

<> **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).

Finally, Edward told where he hid the Great Seal of England before switching places with Tom.

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

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

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

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

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

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

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

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

Descriptors
for

Descriptors
for

Descriptors
for

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

<> **C-4g.** Once you have three to five descriptors listed, choose the one in each column that you think sounds the best.

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

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

<> **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).

When the officials found this object where Edward said it would be, they accepted him.

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

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

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

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

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

Paragraph 3: Sentence Five (**no** descriptors added)

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

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

Descriptors
for

Descriptors
for

Descriptors
for

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

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

Paragraph 3: Sentence Five (**with** descriptors added)

<> **C-5g.** Once you have three to five descriptors listed, choose the one in each column that you think sounds the best.

<> **C-6a.** Now repeat that process by highlighting the four most important words in the sixth sentence of the third paragraph from the passage (provided below).

The Archbishop of Canterbury made Edward king, and he ruled wisely.

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

<> **C-6c.** Choose three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

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

<> **C-6d.** Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

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

Paragraph 3: Sentence Six (**no** descriptors added)

<> **C-6f. (1)** Write the words you just changed in your new sentence on the lines.

(2) Choose three to five descriptors for each of the words you listed.

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

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

Descriptors
for

Descriptors
for

Descriptors
for

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

<> **C-6g.** Once you have three to five descriptors listed, choose the one in each column that you think sounds the best.

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

Paragraph 3: Sentence Six (**with** descriptors added)

<> **C-7a.** Now repeat that process by highlighting the four most important words in the seventh sentence of the third paragraph from the passage (provided below).

He gave Tom and Miles a lot of honors and money for their help.

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

<> **C-7c.** Choose three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

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

<> **C-7d.** Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

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

Paragraph 3: Sentence Seven (**no** descriptors added)

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

(2) Choose three to five descriptors for each of the words you listed.

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

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

Descriptors
for

Descriptors
for

Descriptors
for

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

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

Paragraph 3: Sentence Seven (**with** descriptors added)

<> **C-7g.** Once you have three to five descriptors listed, choose the one in each column that you think sounds the best.

C-8. Write all of your final sentences from each page of Lesson C on the lines provided as one complete paragraph.

Handwriting practice lines consisting of multiple horizontal lines for writing.

SAMPLE

Sample of Paragraph Three

Edward and Miles thankfully entered London as the coronation rites majestically commenced. Edward suddenly interrupted the formal rituals to boldly declare he was the real royal. At the start, absolutely no one seriously regarded him, even though Tom heartily concurred with Edward. Finally, Edward desperately stowed the Great Seal of England before secretly swapping positions. When the officials easily located this precious item where Edward declared it would be, they finally trusted him. The Archbishop of Canterbury solemnly crowned Edward rightful monarch, and he reigned wisely. He gratefully awarded Tom and Miles an abundance of honors and a variety of treasures for their vital support.

Writing Boxes Samples--Third Paragraph

<> C-1a. Highlight words

Edward and Miles came to the city
as the coronation service stated.

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

<u>came to</u>	<u>the city</u>	<u>service</u>	<u>started</u>
rushed into	the town	ritual	<u>commenced</u>
<u>entered</u>	the village	observance	got underway
reached	<u>London</u>	<u>rites</u>	went ahead
turned up	the metropolis	function	launched
arrived in	the capital	commemoration	began
attained	the municipality	ceremony	initiated

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

Edward and Miles entered
London as the coronation rites
commenced.

<> C-1h. New sentence with describers

Edward and Miles thankfully entered
London as the coronation rites majestically
commenced.

<> C-1f. & 1g. Three to five describers for new words

<u>entered</u>	<u>London</u>	<u>commenced</u>
<u>anxiously</u>	<u>excited</u>	slowly
speedily	busy	speedily
delightedly	majestic	<u>majestically</u>
quietly	loud	finally
<u>thankfully</u>	populous	quickly

<> C-2a. Highlight words

Edward broke into the festivities
to announce he was the real
prince.

