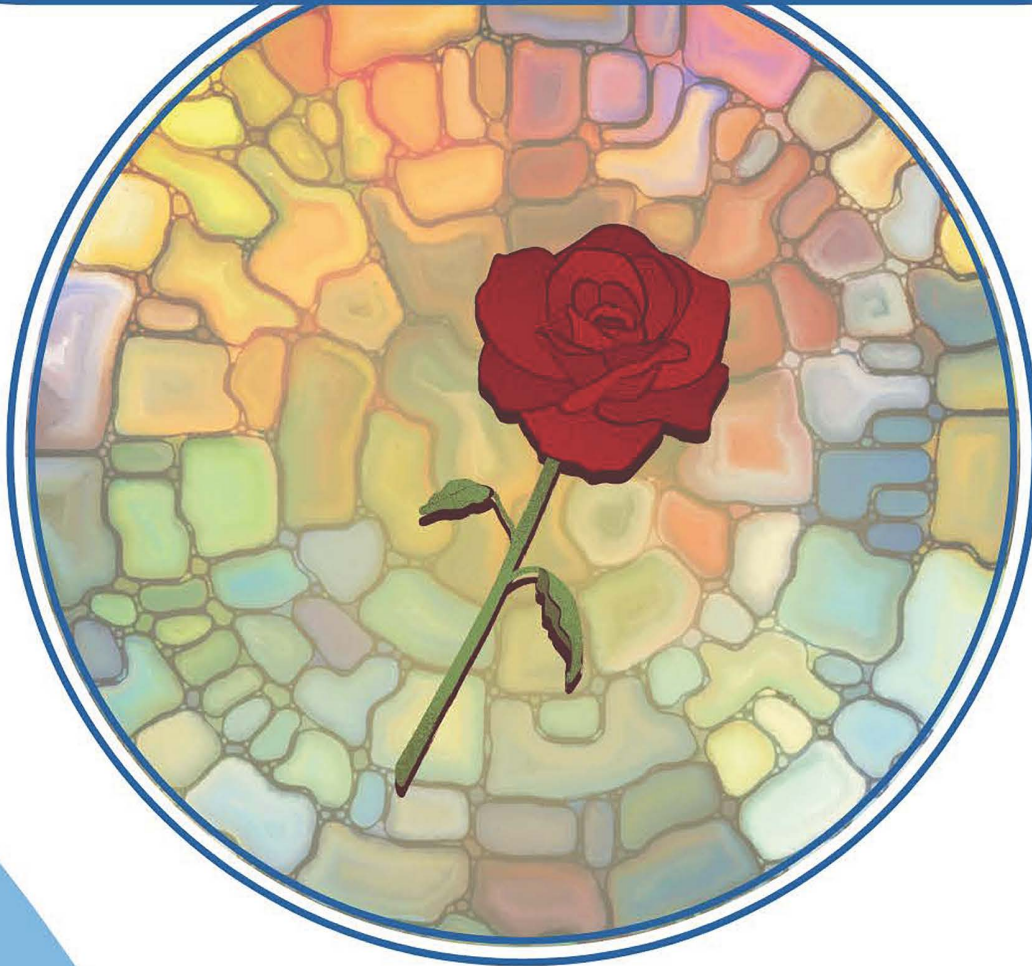


Write for a Month

Beauty and the Beast



Level
III

DONNA REISH
AKA LANGUAGE ARTS LADY

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

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Last printing 2019.

Fort Wayne, Indiana

Contact via email: characterinklady@gmail.com

Write-for-a-Month

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

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

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

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

Each series contains five books*

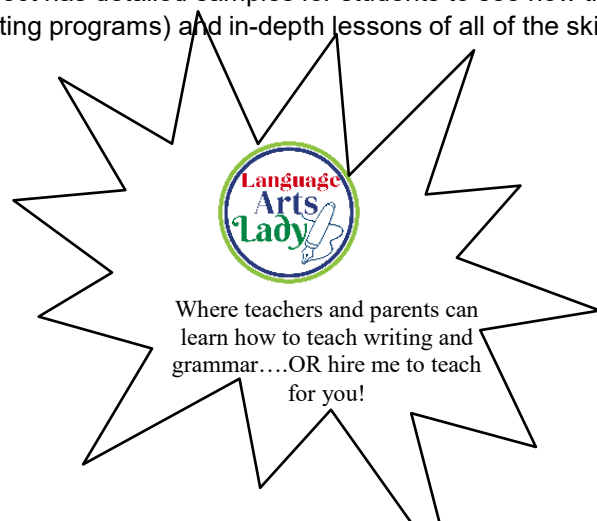
Level I = Grade 2nd & 3rd – Purple

Level II = Grade 4th & 5th – Red

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

Level IV = Grade 9th & 10th – Green

Level V = Grade 11th & 12th – Yellow



Projects:

- How to Create and Write Using Writing Boxes– Belle and Beast
- Original Expository Essay– Three Castle Objects You Would Like as Friends

Skills:

- Introduction to the Sentence-by-Sentence (S-by-S) Outline
- Creating an S-by-S Outline
- Writing From a S-by-S Outline
- Outlining Symbols
- S-by-S Outlining
- Quotations, Punctuation and Capitalization
- Transitions
- Thesis Statement and Thesis Statement "Reloaded"
- Optional: Advanced Checklist Challenge Coding

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

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

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

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

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

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

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

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

Project Labels/Levels and Printing/Use

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

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

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

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

Time Spent in Write-for-a-Month

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

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

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

Two Skill Levels in Each Book

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

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

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

Grade Levels

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

Semester-Long Character Quality Writing Books

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



Write On, Beauty and Beast!--Level III (Junior High)

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

Story Over Given Material About Belle and the Beast

Overview of Writing Boxes Lesson

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 material provided for you in this weekly project and take an S-by-S (Sentence-by-Sentence) Outline over this passage.

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

I. TOPIC OF STORY

Sentence-by-Sentence Outline over given material about *Beauty and the Beast*.

III. SENTENCES PER PARAGRAPH

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

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR STORY

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

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

IV. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

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

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

Given Passage to Learn to Write From

PoB-A	Paragraph 1	<p>One cold night, a young prince arrogantly refused to give a beggar shelter in his castle. The beggar revealed that she was an enchantress, turned the prince into a beast, and put the castle under a spell. Then, she gave him a magic mirror to let him see events in other places. Finally, she gave him a rose that would lose its last petal on his twenty-first birthday. If he could not love someone and have her love him back by then, he would be a beast forever. Ten years later, an inventor name Maurice was living in a village with his beautiful daughter Belle. A vain hunter named Gaston had proposed to her many times, but she had rejected him.</p>
PoB-B	Paragraph 2	<p>One day, Maurice and his horse got lost in a forest while travelling to a fair. Chased by wolves, they were forced to take shelter in the Beast's castle. While in the castle, Maurice met Lumiere the candlestick, Cogsworth the clock, Mrs. Potts the teapot, and Chip the teacup. Soon, the Beast discovered Maurice and imprisoned him. Later, Belle reached the castle after being led there by her father's horse. She offered to take the place of her father, and the Beast agreed to this. Once back in town, Marurice attempted to organize a rescue, but nobody believed his story.</p>
PoB-C	Paragraph 3	<p>Meanwhile, Belle refused the Beast's request to have dinner with him. Instead, she explored the castle with Lumiere and Cogsworth. The Beast scared her away in despair when she wandered into the closed-off wing of the castle. Later on, the Beast ended up defending Belle when she was attacked by wolves. As Belle treated his wounds, they both began to love 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.</p>

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

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

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

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

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

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

(1) Always outline before you write!

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

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

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

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

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

One cold night, a young prince arrogantly refused to give a beggar shelter in his castle. The beggar revealed that she was an enchantress, turned the prince into a beast, and put the castle under a spell. Then, she gave him a magic mirror to let him see events in other places. Finally, she gave him a rose that would lose its last petal on his twenty-first birthday. If he could not love someone and have her love him back by then, he would be a beast forever. Ten years later, an inventor name Maurice was living in a village with his beautiful daughter Belle. A vain hunter named Gaston had proposed to her many times, but she had rejected him.

