Using a or an

Using an

Using an

Articles Poster Set

Fairy Tale Writing

Fairy Tales:
How to Create and Write Using
Writing Boxes

Little Red Riding Hood
Level I

Sentence and Paragraph Writing
for Beginning Writers

Christmas Writing
Twice - Told Tale

Grades
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& 8th

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Twice-Told Tale: The Elves and the Shoemaker - Level III

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Grammar Quiz and Answer Key

Christmas Writing

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& 8th

Three Holiday Traditions Essay -
Level III

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Three Holiday Traditions

Color and Read,
Mowgli!

the
ABC
Sounds Song
Packet

Aa Bb Cc

Baby Shark Plays
by Donna Reish

Twice-Told Tales

Classic Stories
With Spin Off Versions for Read
Aloud or Read Alone Fun!

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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
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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!