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

<u>broke into</u>	<u>festivities</u>	<u>announce</u>	<u>prince</u>
burst into	rites	disclose	<u>royal</u>
butted into	celebration	proclaim	ruler
interjected	<u>rituals</u>	broadcast that	king
barged into	festival	trumpet blast	monarch
<u>interrupted</u>	revelry	<u>declare</u>	sovereign
intruded into	hoopla	publish that	nobleman

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

Edward interrupted the rituals to
declare he was the real royal.

<> C-2h. New sentence with describers

Edward suddenly interrupted the formal
rituals to boldly declare he was the real royal.

<> C-2f. & 2g. Three to five describers for new words

<u>interrupted</u>	<u>rituals</u>	<u>declare</u>
loudly	<u>formal</u>	excitedly
<u>suddenly</u>	majestic	<u>boldly</u>
quickly	official	loudly
surprisingly	traditional	suddenly
boldly	ancient	confidently

Writing Boxes Samples--Third Paragraph (continued)

<> C-3a. Highlight words

At first, nobody believed him, even though Tom agreed with Edward.

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

At the start, no one regarded him, even though Tom concurred with Edward.

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

<u>At first</u>	<u>nobody</u>	<u>believed</u>	<u>agreed with</u>
<u>Originally</u>	<u>not one person</u>	<u>accepted</u>	<u>concurred with</u>
<u>At the outset</u>	<u>no person</u>	<u>accredited</u>	<u>accorded with</u>
<u>In the beginning</u>	<u>no one</u>	<u>gave credence to</u>	<u>harmonized with</u>
<u>To begin with</u>	<u>not one of the crowd</u>	<u>regarded</u>	<u>coincided with</u>
<u>Initially</u>	<u>not a soul</u>	<u>trusted</u>	<u>affirmed the words</u>
<u>At the start</u>	<u>none of the crowd</u>	<u>placed confidence in</u>	<u>accepted the words</u>

<> C-3f. & 3g. Three to five descriptors for new words

<u>no one</u>	<u>regarded</u>	<u>concurred with</u>
<u>almost</u>	<u>really</u>	<u>absolutely</u>
<u>close to</u>	<u>seriously</u>	<u>completely</u>
<u>absolutely</u>	<u>truly</u>	<u>immediately</u>
<u>fully</u>	<u>credibly</u>	<u>heartily</u>
<u>practically</u>	<u>fully</u>	<u>fully</u>

<> C-3h. New sentence with descriptors

At the start, absolutely no one seriously regarded him, even though Tom heartily concurred with Edward.

<> C-4a. Highlight words

Finally, Edward told where he hid the Great Seal of England before switching places with Tom

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

Finally, Edward divulged where he stowed the Great Seal of England before swapping positions.

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

<u>told</u>	<u>hid</u>	<u>switching</u>	<u>places</u>
<u>confessed</u>	<u>buried</u>	<u>trading</u>	<u>ranks</u>
<u>revealed</u>	<u>holed up</u>	<u>substituting</u>	<u>standing</u>
<u>divulged</u>	<u>stashed</u>	<u>swapping</u>	<u>capacities</u>
<u>mentioned</u>	<u>stowed</u>	<u>exchanging</u>	<u>spots</u>
<u>recited</u>	<u>tucked away</u>	<u>changing</u>	<u>stations</u>
<u>explained</u>	<u>cached</u>	<u>reversing</u>	<u>position</u>

<> C-4f. & 4g. Three to five descriptors for new words

<u>divulged</u>	<u>stowed</u>	<u>swapping</u>
<u>desperately</u>	<u>carefully</u>	<u>cleverly</u>
<u>reluctantly</u>	<u>secretly</u>	<u>quickly</u>
<u>eagerly</u>	<u>meticulously</u>	<u>secretly</u>
<u>proudly</u>	<u>ingeniously</u>	<u>eagerly</u>
<u>confidently</u>	<u>quickly</u>	<u>speedily</u>

<> C-4h. New sentence with descriptors

Finally, Edward desperately divulged where he ingeniously stowed the Great Seal of England before secretly swapping positions.