<p><> A-1a. In the first sentence of the first paragraph that is provided by itself below, highlight the following words:</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> 1. prince 2. refused </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> 3. beggar 4. shelter </div> <p><i>One cold night, a young prince arrogantly refused to give a beggar shelter in his castle.</i></p> <p>These four words are the most important words in the sentence.</p> <p>They are also words you will want to change when you write the sentence in your own words. This is because they are so important to the sentence, and the author chose those himself.</p>	<p><> A-1b. Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; border-bottom: 1px solid black; padding: 5px;"><u>prince</u></th> <th style="text-align: center; border-bottom: 1px solid black; padding: 5px;"><u>refused</u></th> <th style="text-align: center; border-bottom: 1px solid black; padding: 5px;"><u>beggar</u></th> <th style="text-align: center; border-bottom: 1px solid black; padding: 5px;"><u>shelter</u></th> </tr> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> </table> <p><> A-1c. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>	<u>prince</u>	<u>refused</u>	<u>beggar</u>	<u>shelter</u>																
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<p><> A-1e. Choose three to five descriptors for each of the new words you changed in your new sentence and write them on the lines provided. You may use a thesaurus or online reference source if desired.</p> <p>Note: You will not use a descriptor for the preposition <i>into</i> substitute word that you chose for <i>into</i>.</p> <p>Do not worry if you are unsure of the differences between adjectives and adverbs for now. You will learn those thoroughly as you complete the Checklist Challenge provided in all Character Ink curriculum.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; padding: 5px;">Descriptors for</th> <th style="text-align: center; padding: 5px;">Descriptors for</th> <th style="text-align: center; padding: 5px;">Descriptors for</th> </tr> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> </table> <p><> A-1f. Once you have three to five listed, choose the word in each column that you think sounds the best and highlight each one you choose.</p>	Descriptors for	Descriptors for	Descriptors for																<p><> A-1g. Now write your new sentence again—this time with the descriptors you highlighted added to it.</p> <p style="text-align: center;">Paragraph 1: Sentence One (with descriptors added)</p> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"></div>		
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<p><> A-2a. Now repeat that process by highlighting the four most important nouns, pronouns, and verbs in the next sentence from the passage (provided below).</p> <p><i>The beggar revealed that she was an enchantress, turned the prince into a beast, and put the castle under a spell.</i></p>	<p><> A-2b. Write those words on the top line in the following columns and underline them with a highlighter.</p> <p><> A-2c. Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> A-2d. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>																								
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<p><> A-3a. Now repeat that process by highlighting the four most important nouns, pronouns, and verbs in the third sentence from the passage (provided below).</p> <p><i>Then, she gave him a magic mirror to let him see events in other places.</i></p>	<p><> A-3b. Write those words on the top line in the following columns and underline them with a highlighter.</p> <p><> A-3c. Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> </tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> A-3d. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>																								
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<p><> A-4a. Now repeat that process by highlighting the four most important words in the fourth sentence from the passage (provided below).</p> <p><i>Finally, she gave him a rose that would lose its last petal on his twenty-first birthday.</i></p>	<p><> A-4b. Write those words on the top line in the following columns.</p> <p><> A-4c. Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> </tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> A-4d. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>																								
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<p><> A-5a. Now repeat that process by highlighting the four most important words in the fifth sentence from the passage (provided below).</p> <p><i>If he could not love someone and have her love him back by then, he would be a beast forever.</i></p>	<p><> A-5b. Write those words on the top line in the following columns.</p> <p><> A-5c. Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> </table> <p><> A-5d. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>																								
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<p><> A-6a. Now repeat that process by highlighting the four most important words in the sixth sentence from the passage (provided below).</p> <p><i>Ten years later, an inventor named Maurice was living in a village with his beautiful daughter Belle.</i></p>	<p><> A-6b. Write those words on the top line in the following columns.</p> <p><> A-6c. Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> A-6d. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>																								
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<p><> A-7a. Now repeat that process by highlighting the four most important words in the seventh sentence from the passage (provided below).</p> <p><i>A vain hunter named Gaston had proposed to her many times, but she had rejected him.</i></p>	<p><> A-7b. Write those words on the top line in the following columns.</p> <p><> A-7c. Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> </tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> A-7d. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>																												
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[illegible]

Sample of Paragraph One

One stormy evening, a youthful, mean nobleman pompously declined to provide a warm refuge in his castle to a freezing pauper. The poor woman righteously declared that she was a powerful sorceress. She transformed the heir into a terrifying monster, and she bewitched the nobleman's family's castle. Then, she kindly handed him a magic looking glass to let him sadly observe events in other interesting locations. Lastly, she solemnly entrusted him with a magical flower that would release its final pink leaf on the day he turned twenty-one. If he could not truly cherish another thoughtful human and have her love him back by then, he would be a horrible ogre eternally. A decade later, a tinkling inventor named Maurice was contentedly residing in a tiny town with his lovely and only child Belle. A proud, evil huntsman named Gaston had boldly offered marriage to her numerous times, but she had kindly refused him.

Writing Boxes Samples--First Paragraph

<> **A-1a.** Highlight words

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

<> **A-1e.** New sentence--no describers

One cold night, a young nobleman arrogantly declined to give a pauper refuge in his castle.

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

prince	refused	beggar	shelter
leader	declined	poor person	refuge
ruler	turned down	bum	lodging
royalty	brushed off	pauper	safety
nobleman	rebuffed	vagabond	haven
monarch	rejected	scrounger	protection
sovereign	nixed	tramp	roof

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

nobleman	pauper	refuge
proud	starving	warm
evil	desperate	cozy
unmerciful	humble	dry
mean	freezing	free
tired	miserable	needed

<> **A-1h.** New sentence with describers

One stormy evening, a youthful, mean nobleman pompously declined to provide a warm refuge in his castle to a freezing pauper.

<> **A-2a.** Highlight words

The beggar revealed that she was an enchantress, turned the prince into a beast, and put the castle under a spell.

<> **A-2e.** New sentence--no describers

The poor woman declared that she was a sorceress. She transformed the heir into a monster and she bewitched the castle.

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

revealed	enchantress	beast	spell
exposed	sorceress	creature	bewitched
announced	charmer	fiend	magic
declared	magician	freak	sorcery
displayed	witch	monster	jinx
unveiled	diviner	horror	charm
disclosed	wizard	brute	rune

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

declared	sorceress	monster
righteously	good	horrible
bodily	powerful	dreadful
loudly	evil	terrifying
openly	famous	hairly
angrily	righteous	beastly

<> **A-2h.** New sentence with describers

The poor woman righteously declared that she was a powerful sorceress. She transformed the heir into a terrifying monster, and she bewitched the nobleman's family's castle.

Writing Boxes Samples--First Paragraph (continued)

<> A-3a. Highlight words

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

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

Then, she handed him a magic
looking glass to let him observe
events in other locations.

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

gave	mirror	see	places
presented	looking glass	look at	locations
bestowed	reflected	observe	areas
handed	imager	view	lands
donated	seeing glass	gaze at	towns
granted	hand glass	witness	zones
delivered	polished metal	watch	districts

<> A-3f. & 13. Three to five describers for new words

handed	observe	locations
mercifully	sadly	interesting
carefully	periodically	world
reluctantly	constantly	busy
kindly	frequently	populated
cruelly	angrily	desired

<> A-3h. New sentence with describers

Then, she kindly handed him a magic looking
glass to let him sadly observe events in other
interesting locations.

<> A-4a. Highlight words

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

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

Finally, she entrusted him with a
flower that would release its final leaf
on the day he turned twenty-one.

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

gave	rose	lose	petal
donated	blossom	drop	leaf
entrusted	bloom	shed	frond
granted	floret	release	blade
presented	flower	discard	calyz
bestowed	floweret	discharge	pad
gifted	perennial	surrender	leaflet

<> A-4f. & 4g. Three to five describers for new words

entrusted	flower	leaf
sadly	beautiful	red
kindly	magical	pink
firmly	enchanted	beautiful
solemnly	pretty	colorful
purposely	time-keeping	magical

<> A-4h. New sentence with describers

lastly, she solemnly entrusted him with a
magical flower that would release its final pink
leaf on the day he turned twenty-one.

Writing Boxes Samples--First Paragraph (continued)

<> A-5a. Highlight words

If he could not love someone and have her love him back by then, he would be a beast forever.

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

<u>love</u>	<u>someone</u>	<u>beast</u>	<u>forever</u>
<u>like</u>	<u>a person</u>	<u>monster</u>	<u>eternally</u>
<u>cherish</u>	<u>a woman</u>	<u>creature</u>	<u>for a time</u>
<u>care about</u>	<u>a lady</u>	<u>ogre</u>	<u>always</u>
<u>have compassion</u>	<u>another human</u>	<u>horror</u>	<u>endlessly</u>
<u>admire</u>	<u>another individual</u>	<u>freak</u>	<u>permanently</u>
<u>esteem</u>	<u>a girl</u>	<u>friend</u>	<u>for good</u>

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

If he could not cherish another human and have her love him back by then, he would be an ogre eternally.

<> A-5f. & 5g. Three to five describers for new words

<u>cherish</u>	<u>another human</u>	<u>ogre</u>
<u>fully</u>	<u>valuable</u>	<u>lonely</u>
<u>actually</u>	<u>thoughtful</u>	<u>horrible</u>
<u>really</u>	<u>actual</u>	<u>terrifying</u>
<u>truly</u>	<u>real</u>	<u>horrifying</u>
<u>eventually</u>	<u>beautiful</u>	<u>sad</u>

<> A-5h. New sentence with describers

If he could not truly cherish another thoughtful human and have her love him back by then, he would be a horrible ogre eternally.

<> A-6a. Highlight words

Ten years later, an inventor named Maurice was living in a village with his beautiful daughter Belle.

<> A-6b. & 6c. Three to five synonyms or substitute words for the words in the sentence

<u>living</u>	<u>village</u>	<u>beautiful</u>	<u>daughter</u>
<u>dwelling</u>	<u>town</u>	<u>pretty</u>	<u>child</u>
<u>inhabiting</u>	<u>hamlet</u>	<u>gorgeous</u>	<u>offspring</u>
<u>abiding</u>	<u>community</u>	<u>lovely</u>	<u>kid</u>
<u>residing</u>	<u>district</u>	<u>charming</u>	<u>girl</u>
<u>remaining</u>	<u>crossroads</u>	<u>good-looking</u>	<u>progeny</u>
<u>settling</u>	<u>city</u>	<u>handsome</u>	<u>descendant</u>

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

A decade later, an inventor named Maurice was residing in a town with his lovely child Belle.

<> A-6h. New sentence with describers

A decade later, a tinkling inventor named Maurice was contentedly residing in a tiny town with his lovely and only child Belle.

<> A-6f. & 6g. Three to five describers for new words

<u>residing</u>	<u>town</u>	<u>child</u>
<u>permanently</u>	<u>small</u>	<u>only</u>
<u>happily</u>	<u>close-knits</u>	<u>teenaged</u>
<u>unhappily</u>	<u>boring</u>	<u>cherished</u>
<u>contentedly</u>	<u>tiny</u>	<u>beloved</u>
<u>sadly</u>	<u>normal</u>	<u>precious</u>

Writing Boxes Samples--First Paragraph (continued)

<> A-7a. Highlight words

A vain hunter named Gaston had proposed to her many times, but she had rejected him.

<> A-7e. New sentence--no describers

A proud huntsman named Gaston had offered marriage to her numerous times, but she had refused him.

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

hunter	proposed	many	rejected
chaser	asked/ marriage	countless	refused
pursuer	made/proposal	numerous	denied
sportsman	popped /quest.	several	rebuffed
huntsman	pressed one's suit	innumerable	repelled
forager	offered marriage	numberless	dismissed
trapper		myriad	spurned

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

huntsman	offered marriage	refused
evil	confidently	kindly
proud	kindly	flatly
strong	boldly	graciously
respected	evilly	always
conniving	earnestly	completely

<> A-7h. New sentence with describers

A proud, evil huntsman named Gaston had boldly offered marriage to her numerous times, but she had kindly refused him.