Writing Boxes Samples--Third Paragraph (continued)

<p><> C-5a. Highlight words When the officials found this object where Edward said it would be, they accepted him.</p>	<p><> C-5b. & 5c. Three to five synonyms or substitute words for the words in the sentence</p> <table border="1"> <thead> <tr> <th><u>found</u></th> <th><u>object</u></th> <th><u>said</u></th> <th><u>accepted</u></th> </tr> </thead> <tbody> <tr> <td><u>unearthed</u></td> <td><u>artifacts</u></td> <td><u>announced</u></td> <td>trusted</td> </tr> <tr> <td><u>detected</u></td> <td><u>article</u></td> <td><u>proclaimed</u></td> <td><u>welcomed</u></td> </tr> <tr> <td><u>recovered</u></td> <td>item</td> <td><u>maintained</u></td> <td><u>admitted</u></td> </tr> <tr> <td><u>uncovered</u></td> <td><u>antique</u></td> <td>declared</td> <td><u>received</u></td> </tr> <tr> <td><u>discovered</u></td> <td><u>relic</u></td> <td><u>reported</u></td> <td><u>believed</u></td> </tr> <tr> <td>located</td> <td><u>curio</u></td> <td><u>communicated</u></td> <td><u>approved of</u></td> </tr> </tbody> </table>	<u>found</u>	<u>object</u>	<u>said</u>	<u>accepted</u>	<u>unearthed</u>	<u>artifacts</u>	<u>announced</u>	trusted	<u>detected</u>	<u>article</u>	<u>proclaimed</u>	<u>welcomed</u>	<u>recovered</u>	item	<u>maintained</u>	<u>admitted</u>	<u>uncovered</u>	<u>antique</u>	declared	<u>received</u>	<u>discovered</u>	<u>relic</u>	<u>reported</u>	<u>believed</u>	located	<u>curio</u>	<u>communicated</u>	<u>approved of</u>
<u>found</u>	<u>object</u>	<u>said</u>	<u>accepted</u>																										
<u>unearthed</u>	<u>artifacts</u>	<u>announced</u>	trusted																										
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<u>recovered</u>	item	<u>maintained</u>	<u>admitted</u>																										
<u>uncovered</u>	<u>antique</u>	declared	<u>received</u>																										
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located	<u>curio</u>	<u>communicated</u>	<u>approved of</u>																										
<p><> C-5e. New sentence--no describers When the officials <u>located</u> this <u>item</u> where Edward <u>declared</u> it would be, they <u>trusted</u> him.</p>	<p><> C-5h. New sentence with describers When the officials <u>easily</u> <u>located</u> this <u>precious</u> <u>item</u> where Edward <u>declared</u> it would be, they <u>finally</u> <u>trusted</u> him.</p>																												
<p><> C-5f. & 5g. Three to five describers for new words</p> <table border="1"> <thead> <tr> <th><u>located</u></th> <th><u>item</u></th> <th><u>trusted</u></th> </tr> </thead> <tbody> <tr> <td><u>quickly</u></td> <td><u>valuable</u></td> <td><u>wholeheartedly</u></td> </tr> <tr> <td><u>speedily</u></td> <td>precious</td> <td><u>immediately</u></td> </tr> <tr> <td>easily</td> <td><u>one-of-a-kind</u></td> <td><u>officially</u></td> </tr> <tr> <td><u>finally</u></td> <td><u>missing</u></td> <td>finally</td> </tr> <tr> <td><u>swiftly</u></td> <td><u>treasured</u></td> <td><u>begrudgingly</u></td> </tr> </tbody> </table>	<u>located</u>	<u>item</u>	<u>trusted</u>	<u>quickly</u>	<u>valuable</u>	<u>wholeheartedly</u>	<u>speedily</u>	precious	<u>immediately</u>	easily	<u>one-of-a-kind</u>	<u>officially</u>	<u>finally</u>	<u>missing</u>	finally	<u>swiftly</u>	<u>treasured</u>	<u>begrudgingly</u>											
<u>located</u>	<u>item</u>	<u>trusted</u>																											
<u>quickly</u>	<u>valuable</u>	<u>wholeheartedly</u>																											
<u>speedily</u>	precious	<u>immediately</u>																											
easily	<u>one-of-a-kind</u>	<u>officially</u>																											
<u>finally</u>	<u>missing</u>	finally																											
<u>swiftly</u>	<u>treasured</u>	<u>begrudgingly</u>																											