Lesson B. Study Skills: Outline Second Paragraph

PoB-B	Paragraph 2	<p>One day, Maurice and his horse got lost in a forest while travelling to a fair. Chased by wolves, they were forced to take shelter in the Beast's castle. While in the castle, Maurice met Lumiere the candlestick, Cogsworth the clock, Mrs. Potts the teapot, and Chip the teacup. Soon, the Beast discovered Maurice and imprisoned him. Later, Belle reached the castle after being led there by her father's horse. She offered to take the place of her father, and the Beast agreed to this. Once back in town, Marurice attempted to organize a rescue, but nobody believed his story.</p>
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<p><> B-1a. Now repeat that process by highlighting the four most important words in the first sentence of the second paragraph from the passage (provided below).</p> <p style="text-align: center;"><i>One day, Maurice and his horse got lost in a forest while traveling to a fair.</i></p>	<p><> B-1b. Write those words on the top line in the following columns.</p> <p><> B-1c. Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> B-1d. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>																								
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Describers for	Describers for	Describers for																							

<p><> B-2a. Now repeat that process by highlighting the four most important words in the second sentence of the second paragraph from the passage (provided below).</p> <p style="text-align: center;"><i>Chased by wolves, they were forced to take shelter in the Beast's castle.</i></p>	<p><> B-2b. Write those words on the top line in the following columns.</p> <p><> B-2c. Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> B-2d. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>																								
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<p><> B-3a. Now repeat that process by highlighting the four most important words in the third sentence of the second paragraph from the passage (provided below).</p> <p style="text-align: center; padding-top: 20px;"><i>While in the castle, Maurice met Lumuiere the candlestick, Cogsworth the clock, Mrs. Potts the teapot, and Chip the teacup.</i></p>	<p><> B-3b. Write those words on the top line in the following columns.</p> <p><> B-3c. Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> B-3d. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>																								
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<p><> B-4a. Now repeat that process by highlighting the four most important words in the fourth sentence of the second paragraph from the passage (provided below).</p> <p style="text-align: center;"><i>Soon, the Beast discovered Maurice and imprisoned him.</i></p>	<p><> B-4b. Write those words on the top line in the following columns.</p> <p><> B-4c. Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> B-4d. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>																								
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<p><> B-5a. Now repeat that process by highlighting the four most important words in the fifth sentence of the second paragraph from the passage (provided below).</p> <p style="text-align: center; margin-top: 20px;"><i>Later, Belle reached the castle after being led there by her father's horse.</i></p>	<p><> B-5b. Write those words on the top line in the following columns.</p> <p><> B-5c. Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> </table> <p><> B-5d. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>																								
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<p><> B-6a. Now repeat that process by highlighting the four most important words in the sixth sentence of the second paragraph from the passage (provided below).</p> <p style="text-align: center;"><i>She offered to take the place of her father, and the Beast agreed to this.</i></p>	<p><> B-6b. Write those words on the top line in the following columns.</p> <p><> B-6c. Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> </tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> B-6d. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>																								
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<p><> B-7a. Now repeat that process by highlighting the four most important words in the seventh sentence of the second paragraph from the passage (provided below).</p> <p style="text-align: center; margin-top: 20px;"><i>Once back in town, Maurice attempted to organize a rescue, but nobody believed his story.</i></p>	<p><> B-7b. Write those words on the top line in the following columns.</p> <p><> B-7c. Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> </tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> B-7d. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>																												
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Sample of Paragraph Two

Belle's father and his steed got offtrack in a dark woods as they were patiently journeying to a trade exhibition one afternoon. Hungrily followed by huge coyotes, the man and his horse had to hide in the Beast's mysterious fortress. The exhausted old man then fortunately came across the friendly lampstand named Lumiere, the timepiece named Cogsworth, the teapot named Mrs. Potts, and Chip, the little teacup. Before long, the bitter fiend angrily found the inventor and mercilessly dragged him off to jail. Belle's father's faithful steed guided Belle and she nervously entered the forbidding stronghold. She bravely volunteered to take the difficult position of her beloved parent, and the Beast accepted this proposition. Upon arriving in the village, Belle's father desperately tried to quickly round up men to save his beloved daughter but the townspeople would not even come to their aid.

Writing Boxes Samples--Second Paragraph

<> B-1a. Highlight words

One day, Maurice and his horse got
lost in a forest while
travelling to a fair.

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

Belle's father and his steed got off-
track in a woods as they were journey-
ing to an exhibition one afternoon.

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

lost	forest	travelling	fair
misplaced	timber	walking	exhibition
off-track	woodland	trekking	festival
strayed	thicket	journeying	market
disappeared	woods	plodding	display
astray	grove	going	bazaar
disoriented	copse	tramping	show

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

woods	journeying	exhibition
thick	slowly	city
huge	patiently	trade
dense	happily	invention
dark	sadly	popular
foggy	carefully	huge

<> B-1h. New sentence with describers

Belle's father and his steed got offtrack in a dark
woods as they were patiently journeying to a
trade exhibition one afternoon.

<> B-2a. Highlight words

Chased by wolves, they were
forced to take shelter in the Beast's
castle.

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

Followed by coyotes, the man and
his horse had to hide in the Beast's
fortress.

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

Chased	wolves	shelter	castle
pursued	coyotes	cover	fortress
hunted	canine	sanctuary	house
hounded	wild dogs	hide	mansion
followed	curs	haven	manor
trailed	mutts	asylum	palace
run down	foxes	safety	stronghold

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

followed	coyotes	fortress
hotly	hungry	mysterious
quickly	fast	enchanted
madly	gigantic	creepy
hungrily	huge	dark
speedily	vicious	run-down

<> B-2h. New sentence with describers

Hungrily followed by huge coyotes, the man and
his horse had to hide in the Beast's mysterious
fortress.

Writing Boxes Samples--Second Paragraph (continued)

<> B-3a. Highlight words

Maurice then met Lumière the candlestick, Cogsworth the clock, Mrs. Potts the teapot, and Chip the teacup.

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

The old man then came across the lampstand named Lumière, the timepiece, named Cogsworth, the teapot named Mrs. Potts, and the Chip, the teacup.

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

Maurice	met	candlestick	clock
he	came across	light-holder	timepiece
the inventor	encountered	candelabra	timekeeper
the old man	saw	freak	watch
the poor guy	stumbled upon	lampstand	alarm
the innovator	found	sconce	hourglass
elderly chap	collided with	pricket	timer

<> B-3f. & 3g. Three to five describers for new words

old man	came across	lampstand
exhausted	luckily	golden
relieved	fortunately	tall
panting	happily	friendly
tired	accidentally	happy
happy	surprisingly	branched

<> B-3h. New sentence with describers

The exhausted old man then fortunately came across the friendly lampstand named Lumière, the timepiece named Cogsworth, the teapot named Mrs. Potts, and Chip, the little teacup.

<> B-4a. Highlight words

Soon, the Beast discovered Maurice and imprisoned him.

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

Before long, the fiend found the inventor and dragged him off to jail.

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

soon	Beast	discovered	imprisoned
presently	fiend	observed	jail
quickly	monster	detected	arrested
rapidly	ogre	found	locked up
before long	horror	identified	confined
speedily	freak	espied	restrained
hastily	terror	spotted	detained

<> B-4f. & 4g. Three to five describers for new words

fiend	found	jail
lonely	surprisingly	mercilessly
angry	bitterly	angrily
frustrated	madly	roughly
bitter	angrily	harshly
irritable	unfortunately	carelessly

<> B-4h. New sentence with describers

Before long, the bitter fiend angrily found the inventor and mercilessly dragged him off to jail.

Writing Boxes Samples--Second Paragraph (continued)

<> B-5a. Highlight words

Later, Belle reached the castle after being led there by her father's horse .

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

reached	castle	led	horse
arrived at	fortress	directed	steed
entered	tower	piloted	mare
made	palace	guided	colt
came to	stronghold	conducted	bronco
attained	mansion	steered	stallion
gained	citadel	conveyed	pack animal

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

Belle's father's steed guided Belle, and she entered the stronghold.

<> B-5f. & 5g. Three to five describers for new words

entered	stronghold	steed
fearfully	ancient	intelligent
fearlessly	forbidding	faithful
bravely	run-down	smart
nervously	enchanted	nice
boldly	massive	gentle

<> B-5h. New sentence with describers

Belle's father's faithful steed guided Belle, and she nervously entered the forbidding stronghold.

<> B-6a. Highlight words

She offered to take the place of her father, and the Beast agreed to this.

<> B-6b. & 6c. Three to five synonyms or substitute words for the words in the sentence

offered	place	father	agreed
proposed	position	Maurice	accepted
went forward	spot	dad	welcomed
pressed	situation	parent	submitted
volunteered	slot	papa	conceded
advanced	state	guardian	consented
presented		daddy	permitted

<> B-6e. New sentence--no describers

She volunteered to take the position of her parent, and the Beast accepted this proposition.

<> B-6f. & 6g. Three to five describers for new words

volunteered	position	parent
lovingly	bad	beloved
boldly	terrible	kind
kindly	uncomfortable	sad
bravely	difficult	discouraged
freely	desperate	trapped

<> B-6h. New sentence with describers

She bravely volunteered to take the difficult position of her beloved parent, and the Beast accepted this proposition.

Writing Boxes Samples--Second Paragraph (continued)

<> B-7a. Highlight words

Once back in town, Maurice
 attempted to organize a rescue
 but nobody believed his story.

<> B-7e. New sentence--no describers

Upon arriving in the village, Belle's
 father tried to round up men to save
 his beloved daughter but the towns-
 people would not come to their aid.

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

<u>attempted</u>	<u>organize</u>	<u>nobody</u>	<u>believed</u>
<u>endeavored</u>	<u>get together</u>	<u>none</u>	<u>not come to aid</u>
<u>tried</u>	<u>construct</u>	<u>no person</u>	<u>trusted</u>
<u>sought</u>	<u>form</u>	<u>townspeople</u>	<u>considered</u>
<u>undertook</u>	<u>set-up</u>	<u>no villager</u>	<u>had faith in</u>
<u>aimed</u>	<u>arrange</u>	<u>none of the</u>	<u>bought</u>
<u>strove</u>	<u>round up</u>	<u>not a soul</u>	<u>relied on</u>

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

<u>tried</u>	<u>round up</u>	<u>not come to aid</u>
<u>madly</u>	<u>quickly</u>	<u>easily</u>
<u>vainly</u>	<u>carefully</u>	<u>actually</u>
<u>quickly</u>	<u>actually</u>	<u>even</u>
<u>desperately</u>	<u>speedily</u>	<u>really</u>
<u>loudly</u>	<u>slowly</u>	<u>kindly</u>

<> B-7h. New sentence with describers

Upon arriving in the village, Belle's father
 desperately tried to quickly round up men to save
 his beloved daughter but the townspeople would
 not even come to their aid.