<p><> C-6a. Highlight words The Archbishop of Canterbury made Edward king, and he ruled wisely.</p>	<p><> C-6b. & 6c. Three to five synonyms or substitute words for the words in the sentence</p> <table border="1"> <thead> <tr> <th><u>made</u></th> <th><u>king</u></th> <th><u>ruled</u></th> </tr> </thead> <tbody> <tr> <td>crowned</td> <td><u>sovereign</u></td> <td><u>governed</u></td> </tr> <tr> <td><u>inaugurate</u></td> <td>monarch</td> <td><u>managed</u></td> </tr> <tr> <td><u>endowed</u></td> <td><u>prince</u></td> <td>reigned</td> </tr> <tr> <td><u>exalted</u></td> <td><u>emperor</u></td> <td><u>presided</u></td> </tr> <tr> <td><u>named</u></td> <td><u>ruler</u></td> <td><u>directed</u></td> </tr> <tr> <td><u>called</u></td> <td><u>czar</u></td> <td><u>led</u></td> </tr> </tbody> </table>	<u>made</u>	<u>king</u>	<u>ruled</u>	crowned	<u>sovereign</u>	<u>governed</u>	<u>inaugurate</u>	monarch	<u>managed</u>	<u>endowed</u>	<u>prince</u>	reigned	<u>exalted</u>	<u>emperor</u>	<u>presided</u>	<u>named</u>	<u>ruler</u>	<u>directed</u>	<u>called</u>	<u>czar</u>	<u>led</u>
<u>made</u>	<u>king</u>	<u>ruled</u>																				
crowned	<u>sovereign</u>	<u>governed</u>																				
<u>inaugurate</u>	monarch	<u>managed</u>																				
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<u>called</u>	<u>czar</u>	<u>led</u>																				
<p><> C-6e. New sentence--no describers The Archbishop of Canterbury <u>crowned</u> Edward <u>monarch</u>, and he <u>reigned</u> wisely.</p>	<p><> C-6h. New sentence with describers The Archbishop of Canterbury <u>solemnly</u> <u>crowned</u> Edward <u>rightful</u> <u>monarch</u>, and he <u>reigned</u> wisely.</p>																					
<p><> C-6f. & 6g. Three to five describers for new words</p> <table border="1"> <thead> <tr> <th><u>crowned</u></th> <th><u>monarch</u></th> </tr> </thead> <tbody> <tr> <td><u>officially</u></td> <td><u>official</u></td> </tr> <tr> <td>solemnly</td> <td><u>royal</u></td> </tr> <tr> <td><u>ceremonially</u></td> <td>rightful</td> </tr> <tr> <td><u>instead</u></td> <td><u>England's</u></td> </tr> <tr> <td><u>willingly</u></td> <td><u>all-powerful</u></td> </tr> </tbody> </table>	<u>crowned</u>	<u>monarch</u>	<u>officially</u>	<u>official</u>	solemnly	<u>royal</u>	<u>ceremonially</u>	rightful	<u>instead</u>	<u>England's</u>	<u>willingly</u>	<u>all-powerful</u>										
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<u>instead</u>	<u>England's</u>																					
<u>willingly</u>	<u>all-powerful</u>																					

Writing Boxes Samples--Third Paragraph (continued)

<> C-7a. Highlight words
 He gave Tom and Miles a lot of
 honors and money for their
help.

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

<u>gave</u>	<u>a lot</u>	<u>money</u>	<u>help</u>
<u>bestowed on</u>	<u>a great deal</u>	<u>possessions</u>	<u>support</u>
<u>granted to</u>	<u>a plethora</u>	<u>treasure</u>	<u>assistance</u>
<u>provided to</u>	<u>an abundance</u>	<u>cash</u>	<u>aid</u>
<u>awarded</u>	<u>tons</u>	<u>funds</u>	<u>cooperation</u>
<u>donated to</u>	<u>loads</u>	<u>capital</u>	<u>utility</u>
<u>bequeathed to</u>	<u>heaps</u>	<u>riches</u>	<u>friendship</u>

<> C-7e. New sentence--no describers
 He awarded Tom and Miles an
abundance of honors and treasure
for their support.

<> C-7f. & 7g. Three to five describers for new words

<u>awarded</u>	<u>treasure</u>	<u>support</u>
<u>generously</u>	<u>a variety of</u>	<u>strong</u>
<u>happily</u>	<u>monetary</u>	<u>vital</u>
<u>quickly</u>	<u>valuable</u>	<u>sacrificial</u>
<u>gratefully</u>	<u>diverse</u>	<u>unwavering</u>
<u>immediately</u>	<u>much</u>	<u>valuable</u>

<> C-7h. New sentence with describers

He gratefully awarded Tom and Miles an
abundance of honors and a variety of treasures
for their vital support.

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

The Frog Prince

Overview of Twice-Told Tale

You will be writing a Creative Writing piece in this lesson. A Creative Writing piece is one in which you create something. A Creative Writing piece might be a story, a poem, an allegory, an analogy, a compare and contrast paper, or any other time that you use your creativity (and sometimes other things like sources or given materials to model from) in order to write.

I. TOPIC OF ASSIGNMENT

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

For your story, you will use the famous *The Frog Prince* tale to design a story of your own. However, instead of using a frog, a prince, and a princess for your story, you will choose other people, animals, or things to be the enchanted and enchantment-breaking characters. You may choose one from the list below or come up with something different altogether:

- A. Characters in modern times
- B. Characters in a sky or bird world
- C. Characters in an ocean world
- D. Characters in a plant world
- E. Characters in a bug world

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR STORY

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

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

III. SENTENCES PER PARAGRAPH

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

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

IV. OPENING PARAGRAPH

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

V. CLOSING PARAGRAPH

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

VI. SOURCES

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

VII. QUOTATIONS WITHIN YOUR STORY

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

Lesson A. Study Skills and Prewriting: Choose Your Characters and Brainstorm for Possible Hindrances/Problems

↔ A-1. You have been given a list of topics from which to choose for your story. The first step in writing a story is to choose the topic you will be writing about. Read the model *The Frog Prince* given below and think about what people, animals, or things you think would make a creative, clever frog/prince/princess story.

The Frog Prince Model

One evening, a princess decided to take a walk through the woods. Eventually, she reached a spring, felt tired, and sat down. Then, she began to toss a golden ball which was her favorite form of entertainment. One time she failed to catch it. Before she could grab it, it rolled into the spring. The princess peered over the edge, but the water was extremely deep. Despairing, she declared that she would give anything to recover her ball. **PoB-1/ Scene 1 Topic: The princess loses her ball**

Immediately, she heard a rabbit and a frog hopped out of the water and asked her why she was distressed. She said that he could not help her because her ball had fallen in the spring. The frog replied that he would retrieve her ball if she allowed him to live, eat, and sleep with her. She accepted the deal because she believed that he would not be able to reach her house. **PoB-2/Scene 2 Topic: The princess makes a deal with the frog**

The frog dove into the water and reappeared with the ball. He threw it onto the grass, and she scooped it up. Then, overjoyed to have her ball again, she dashed back toward her house. The frog called after her to wait, but she did not stop. **PoB-3/Scene 3 Topic: The princess breaks her promise**