Lesson C. Study Skills: Outline Third Paragraph

PoB-C	Paragraph 3	<p>Meanwhile, Belle refused the Beast's request to have dinner with him. Instead, she explored the castle with Lumiere and Cogsworth. The Beast scared her away in despair when she wandered into the closed-off wing of the castle. Later on, the Beast ended up defending Belle when she was attacked by wolves. As Belle treated his wounds, they both began to love 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.</p>
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<p><> C-1a. Now repeat that process by highlighting the four most important words in the first sentence of the third paragraph from the passage (provided below).</p> <p style="text-align: center;"><i>Meanwhile, Belle refused the Beast’s request to have dinner with her.</i></p>	<p><> C-1b. Write those words on the top line in the following columns.</p> <p><> C-1c. Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> C-1d. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>																								
<p><> C-1e. Write a new sentence from the given one with your new words (highlighted above).</p> <p style="text-align: center;">Paragraph 3: Sentence One (no describers added)</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>																									
<p><> C-1f. (1) Write the words you just changed in your new sentence on the lines.</p> <p>(2) Choose three to five describers for each of the words you listed.</p> <p>(3) Write these describers in the columns beneath each word.</p> <p>Note: You may use a thesaurus or online reference source if desired.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; width: 33%;">Describers for</th> <th style="text-align: center; width: 33%;">Describers for</th> <th style="text-align: center; width: 33%;">Describers for</th> </tr> </thead> <tbody> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </tbody> </table> <p><> C-1g. Once you have three to five listed, choose the word in each column that you think sounds the best and highlight each one.</p>	Describers for	Describers for	Describers for																			<p><> C-1h. Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.</p> <p style="text-align: center;">Paragraph 3: Sentence One (with describers added)</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>			
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<p><> C-2a. Now repeat that process by highlighting the four most important words in the second sentence of the third paragraph from the passage (provided below).</p> <p style="text-align: center;"><i>Instead, she explored the castle with Lumiere and Cogsworth.</i></p>	<p><> C-2b. Write those words on the top line in the following columns.</p> <p><> C-2c. Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> C-2d. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>																												
<p><> C-2e. Write a new sentence from the given one with your new words (highlighted above).</p> <p style="text-align: center;">Paragraph 3: Sentence Two (no describers added)</p> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em;"></div>																													
<p><> C-2f. (1) Write the words you just changed in your new sentence on the lines.</p> <p>(2) Choose three to five describers for each of the words you listed.</p> <p>(3) Write these describers in the columns beneath each word.</p> <p>Note: You may use a thesaurus or online reference source if desired.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; width: 33%;">Describers for</th> <th style="text-align: center; width: 33%;">Describers for</th> <th style="text-align: center; width: 33%;">Describers for</th> </tr> </thead> <tbody> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </tbody> </table> <p><> C-2g. Once you have three to five listed, choose the word in each column that you think sounds the best and highlight each one.</p>	Describers for	Describers for	Describers for																						<p><> C-2h. Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.</p> <p style="text-align: center;">Paragraph 3: Sentence Two (with describers added)</p> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em;"></div>				
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<> **C-3a.** Now repeat that process by highlighting the four most important words in the third sentence of the third paragraph from the passage (provided below).

The Beast scared her away in despair when she wandered into the closed-off wing of the castle.

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

<> **C-3c.** Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

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

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

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

<> **C-3f.** (1) Write the words you just changed in your new sentence on the lines.

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

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

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

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<> **C-3g.** Once you have three to five listed, choose the word in each column that you think sounds the best and highlight each one.

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

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

<p><> C-4a. Now repeat that process by highlighting the four most important words in the fourth sentence of the third paragraph from the passage (provided below).</p> <p style="text-align: center;"><i>Later on, the Beast ended up defending Belle when she was attacked by wolves.</i></p>	<p><> C-4b. Write those words on the top line in the following columns.</p> <p><> C-4c. Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> C-4d. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>																								
<p><> C-4e. Write a new sentence from the given one with your new words (highlighted above).</p> <p style="text-align: center;">Paragraph 3: Sentence Four (no descriptors added)</p> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em;"></div>																									
<p><> C-4f. (1) Write the words you just changed in your new sentence on the lines.</p> <p>(2) Choose three to five descriptors for each of the words you listed.</p> <p>(3) Write these descriptors in the columns beneath each word.</p> <p>Note: You may use a thesaurus or online reference source if desired.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; width: 33%;">Descriptors for</th> <th style="text-align: center; width: 33%;">Descriptors for</th> <th style="text-align: center; width: 33%;">Descriptors for</th> </tr> </thead> <tbody> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </tbody> </table> <p><> C-4g. Once you have three to five listed, choose the word in each column that you think sounds the best and highlight each one.</p>	Descriptors for	Descriptors for	Descriptors for																			<p><> C-4h. Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.</p> <p style="text-align: center;">Paragraph 3: Sentence four (with descriptors added)</p> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em;"></div>			
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<> **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).

As Belle treated his wounds, they both began to love each other.

<> **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 just highlighted in the sentence. 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 the original words and highlight each one you choose.

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

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

<> **C-5f.** (1) Write the words you just changed in your new sentence on the lines.

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

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

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

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

<> **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** describers added)

<p><> 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).</p> <p style="text-align: center;"><i>Belle told the Beast she missed her father, and he used his mirror to let her see him.</i></p>	<p><> C-6b. Write those words on the top line in the following columns.</p> <p><> C-6c. Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> </tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> C-6d. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>																												
<p><> C-6e. Write a new sentence from the given one with your new words (highlighted above).</p> <p style="text-align: center;">Paragraph 3: Sentence Six (no describers added)</p> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em;"></div>																													
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<p><> 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).</p> <p style="text-align: center; padding: 20px 0;"><i>Maurice was dying while trying to reach the castle, so the Beast allowed Belle to go save him.</i></p>	<p><> C-7b. Write those words on the top line in the following columns.</p> <p><> C-7c. Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><> C-7d. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>																												
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<> C-8. Write all of your final sentences from each page of Lesson C on the lines provided as one complete paragraph.

[illegible]

Sample of Paragraph Three

Meanwhile, Maurice's strong-willed daughter declined the Beast's respectful petition to have a delicious banquet with him. Instead, she curiously inspected the dark mansion with the helpful candlestick and the clock. The Beast accidentally frightened her away in total desperation when she unknowingly roamed into the forbidden wing of the castle. Later on, the remorseful monster ended up bravely saving the struggling young lady when she was assaulted by wolves. As Belle patiently cared for his painful injuries, they both started to actually care about each other. The kind young woman told the Beast she longed for her father, and he used his mirror to let her anxiously observe her beloved parent. Maurice was perishing while desperately struggling to reach the castle, so the Beast kindly released Belle to go immediately rescue him.

Writing Boxes Samples--Third Paragraph

<> **C-1a.** Highlight words

Meanwhile, Belle refused the Beast's request to have dinner with him.

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

Meanwhile, Maurice's daughter declined the Beast's petition to have a banquet with him.

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

<u>Belle</u>	<u>refused</u>	<u>request</u>	<u>dinner</u>
<u>young lady</u>	<u>rejected</u>	<u>appeal</u>	<u>a banquet</u>
<u>Maurice daugh.</u>	<u>denied</u>	<u>invitation</u>	<u>supper</u>
<u>the girl</u>	<u>turned down</u>	<u>petition</u>	<u>a meal</u>
<u>Beast's prisoner</u>	<u>declined</u>	<u>overture</u>	<u>a feast</u>
<u>the woman</u>	<u>spurned</u>	<u>invite</u>	<u>a spread</u>
	<u>repelled</u>	<u>offer</u>	<u>a repast</u>

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

<u>Maurice's daughter</u>	<u>petition</u>	<u>banquet</u>
<u>beautiful</u>	<u>proud</u>	<u>small</u>
<u>brave</u>	<u>respectful</u>	<u>delicious</u>
<u>pretty</u>	<u>vain</u>	<u>huge</u>
<u>strong-willed</u>	<u>open</u>	<u>wonderful</u>
<u>courageous</u>	<u>written</u>	<u>private</u>

<> **C-1h.** New sentence with describers

Meanwhile, Maurice's strong-willed daughter declined the Beast's respectful petition to have a delicious banquet with him.

<> **C-2a.** Highlight words

Instead, she explored the castle with Lumiere and Cogsworth.

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

Instead, she inspected the mansion with the candlestick and the clock.

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

<u>explored</u>	<u>castle</u>	<u>Lumiere</u>	<u>Cogsworth</u>
<u>examined</u>	<u>mansion</u>	<u>the lampstand</u>	<u>the clock</u>
<u>toured</u>	<u>fortress</u>	<u>sanctuary</u>	<u>the timepiece</u>
<u>travelled</u>	<u>palace</u>	<u>the candlestick</u>	<u>the timer</u>
<u>inspected</u>	<u>tower</u>	<u>the sconce</u>	<u>the alarm</u>
<u>scouted out</u>	<u>stronghold</u>	<u>the taper holder</u>	<u>the watch</u>
<u>hunted through</u>	<u>house</u>	<u>the pricket</u>	<u>the timekeeper</u>

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

<u>inspected</u>	<u>mansion</u>	<u>candlestick</u>
<u>quickly</u>	<u>creepy</u>	<u>helpful</u>
<u>closely</u>	<u>magical</u>	<u>friendly</u>
<u>bravely</u>	<u>run-down</u>	<u>bright</u>
<u>curiously</u>	<u>dark</u>	<u>golden</u>
<u>stubbornly</u>	<u>huge</u>	<u>smart</u>

<> **C-2h.** New sentence with describers

Instead, she curiously inspected the dark mansion with the helpful candlestick and the clock.