The next evening, at dinner-time, the princess heard something tapping and splashing up the stairs. Then, this person or thing softly knocked at the door. Finally, a small voice asked the princess to remember her words and allow him inside. Rushing over, the princess opened the door and spotted the frog. Frightened, she slammed it shut in his face and returned to her seat. **PoB-4/Scene 4 Topic: The frog appears at the princess's house**

Box A-1 (continued on next page)

Box A-1 (continued from previous page)

The king recognized that his daughter was scared. He questioned her about who had been at the door. She explained that it was the frog who had helped her. He had asked to live with her and she had accepted, believing he would be unable to follow her. When the king heard this, he told her she must keep her promise. So, she opened the door, and the frog hopped in. **PoB-5/Scene 5 Topic: The princess lets the frog come inside**

The frog immediately hopped over to her chair. He requested that she set him on a chair next to her. He then ate out of her plate until he was full. Finished, he told her he was tired and needed her to place him on her pillow. She reluctantly obeyed, and he slept on her pillow the entire night. In the morning, the frog hopped out of the house. The princess joyfully thought he would never return. **PoB-6/Scene 6 Topic: The frog's first night**

That night, however, to the princess's horror, the frog tapped at the door. Again, he slept on her pillow and left in the morning. The next evening, the same thing happened. That morning, when the princess woke up, though, she did not spy the frog. Instead, she was shocked to discover a handsome prince standing at the head of her bed! **PoB-7/Scene 7 Topic: The enchantment breaks**

The prince explained that he had been enchanted by an evil fairy. He could only escape this magic by eating from a princess's plate and sleeping three nights in her bed. So, he told the princess that she had freed him, and he would love to marry her. The princess replied that she would as well. So, the prince sent for his beautiful coach. Then, he returned to his kingdom with the princess. The princess had learned not to judge by appearances, and they lived happily after. **PoB-8/Scene 8 Topic: The prince and princess marry**

<> **A-2. Now that you have read the model story, choose three people, animals, or things that you would like to write a frog/prince/princess story of, and write those people, animals, or things on the lines provided below.**

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

<> A-3. Brainstorm (and list) problems and hindrances that your three people, animals, or things might encounter in the Brainstorming Box provided. Follow these tips:

1. Now that you know what characters you will be writing about, and you have read the model story, you will want to **brainstorm to think of conflicts, obstacles, or problems that your characters may encounter.**
2. Your creatures are going to have many obstacles and problems (perhaps similar to the model story): the ugliness of the enchanted character, the disgust of the enchantment-breaker, the difficulty of breaking the enchantment, etc.
3. **Do not worry about whether you will use them all, or if some seem silly or unrealistic.** You will have a chance to delete or further develop your ideas later.

SAMPLE

Brainstorming Box for Problems and Hindrances

Box A-3

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

When you do a Sentence-by-Sentence Outline over material given to you, you just take a group of paragraphs and write an outline using key words from each sentence of each paragraph.

- (1) When you write stories, you may choose to use a different outlining approach.
- (2) Many students still enjoy the Sentence-by-Sentence approach to outlining that you have probably used in other MC books.
- (3) However, sometimes students just want to write or highlight a few words to remind themselves of what they want each paragraph to contain.
- (4) You will use a scene-by-scene approach from the model for this project.

↔ **B-1. Read the Student Sample Story provided.**

The Girl and the Rat

During the Victorian Era of England, there lived a wealthy teenaged girl. One day, she was strolling down the sidewalk on a deserted street. She took off her favorite ring and began admiring it. Suddenly, she tripped, and the ring slipped out of her hand. She watched helplessly as it dropped into the street drain. Bending over the drain, she could spy nothing except wet, gray stone. In despair, she cried that she would do anything to discover her ring. **[PoB/Scene 1: The girl loses her ring]**

As she was still speaking, a rat scrambled up out of the drain with a squeak and inquired what was the trouble. She answered that she had lost her ring. The rat offered to recover her ring if he could eat her food and sleep in her room. Believing he could not reach her house, the girl agreed to the deal. **[PoB/Scene 2: The girl makes deal with rat]**

The rat vanished but quickly reappeared, holding the ring. He dropped it at her feet. She bent over, picked it up, and joyfully hurried back to her house. The rat shouted for her to halt, but she ignored his pleas. **[PoB/Scene 3: The girl breaks her promise]**

That evening, as the girl and her family were eating, the doorbell rang. The girl was close to the door, so she opened it. At first, it appeared that nobody was on the doorstep. Then she heard a voice reminding her of her promise. She gazed down and spotted the rat. With a start, she jumped back and slammed the door. **[PoB/Scene 4: The rat appears at the girl's house]**

The girl's father realized something was wrong. He inquired who the person at the door had been. She begrudgingly explained the whole story. Her father told her she would have to honor her word. So, she returned to the door and allowed the rat inside. **[PoB/Scene 5: The girl lets the rat come inside]**

The rat scurried over to and the onto the empty chair next to the girl's. Then he stuffed himself on her food. Afterward, he requested that she place him on a bed on the floor of her room. She disgustedly complied, and he stayed until it was morning. Then, to the girl's delight, he left the house. **[PoB/Scene 6: The rat's first night]**

The girl was crushed, however, when she heard the doorbell ring the next night. Once more, he slept in her room. On the third evening, the scene repeated itself. The girl was shocked, however, by the sight she met the next morning. A handsome, well-dressed young man was standing in her room! **[PoB/Scene 7: The enchantment breaks]**

The young man quickly told the story of his enchantment. He declared that an evil sorceress had placed the spell on him out of spite. To be released, he had to convince a girl to let him eat with her and sleep in her room. He then proclaimed his admiration for the girl and asked her to marry him. She joyfully agreed, and her parents did as well. Then, they were married, and with the girl having learned not to be deceived by appearance, they lived happily ever after. **[PoB/Scene 8: The girl and the young man marry]**

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

1. **Scene Creating Method A:** Check out the “Paragraph Topics Using Model Story” box provided for you. This is *one* way that you may choose what you would like to include in each paragraph. In this method, you will do the following:
 - a. **Take the model story provided for you, and after reading each paragraph, write what you will have happen to your characters in that paragraph** of your story on the lines provided for this in B-3.
 - b. In this way, **you will write the same number of paragraphs that the model story has**--and the model story will literally be your “model.”
 - c. You can use the paragraphs of it to spark your creativity of what you want in each paragraph of your story. (See **Box A** for an example of this method.)

OR

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

All: Regardless of whether you decide to model paragraph-for-paragraph after the original story or if you decide to develop all of your own paragraph topics (without the help of each paragraph of the model), **move to the paragraph topic section provided in these instructions and write your paragraph topics, in the order you think you will want them.** (Do not be concerned about getting the order just perfect at this stage as you will have a chance to re-order before you write, if needed.)

Paragraph Topics Using Model Story--Box A

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

One evening, a princess decided to take a walk through the woods. Eventually, she reached a spring, felt tired, and sat down. Then, she began to toss a golden ball which was her favorite form of entertainment. One time she failed to catch it. Before she could grab it, it rolled into the spring. The princess peered over the edge, but the water was extremely deep. Despairing, she declared that she would give anything to recover her ball.

Sample Paragraph/Scene One: *The princess loses her ball*

My Paragraph/Scene One: _____

Immediately, she heard a rabbit and a frog hopped out of the water and asked her why she was distressed. She said that he could not help her because her ball had fallen in the spring. The frog replied that he would retrieve her ball if she allowed him to live, eat, and sleep with her. She accepted the deal because she believed that he would not be able to reach her house.