Writing Boxes Samples--Third Paragraph (continued)

<p><> C-3a. Highlight words The Beast <u>scared</u> her away in <u>despair</u> when she <u>wandered</u> into the <u>closed-off</u> wing of the castle.</p>	<p><> C-3b. & 3c. Three to five synonyms or substitute words for the words in the sentence</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;"><u>scared</u></td> <td style="width: 25%; text-align: center;"><u>despair</u></td> <td style="width: 25%; text-align: center;"><u>wandered</u></td> <td style="width: 25%; text-align: center;"><u>closed-off</u></td> </tr> <tr> <td><u>terrified</u></td> <td><u>desperation</u></td> <td><u>meandered</u></td> <td><u>forbidden</u></td> </tr> <tr> <td><u>shocked</u></td> <td><u>hopelessness</u></td> <td><u>strayed</u></td> <td><u>off-limits</u></td> </tr> <tr> <td><u>frightened</u></td> <td><u>anguish</u></td> <td><u>strolled</u></td> <td><u>shut up</u></td> </tr> <tr> <td><u>petrified</u></td> <td><u>sorrow</u></td> <td><u>roamed</u></td> <td><u>closed up</u></td> </tr> <tr> <td><u>spooked</u></td> <td><u>depression</u></td> <td><u>drifted</u></td> <td><u>out of bounds</u></td> </tr> <tr> <td><u>intimidated</u></td> <td><u>misery</u></td> <td><u>ambled</u></td> <td><u>banned</u></td> </tr> </table>			<u>scared</u>	<u>despair</u>	<u>wandered</u>	<u>closed-off</u>	<u>terrified</u>	<u>desperation</u>	<u>meandered</u>	<u>forbidden</u>	<u>shocked</u>	<u>hopelessness</u>	<u>strayed</u>	<u>off-limits</u>	<u>frightened</u>	<u>anguish</u>	<u>strolled</u>	<u>shut up</u>	<u>petrified</u>	<u>sorrow</u>	<u>roamed</u>	<u>closed up</u>	<u>spooked</u>	<u>depression</u>	<u>drifted</u>	<u>out of bounds</u>	<u>intimidated</u>	<u>misery</u>	<u>ambled</u>	<u>banned</u>
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Writing Boxes Samples--Third Paragraph (continued)

<> C-5a. Highlight words

As Belle **treated** his **wounds**
they both **began** to **love**
each other.

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

As Belle cared for his injuries, they
both started to care about each other.

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

<u>treated</u>	<u>wounds</u>	<u>began</u>	<u>love</u>
bandaged	cubs	started	like
healed	pains	commenced	have feelings
attended to	hurts	launched	care about
nursed	injuries	undertook	desire
dressed	gashes	established	cherish
cared for	damages	founded	prize

<> C-5f. & 5g. Three to five describers for new words

<u>cared for</u>	<u>injuries</u>	<u>care about</u>
kindly	serious	actually
patiently	few	noticeably
gently	numerous	finally
slowly	painful	accidentally
methodically	obvious	even

<> C-5h. New sentence with describers

As Belle patiently cared for his painful injuries,
they both started to actually care about each
other.

<> C-6a. Highlight words

Belle told the Beast she **missed**
her father, and he used his mirror to
let her **see** **him**.

<> C-6e. New sentence--no describers

The young woman told the Beast she
longed for her father, and he used his
mirror to let her observe her parent.

<> C-6b. & 6c. Three to five synonyms or substitute words for the words in the sentence

<u>Belle</u>	<u>missed</u>	<u>see</u>	<u>him</u>
the young lady	wanted	view	her parent
the girl	desired	check in on	the old man
young woman	yearned for	observe	Maurice
the female	longed for	look at	her guardian
Maur. daught.	needed	behold	her ancestor
the beauty	craved	gaze at	her papa

<> C-6f. & 6g. Three to five describers for new words

<u>the young woman</u>	<u>observe</u>	<u>her parent</u>
gentle	actually	beloved
kind	really	kind
beautiful	anxiously	old
virtuous	nervously	loving
loving	lovingly	troubled

<> C-6h. New sentence with describers

The kind young woman told the Beast she longed
for her father, and he used his mirror to let her
anxiously observe her beloved parent.

Writing Boxes Samples--Third Paragraph (continued)

<> C-7a. Highlight words

Maurice was dying while trying
to reach the castle, so the Beast
allowed Belle to go save him.

<> C-7e. New sentence--no describers

Maurice was perishing while strug-
gling to reach the castle, so the
Beast released Belle to go rescue him.

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

<u>dying</u>	<u>trying</u>	<u>allowed</u>	<u>save</u>
<u>expiring</u>	<u>attempting</u>	<u>permitted</u>	<u>rescue</u>
<u>perishing</u>	<u>striving</u>	<u>authorized</u>	<u>help</u>
<u>despairing</u>	<u>laboring</u>	<u>released</u>	<u>assist</u>
<u>breathing his last</u>	<u>undertaking</u>	<u>sanctioned</u>	<u>aid</u>
<u>declining</u>	<u>seeking</u>	<u>licensed</u>	<u>preserve</u>
<u>fading</u>	<u>struggling</u>	<u>granted</u>	<u>sustain</u>

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

<u>struggling</u>	<u>released</u>	<u>rescue</u>
<u>madly</u>	<u>kindly</u>	<u>quickly</u>
<u>determinedly</u>	<u>generously</u>	<u>lovingly</u>
<u>despairingly</u>	<u>gently</u>	<u>immediately</u>
<u>desperately</u>	<u>obligingly</u>	<u>speedily</u>
<u>hopelessly</u>	<u>quickly</u>	<u>kindly</u>

<> C-7h. New sentence with describers

Maurice was perishing while desperately
struggling to reach the castle, so the Beast
kindly released Belle to go immediately
rescue him.

Projects 3 & 4: Original Expository Essay--Three Castle Objects You Would Like As Friends

3 P'soB Plus Opening Paragraph and Closing Paragraph

Overview of Original Expository Essay

This week we will learn about non-persuasive essay writing (using the Sentence-by-Sentence Outlining method). Expository essay writing explains to the reader (or “exposes” him to information)—but without all of the statistics and data that more research-based informative writing contains.

I. TOPIC OF ESSAY

You will be writing an **Expository Essay** about **three castle objects you would like as friends**. You may choose one given below or others.

- | | |
|----------------------------|-------------|
| A. Suit of Armor | B. Torch |
| C. Chair | D. Gate |
| E. Bed | F. Cloak |
| G. Shoes | H. Rug |
| I. Bear Skin Rug | J. Saddle |
| K. Coat of Arms | L. Crossbow |
| M. Shield | N. Pike |
| O. Sword | P. Mace |
| Q. Animal Head on Wall | |
| R. Big Black Cast Iron Pot | |
| S. Other | |

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

All students will write **3 Paragraphs** for the Body (P'soB*).

*P'soB--Paragraphs of Body

III. SENTENCES PER PARAGRAPH

- A. **Basic** students will write **6-8 sentences per paragraph**.
- B. **Extension** students will write **7-10 sentences per paragraph**.

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

*LAL=Language Arts Lady

IV. OPENING PARAGRAPH

All Students will write an **Opening Paragraph**.

V. CLOSING PARAGRAPH

All Students will write a **Closing Paragraph**.

VI. SOURCES

Students will not cite sources, but will need to use sources to find information about their chosen actions/person if needed or desired.

VII. QUOTATIONS WITHIN YOUR ESSAY

Students **are** assigned the addition of at least one quote. Any added quotes will **not** have to be formally cited; you may just include the author of the quote.

VIII. WRITE ON/ADDITIONAL SKILLS

Students will learn various ways to **open and close an essay**.

- A. Quotation Punctuation and Capitalization
- B. Transitions
- C. Thesis Statement
- D. Thesis Statement “Reloaded”

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

Lesson A. Study Skills/Prewriting: Planning Three Paragraphs for the Body of Essay

<> **A-1.** Read the student sample, "Three Castle Objects You Would Like as Friends" (Box A-1), paying close attention to:

- (1) Opening Paragraph and Closing Paragraph
- (2) 3 P'soB
- (3) Three Ways
- (4) Thesis Statement
- (5) Thesis Statement Reloaded
- (6) Transition from one paragraph/one reason to the next

Student Sample - Three Castle Objects You Would Like as Friends

Castles have existed in one form or another for thousands of years. The European castle building age began in the ninth century and lasted until the fifteenth century. People began constructing these fortresses after Europe was divided into thousands of tiny kingdoms. Constant raids and counterattacks between these states forced people to create bastions for protection. Castles were fantastic friends in case of enemy attack, and over 75,000 were built in Western Europe. What if more than the stone walls were your partners, though? What if the objects inside a castle could come alive? Three castle objects I would like as friends are a suit of armor, a torch, and a rug. **[Opening Paragraph]**

A suit of armor would be amazing to have as a friend for three reasons. First, it would be incredibly easy to put on. Each armor piece could jump onto my body and tighten perfectly. Secondly, it would give me a huge advantage in a battle. While I attacked with my sword, my suit could use my shield to defend me. When I began to tire, it could move both hands for me. Finally, it would provide me with increased mobility as the heavy armor could march with me under its own power. **[PoB-A: Suit of Armor]**

Another useful object to have as a friend would be a torch. A torch as a light for me to see by would be great, but what if it could relay to me what it observed? This would allow me to toss my flaming stick around a corner and hear a report about the room. Any arrows or spears would not hurt the torch even though they could harm me. Of course, my fiery friend would also be a distraction to the enemy in a battle. It could hop between my enemies' legs and force them to watch their feet. This would render them much less effective in fighting me. **[PoB-B: A Torch]**

A suit of armor and a torch would be fantastic friends, but what about a rug? The first advantage of a living rug is that it could clean itself. It would also be incredibly easy to transport since it could roll under its own power. However, there are far more fabulous uses for a rug. A crowd of enemies could step on it without realizing it was alive. Then, before they could attack me, it could knock them off their feet. It could then roll among my enemies, constantly tripping them. **[PoB-C: A Rug]**

Thomas Aquinas once stated, "There is nothing on this earth more to be prized than true friendship." A suit of armor, a torch, and a rug would all be three fabulous friends. They would protect me well from enemies in a battle. The suit of armor would increase my strength. The torch would give me better reconnaissance. The rug would provide me with a secret weapon. I believe there are no better friends than the ones--such as these--who help you survive when adversity attacks. **[Closing Paragraph]**

 = Thesis Statement & Thesis Statement Reloaded

Box A-1

⇒ **A-2.** Now that you have studied the provided sample, complete the following steps:

1. Do a quick online search of castle objects.
2. Choose the three you would like to write about and list them in the Directed Brainstorming Box (Box A-2) provided.
3. Research those three and write down facts, quotes, etc., under each one, including who said the info and what makes that person an expert.

Directed Brainstorming Box		
Three Castle Objects		
First Castle Object	Second Castle Object	Third Castle Object

Brainstorming Box A-2

Lesson B. Research and Study Skills: Design Working Thesis Statement

A Thesis Statement is a statement declaring what your entire paper is going to be about. This is similar to when you learned how to write the opening sentence of a paragraph—a sentence that tells what your entire paragraph is about.

However, in the case of a **Thesis Statement**, you will not just write what one paragraph is about—but **you will write what the entire essay is going to be about**.

For instance, if you were writing an opening sentence about one of your paragraphs about the torch as one of your castle friends, you might say *Another useful object to have as a friend would be a torch.*

However, you can not use that sentence for the Thesis Statement of your entire essay because it only tells what the one paragraph is about—the paragraph about salt. **The Thesis Statement must tell what the entire essay is about.**

For example, *Three castle objects I would like as friends are a suit of armor, a torch, and a rug.*

<> **B.** Now that you have thought about your objects and possibly researched them, you are probably ready to write a “Working” Thesis Statement about them. Consider these tips when you design your Thesis Statement:

1. **Write one sentence that tells the reader what your essay is about.**
2. Be sure it **includes all castle objects of your essay.**
3. Do **not** say, *In this essay, you will learn about....or In this essay, I will tell you about...*
4. Include your castle objects in your Thesis Statement in the same order that they will appear in the body of your essay.

Sample “Working” Thesis Statement

Three castle objects I would like as friends are a suit of armor, a torch,
and a rug.

Sample Box B

My “Working” Thesis Statement for this essay: _____

Box B

Note: If you do not feel prepared to write your “Working” Thesis Statement at this time, you may skip this assignment and come back to it after you complete your outlining.

Note: The “Thesis Statement” above is a “Working” Thesis Statement. You will tweak it later when you write your Opening Paragraph so that it fits well with the type of Opening Paragraph you write.

Lesson C. Write On: Transitions

While your Opening Paragraph--namely your “Thesis Statement”--will introduce the topic of your essay, you still need to remind the reader of the topic of your essay in each paragraph via transition sentences--or LINKS.

If you have written one paragraph reports and essays before, you have probably already learned about the Topic Sentence.

The Topic Sentence is the sentence in a paragraph that tells that paragraph’s topic. That is, it tells what the **entire paragraph is going to be about.**

Even though you are writing three P’soB this week, you still need a point in each paragraph that tells the reader, “Hey, this paragraph is about ____!” (Without saying that though!).

The Topic Sentence is **often found in the first two sentences of a paragraph.** This is why some programs call it the Opening Sentence.

You should consider the Topic Sentence of each paragraph to be the “LINK” that links that paragraph’s topic to the entire paragraph. This Topic Sentence will **sometimes be called the Transition Sentence** in longer and more detailed essays in the future.

Regardless of what it is called, this is an extremely important sentence in your paragraph--as **linking each paragraph with the whole essay is crucial for helping readers to enjoy and understand your essay.**

LINK

Regardless of what you call it, every paragraph needs a **LINK**--a sentence that LINKS that paragraph to the entire essay:

- **Topic Sentence** of a Paragraph--is a **LINK**
- **Opening Sentence** of a Paragraph--is a **LINK**
- **Transition Sentence** of a Paragraph--is a **LINK**

<> **C-1.** In the sample essay provided, highlight the following sentences in P'soB-A, B, and C (second, third, and fourth paragraphs).

- a. The first is *A suit of armor would be amazing to have as a friend for three reasons.*
- b. The second is *Another useful object to have as a friend would be a torch.*
- c. The third is *A suit of armor and a torch would be fatnastic friends, but what about a rug?*

Each of these sentences is a transition sentence that links that paragraph with the topic of the essay (the “thesis”).

This is sometimes called **sign posting**--telling your reader where you've been, where you are, and where you are headed in your essay.

In order to write these transition/LINK sentences, you will want to use transition words or statements.

<> **C-2.** Study the Transition Words and Phrases provided in the box.

<> **C-3.** In the Sample Essay provided (Box A-1 & C-3), highlight six transition types of words or phrases, excluding the word *and*. (If you need help with this, use the Transition Words and Phrases box.) Remember, transition words and phrases may fall anywhere in a paragraph. They are used to LINK and transition, but they are also used to introduce examples, to compare, to contrast, and more within a paragraph.

Transition Words and Phrases

For transition sentences, you will often use transition words. Consider the following words and phrases for introducing continuing paragraphs--as well as for showing chronology, comparisons, contrasts, cause/effect, and more in sentences **within** a paragraph.

To Show Addition or More

- | | | | | |
|---------------------|-------------------|---------------------|----------------|-----------------------|
| • and | • in addition to | • furthermore | • moreover | • besides |
| • than | • too | • also | • both-and | • another |
| • equally important | • first | • second, etc., | • again | • further |
| • last | • finally | • not only-but also | • as well as | • in the second place |
| • next | • likewise | • similarly | • in fact | • as a result |
| • consequently | • in the same way | • for example | • for instance | • however |
| • thus | • therefore | • otherwise | | |

To Introduce an Illustration or Example

- | | | | | |
|------------------|-----------------|----------------|-----------|-----------------|
| • thus | • for example | • for instance | • namely | • to illustrate |
| • in other words | • in particular | • specifically | • such as | |

To Contrast

- | | | | | |
|---------------------|--------------------------|-------------------|-------|---------------|
| • on the contrary | • contrarily | • notwithstanding | • but | • however |
| • nevertheless | • in spite of | • in contrast | • yet | • on one hand |
| • on the other hand | • rather | • or | • nor | • conversely |
| • at the same time | • while this may be true | | | |

To Compare or Show Similarities

- | | | | | |
|-------------|------------|-------------------|------------------|----------------|
| • similarly | • likewise | • in like fashion | • in like manner | • analogous to |
|-------------|------------|-------------------|------------------|----------------|

To Emphasize

- | | | | | |
|-------------|---------------|---------------|-------------|-------------|
| • above all | • indeed | • truly | • of course | • certainly |
| • surely | • in fact | • in truth | • again | • besides |
| • also | • furthermore | • in addition | | |

To Give Suggestions or Challenges

- | | | | |
|--------------------|---------------|---------------------|-----------------------------|
| • for this purpose | • to this end | • with this in mind | • with this purpose in mind |
| • therefore | | | |

To Show the Results of or Consequences of Something

- | | | | | |
|---------------|------------------------|---------------|------------------|-----------|
| • so that | • with the result that | • thus | • consequently | • hence |
| • accordingly | • for this reason | • therefore | • so | • because |
| • since | • due to | • as a result | • in other words | • then |

Box for C-2 & C-3

Lesson D. Write On: Inserting Quotes in Outline

<> D-1. Study the General Quote Inclusion in Outline Box (Box D-1).

General Quote Inclusion in Outline

When you include a quotation in your writing, you may write the entire quote in your outline so that when you are ready to write, you will not have to look it up.

Unless your teacher tells you to do otherwise, you should **write the entire quote in your outline** for now so that you are ready to include your quote when you are writing your paper:

1. Write your quote neatly on the lines provided word-for-word as it appears in your source.
2. Be sure you use the exact wording, punctuation, and spelling of the original quote. (When you are quoting a person or a source word-for-word, your copy of it must be identical to the original.)
3. Put quotation marks around your quote, with the first one coming before the first word of the quote and the last one coming after the final punctuation mark of your quote.
4. Be sure you include anything that you will need for that sentence--the correct spelling of the person who said it, a date or place, etc.

Box D-1

<> D-2. Study the two Quotes in Your Outline Box (Box D "People" and Box D "Book")

Citation Examples for "People" Quotes in Outline

(Already Quoted in the Source)

If your quote is by a person, include their name and credentials on outlining lines:

"Fairy tales do not tell children the dragons exist. Children already know that dragons exist. Fairy tales tell children the dragons can be killed." G.K. Chesterton (English writer late 1800's; 80 books)

"Being born in a duck yard does not matter, if only you are hatched from a swan's egg." (Hans Christian Anderson, Danish writer, famous for his fairy tales)

Box D "People"

Citation Examples for "Book" Quotes in Outline

(Lifted Text--Not Already Quoted in the Source)

- A. A "book quote" may come from a book, newspaper, magazine, web site, etc.--any words you lift from a source and make into a quote.
- B. Lifted text words were not quoted in your source, but any time you use any words, word-for-word, they must be quoted with quotation marks since they belong to someone else.
- C. When you quote a source, you will just lift words from a book (or other source) and put them in your essay or report, along with quotation marks and the name of the source.
- D. Be sure to include information about the source where you lifted the text--name, author, credentials, etc.:

"The simplicity of good overcoming evil is deeply reassuring to a child struggling to make sense of the wide world around them." "5 Reasons Fairy Tales are Good for Children" on Learning Through Literature

Note: If you are quoting a person (not just lifting words from a source but actually using words that were spoken by a person (even if the quote came from a book or source), just treat the words like a "person quote" for now and use a speech tag that tells who the speaker is (not the book or source title containing this quote). (See the "People Quotes" box.)

Note: These samples are for the outline. In your text, you will use the author's name in the speech tag.