Sample Paragraph/Scene Two: *The princess makes a deal with the frog*

My Paragraph/Scene Two: _____

The frog dove into the water and reappeared with the ball. He threw it onto the grass, and she scooped it up. Then, overjoyed to have her ball again, she dashed back toward her house. The frog called after her to wait, but she did not stop.

Sample Paragraph/Scene Three: *The princess breaks her promise*

My Paragraph/Scene Three: _____

The next evening, at dinner-time, the princess heard something tapping and splashing up the stairs. Then, this person or thing softly knocked at the door. Finally, a small voice asked the princess to remember her words and allow him inside. Rushing over, the princess opened the door and spotted the frog. Frightened, she slammed it shut in his face and returned to her seat.

Sample Paragraph/Scene Four: *The frog appears at the princess's house*

My Paragraph/Scene Four: _____

The king recognized that his daughter was scared. He questioned her about who had been at the door. She explained that it was the frog who had helped her. He had asked to live with her and she had accepted, believing he would be unable to follow her. When the king heard this, he told her she must keep her promise. So, she opened the door, and the frog hopped in.

Sample Paragraph/Scene Five: *The princess lets the frog come inside*

My Paragraph/Scene Five: _____

Box A (continued on next page)

Box A (continued from previous page)

The frog immediately hopped over to her chair. He requested that she set him on a chair next to her. He then ate out of her plate until he was full. Finished, he told her he was tired and needed her to place him on her pillow. She reluctantly obeyed, and he slept on her pillow the entire night. In the morning, the frog hopped out of the house. The princess joyfully thought he would never return.

Sample Paragraph/Scene Six: *The frog's first night*

My Paragraph/Scene Six: _____

That night, however, to the princess's horror, the frog tapped at the door. Again, he slept on her pillow and left in the morning. The next evening, the same thing happened. That morning, when the princess woke up, though, she did not spy the frog. Instead, she was shocked to discover a handsome prince standing at the head of her bed!

Sample Paragraph/Scene Seven: *The enchantment breaks*

My Paragraph/Scene Seven: _____

The prince explained that he had been enchanted by an evil fairy. He could only escape this magic by eating from a princess's plate and sleeping three nights in her bed. So, he told the princess that she had freed him, and he would love to marry her. The princess replied that she would as well. So, the prince sent for his beautiful coach. Then, he returned to his kingdom with the princess. The princess had learned not to judge by appearances, and they lived happily after.

Sample Paragraph/Scene Eight: *The prince and princess marry*

My Paragraph/Scene Eight: _____

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

My Paragraph One: Dolphin finds piece of coral/loves it

My Paragraph Two: Dolphin loses piece of coral

My Paragraph Three: Eel finds it/offers it in exchange for living with dolphin

My Paragraph Four: Dolphin tries to break deal/can't

My Paragraph Five: Eel lives with dolphin for a day

My Paragraph Six: Shark attacks/dolphin helped by another dolphin

My Paragraph Seven: Dolphin discovers eel has turned into dolphin

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

My Paragraph/Scene One: _____

My Paragraph/Scene Two: _____

My Paragraph/Scene Three: _____

My Paragraph/Scene Four: _____

My Paragraph/Scene Five: _____

My Paragraph/Scene Six: _____

My Paragraph/Scene Seven: _____

My Paragraph/Scene Eight: _____

My Paragraph/Scene Nine: _____

My Paragraph/Scene Ten: _____

Extension--My Paragraph/Scene Eleven: _____

Extension--My Paragraph/Scene Twelve: _____

SAMPLE

↔ B-4. Follow these steps to outline your story:

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

Note: You will just take your notes on outlining lines, much like you do for a Sentence-by-Sentence Outline over given material (as opposed to outlining cards). Since you will likely not have sources, you do not need for your notes to be so portable, so note cards will not be used for personal essays.

Sample Sentence Outline and Sentence

For example:

Opening Sentence: → Victorian Era → England wealthy girl

In your story, it might say: During the Victorian Era in England, there lived a wealthy teenage girl.