Box D "Book"

Lesson E. Study Skills and Prewriting: Outline Original Paragraphs

<> E. Outline each paragraph of your three castle objects you would like as friends essay on the outlining lines provided, following these tips:

- (1) **Review your Brainstorming Box and add to it** as you think of more ideas (from Box A-3).
- (2) **“Work” in your Brainstorming Box** by doing the following:
 - a. **Review it** and add to it as you think of more ideas.
 - b. **Mark through anything you do not want** to include in your essay.
 - c. **Number the information you have in the order that you think you would like to include each** in your paragraph.
- (3) **Outline your essay one paragraph at a time** in a Sentence-by-Sentence (S-by-S) manner.
 - a. You may use complete sentences, statements, or key words for each sentence.
 - b. You may want to outline using words from your source and then write the material in your own words when you write your essay.
 - c. You may or may not use all of the outlining lines provided.
- (4) **Somewhere in your first sentence or two, you need to transition into your paragraph**--a sentence or two that does all of the following:
 - a. Transitions **from the previous paragraph into this one**
 - b. **Introduces the next castle object**
 - c. **“Links” that object with the thesis.** This is why the first two outlining lines for each paragraph have the words LINK Sentence provided--to remind you to include that LINK/transition.

Note: This is why the first two outlining lines for each paragraph have the words LINK/Transition provided--to remind you to include that LINK/Transition.

All--Paragraph A of Body

Topic of PoB-A - First Castle Object: _____

LINK/Transition (+)--Sentence 1 _____

LINK/Transition (+)--Sentence 2 _____

Support Sentence (SS-1) _____

SS-2 _____

SS-3 _____

SS-4 _____

SS-5 _____

SS-6 _____

SS-7 _____

SS-8 _____

SS-9 _____

SS-10 _____

All--Paragraph B of Body

Topic of PoB-B - Second Castle Object: _____

LINK/Transition (+)--Sentence 1 _____

LINK/Transition (+)--Sentence 2 _____

Support Sentence (SS-1) _____

SS-2 _____

SS-3 _____

SS-4 _____

SS-5 _____

SS-6 _____

SS-7 _____

SS-8 _____

SS-9 _____

SS-10 _____

All--Paragraph C of Body

Topic of PoB-C - Third Castle Object: _____

LINK/Transition (+)--Sentence 1 _____

LINK/Transition (+)--Sentence 2 _____

Support Sentence (SS-1) _____

SS-2 _____

SS-3 _____

SS-4 _____

SS-5 _____

SS-6 _____

SS-7 _____

SS-8 _____

SS-9 _____

SS-10 _____

+ Eighty percent of the time the paragraph's topic sentence (or LINK) falls within the first two sentences of a paragraph.

Lesson F. Composition: Writing Original “Expository” Essay

<> F. Follow these steps to write your essay.

- (1) **Read your original “Working” Thesis Statement** to remind you of what your entire essay needs to be about.
- (2) **Read the topic of your first Paragraph** of the Body **and the sentence notes** beneath it.
- (3) **Add any notes to this paragraph that you desire**—or mark through things that you do not want or re-number the sentence lines if you want your information in a different order.

Note About Thesis Statement: You will be writing an Opening Sentence later. You do not need to include the Thesis Statement in your essay yet.

- (4) **Write the first paragraph of the body** of your essay (PoB-A) in your notebook or key it on the computer.
- (5) Be sure to **double space** (if keying) or **write on every other line** if writing by hand.
- (6) **Continue the steps above** for the rest of the essay.

Lesson G. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

<> **G-1.** Now that you have written the body of your essay, you are ready to write notes for an original* Opening Paragraph. Follow these steps:

- (1) Read the body of your report aloud to yourself, and consider these options for opening your essay.
 - a. Story: **King Arthur** and the Knights of the Rounds Table
 - b. Definition: **Definition** of a castle
 - c. Statistic: The **number** of castles built
 - d. Quote that you want to include in your essay
 - e. Rhyme
 - f. Something you want to use to open and close your essay (a continuing poem, verse, story, etc.)
- (2) In your notes, plan on what you will include in your Thesis Statement.* (You may tweak your original Thesis Statement to fit in your Opening Paragraph however you see fit.)
 - a. Remember, a **Thesis Statement is a statement that tells the “thesis” of your paper**--what your entire paper is about.
 - b. It should be a sentence or two in length and should introduce your reader to your topic.
 - c. It **may be at the very beginning of your Opening Paragraph or at the end of your Opening Paragraph.**
 - d. It **should bridge the gap between your catchy Opening Paragraph and the body** of your paper.
- (3) Write enough notes for 6-8 sentences on the lines provided.
- (4) You may just jot down some thoughts, references, etc., for your Opening Paragraph notes, or you may create a “Sentence-by-Sentence” Outline like you did for the body of your essay.

[illegible]

- (1) Write your Thesis Statement at the beginning of your paragraph that tells or introduces the topic of your paragraph. (Or plan to put your Thesis Statement later, if desired.)
- (2) Number your notes in the order you want them, and add any information you may have forgotten.
- (3) Consider what you want to say about those notes.
- (4) Say aloud a sentence that you want to use.
- (5) Write down that sentence.
- (6) Repeat these steps for all of your notes.
 - a. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
 - b. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced) before the essay you just wrote.

Lesson H. Study Skills/Prewriting/Composition: Take Notes for an Original Closing Paragraph

<> H-1. Now that you have written the body and Opening Paragraph of your essay, you are ready to write a Closing Paragraph.

- (1) **Your Closing Paragraph will include a Thesis Statement “Reloaded.”**
 - a. Remember, a **Thesis Statement “Reloaded”** is a statement that “closes” your paper--sums up what your entire paper is about.
 - b. It should be a sentence or two in length and should close your essay.
 - c. It **may be at the very beginning of your Closing Paragraph or at the end of your Closing Paragraph.**
 - d. It **should bridge the gap between your catchy Closing Paragraph and the body of your essay.**
 - e. It should leave your reader with a feeling of satisfaction after reading your paper.
 - f. It **may repeat something catchy from your opening or may repeat the title of your report or essay**, if desired.
 - g. Be sure your Thesis Statement “Reloaded” is not identical to your Thesis Statement---it should be “re-loaded” with the key words still in it.
- (2) Write enough notes for **6-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.
- (3) You may just jot down some thoughts, references, etc., for your Closing Paragraph notes, or you may create a “Sentence-by-Sentence” Outline like you did for the body of your essay.
- (4) You may use one of the ideas from the Opening Paragraph suggestion list or one of the ideas given below:
 - a. **Quote about friendship**
 - b. **Completion of something you started in opening**
 - c. **Another statistic about castles**
 - d. **Definition of friendship**
 - e. **Story about the help of a friend**

Notes for Closing Paragraph

<> H-2. Follow these steps for writing your Closing Paragraph:

- (1) Write an **opening sentence (Thesis Statement “Reloaded”)** at the beginning of your Closing Paragraph that **tells what your essay was about. (Or plan to put your Thesis Statement “Reloaded” later, if desired.)**
- (2) Number your notes in the order you want them, and add any information you may have forgotten.
- (3) Using each set of notes for one sentence:
 - a. Read a line of notes.
 - b. Think about what you want to say about those notes.
 - c. Say a sentence aloud that you want to use.
 - d. Write that sentence down.
 - e. Repeat these steps for all of your notes.
 - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
 - g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced), after the essay you just wrote.

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

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

- (1) Complete **each revision for each paragraph, as indicated.**
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) **Highlight (or code) each revision on your rough draft paper** as suggested in the *Appendix* or 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 and my Teachers Pay Teachers Store have several Checklist Challenge how-to-products (including a free one for languageartsladyblog.com subscribers).

Lesson J. Composition: Final Copy Original Expository Essay

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

Optional--Checklist Challenge (CC) Coding

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

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

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

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

Box H

Projects 3 & 4: Original Expository Essay--Three Castle Objects You Would Like As Friends

3 P'soB Plus Opening Paragraph and Closing Paragraph

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).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

☐ ALL LEVELS

☐ BASIC LEVEL only

☐ EXTENSION only

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

☐ ☐ ☐ ☐ ☐ 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.

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

Be sure to circle all of the following verbs:

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

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

☐ ☐ ☐ ☐ ☐ Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own. **“Code” the CC box(es) 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 ☐ All

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 ☐ All

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

Examples:

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

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

☐ All

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

Consider the following ideas:

- Something catchy
- Something comical
- Something bold
- A song title or line
- Something about character
- Something informative
- Other

☞ **Tips:**

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

☐ All ☐ All ☐ All ☐ All ☐ All

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

Banned Word List

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

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

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

All

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:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

🔑 **Tips**

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

All

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

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

All

All

All

All

All

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

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

All

All

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

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

All

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

Examples:

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

All All All All All

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

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
obnoxious

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

E

Add an **adverb** (ly word or other) that does **not modify a verb**. *If you have already done this, you should still “code” the CC check box and the adverb in your paper as directed by your teacher.*

Example

- **Modifies an adjective:** Some **uncharacteristically** *sneaky* predators use subtle methods.
- **Modifies an adverb:** Some predators are **actually** *more* subtle

☞ An adverb will modify an adjective or another adverb and will usually answer the question *To what extent?*

All All All All 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 “code” the CC check box(es) as directed by your teacher.*

Examples:

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

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

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

All All All All All

Add different sentence openers (also known as **introductory material or non-essential information**). *If you have already done these, you should still “code” the CC check boxes and the sentence openers in your paper as directed by your teacher.*

Examples:

- A subordinate clause opener: **When the spider’s victims are in these challenging positions**, those critters are dinner for sure! (Sub Clause + Subordinator + subject + verb)
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, spiders trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, the spider designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, the spider produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, the victim cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **Once there**, the “dinner” has no way of escape.

☞ Upper level students should choose various ones -- preferably without much repeating.

All

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

Examples:

- Some predators do not catch their prey by assailing them directly; **for** these sneaky ones use far more subtle methods. (CS , cc CS)
- It steps into the trap; **for** the trap was hidden from view. (CS , cc CS)

☞ A “comma cc” in the middle of two complete sentences (CS) is one way of creating a compound sentence--two sentences joined together as one --CS , cc CS). When you are instructed concerning this compound sentence creation, you may see this combination as CS, cc CS (Complete Sentence “comma coordinating conjunction” Complete Sentence).

E

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

Examples:

- Some predators do not catch their prey by assailing them directly; these sneaky ones use far more subtle methods. (CS; CS)
- They act via traps and snares; they put their victims in challenging positions. (CS; CS)

☞ A semicolon in the middle of two Complete Sentences (CS) is one way of creating a compound sentence--two sentences joined together as one. When you are instructed concerning this compound sentence creation, you may see this combination as CS ; CS (Complete Sentence semicolon Complete Sentence).

E

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

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All

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










Appendix A: Editing and Revising

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

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

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

Proofreader's Marks

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

Teacher Tips & Free Resources

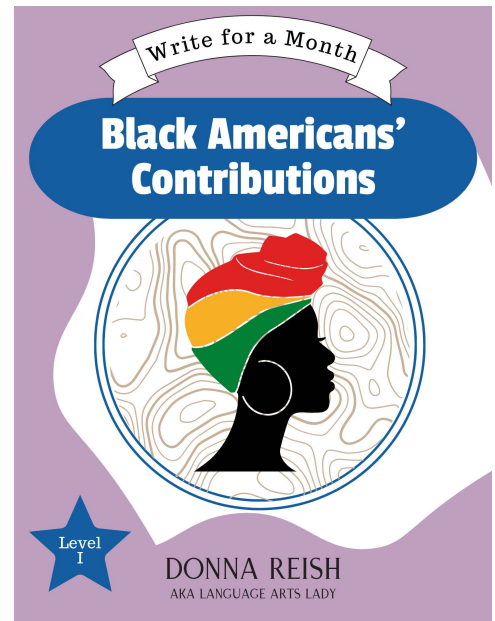
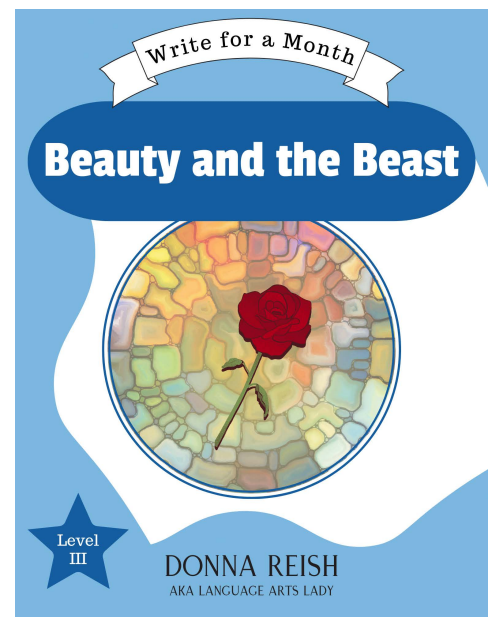
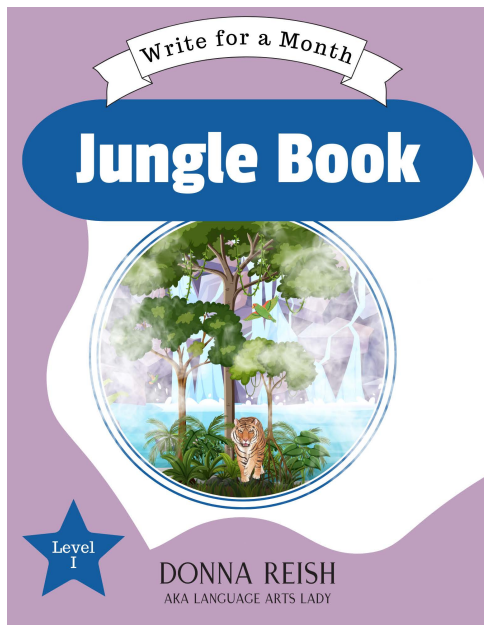


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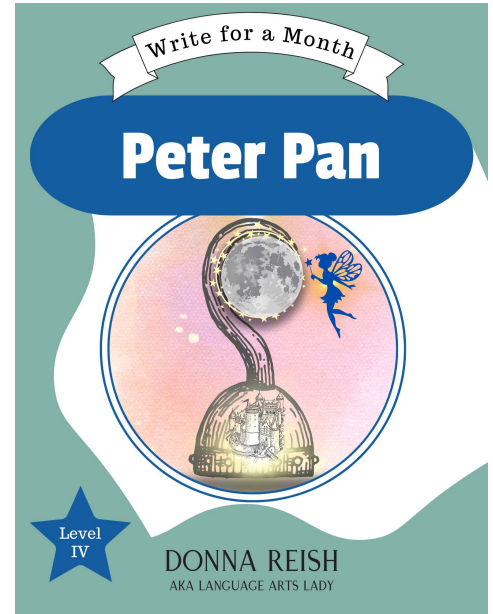
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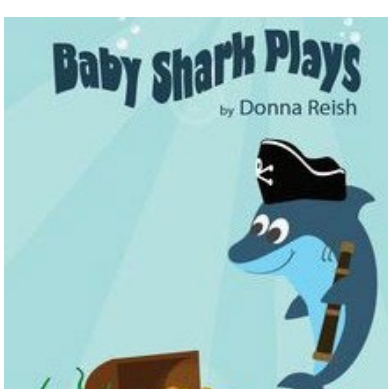
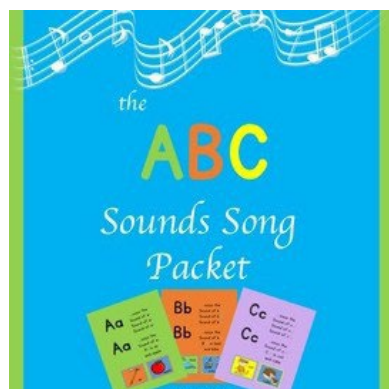
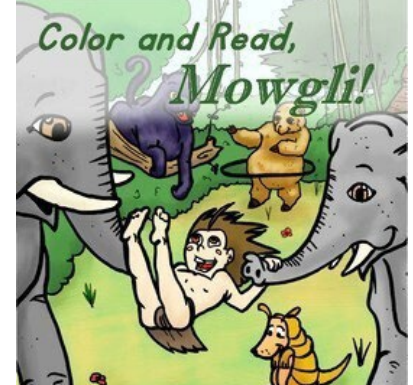
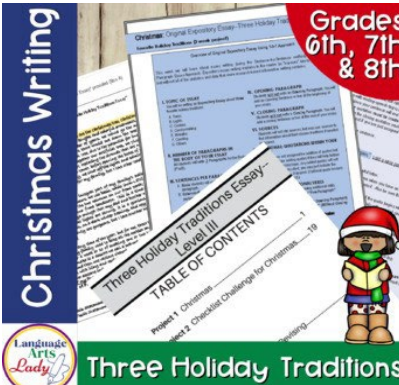
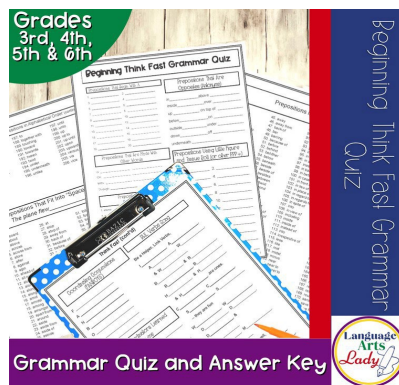
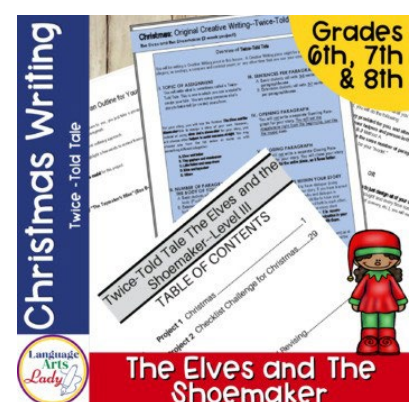
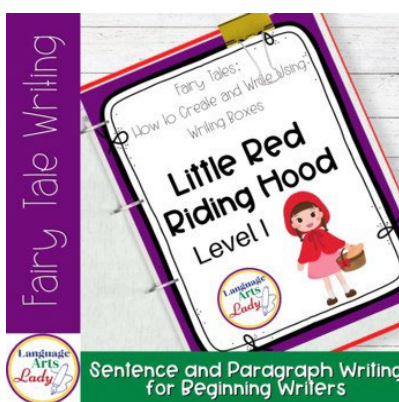
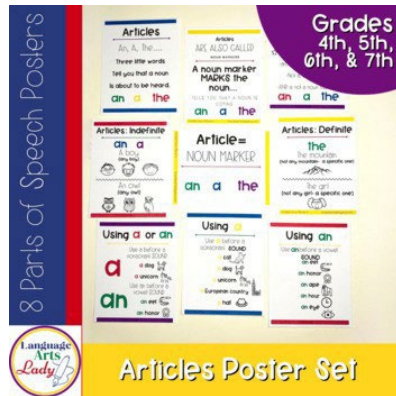
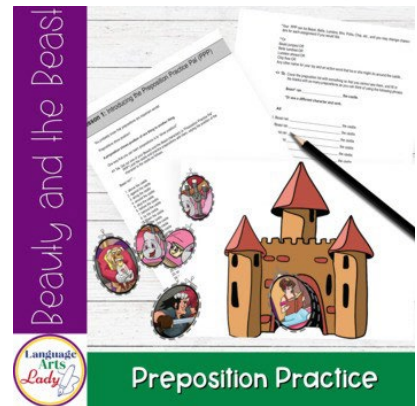
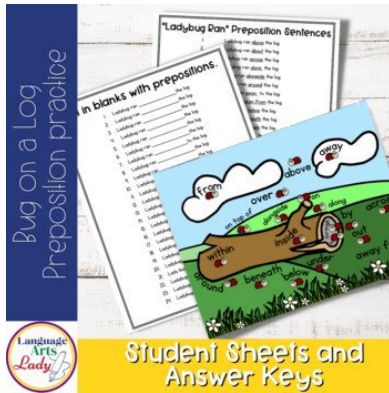
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Donna Reish, mother of seven grown children, Nonna to ten lovelies, and thirty-two year homeschool veteran, is a prolific curriculum writer, blogger, and teacher from Indiana. She graduated from Ball State University with a degree in Elementary Education 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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