

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

Mowgli knew what he must do.

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

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

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

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

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

Paragraph 4: Sentence Four (**no** descriptors added)

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

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

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

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

Descriptors
for

Descriptors
for

Descriptors
for

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

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

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

Paragraph 4: Sentence Four (**with** descriptors added)

<> **D-5a.** Now repeat that process by highlighting the four most important words in the fifth sentence of the fourth paragraph from the passage (provided below).

Bagheera, his panther friend, walked him back to the village.

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

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

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

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

Paragraph 4: Sentence Five (**no** descriptors added)

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

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

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

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

Descriptors
for

Descriptors
for

Descriptors
for

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

Paragraph 4: Sentence Five (**with** descriptors added)

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

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

The man cub went back to live with the humans.

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

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

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

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

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

Paragraph 4: Sentence Six (**no** describers added)

<> **D-6f.** (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.

Describers
for

Describers
for

Describers
for

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

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

Paragraph 4: Sentence Six (**with** describers added)

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

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

He knew that this was the place for him now.

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

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

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

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

Paragraph 4: Sentence Seven (**no** descriptors added)

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

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

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

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

Descriptors
for

Descriptors
for

Descriptors
for

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

Paragraph 4: Sentence Seven (**with** descriptors added)

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

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

Handwriting practice lines with a large diagonal watermark reading "SAMPLE".

Sample of Paragraph Four

_____ When Mowgli turned back from the tiger, the poor child was so terribly grieved regarding what he immediately observed. His precious guardian was sprawled lifelessly on the trampled grass. The plotting scoundrels had murdered his loving father! The sorrowful child soon understood the difficult thing he must undertake. Bagheera, his feline friend, comfortingly accompanied a downcast Mowgli back to the nearby town. The sad boy returned to permanently dwell with the kind townsfolk. He now realized that the tiny village was the new home for him from this day forward.

Writing Boxes Samples--Fourth Paragraph

<> D-1a. Highlight words
When Mowgli turned back from the tiger, **he** was so **sad** **about** what he **saw** .

<> D-1e. New sentence--no descriptors
When Mowgli turned back from the tiger, the child was so grieved regarding what he observed.

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

<u>he</u>	<u>sad</u>	<u>about</u>	<u>saw</u>
<u>the boy</u>	<u>grieved</u>	<u>concerning</u>	<u>spotted</u>
<u>the man cub</u>	<u>depressed</u>	<u>in regard to</u>	<u>behold</u>
<u>the child</u>	<u>sorrowful</u>	<u>involving</u>	<u>discovered</u>
<u>the lad</u>	<u>mournful</u>	<u>regarding</u>	<u>observed</u>
<u>the youngster</u>	<u>dejected</u>	<u>in relation to</u>	<u>sighted</u>
<u>the youth</u>	<u>sorry</u>	<u>respecting</u>	<u>discerned</u>

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

<u>child</u>	<u>grieved</u>	<u>observed</u>
<u>poor</u>	<u>horribly</u>	<u>immediately</u>
<u>naïve</u>	<u>terribly</u>	<u>quickly</u>
<u>disturbed</u>	<u>awfully</u>	<u>speedily</u>
<u>angry</u>	<u>incredibly</u>	<u>slowly</u>
<u>victorious</u>	<u>horrendously</u>	<u>rapidly</u>

<> D-1h. New sentence with descriptors

When Mowgli turned back from the tiger, the poor child was so terribly grieved regarding what he immediately observed.

<> D-2a. Highlight words
His precious **Father Wolf** was **lying** on the **ground** .

<> D-2e. New sentence--no descriptors
His precious guardian was sprawled on the grass.

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

<u>Father Wolf</u>	<u>lying</u>	<u>ground</u>
<u>father</u>	<u>sprawled</u>	<u>earth</u>
<u>parents</u>	<u>stretched out</u>	<u>dust</u>
<u>nourisher</u>	<u>slumped</u>	<u>grass</u>
<u>protector</u>	<u>extended</u>	<u>rock</u>
<u>defender</u>	<u>prostrated</u>	<u>soil</u>
<u>guardian</u>	<u>sitting</u>	<u>turf</u>

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

<u>sprawled</u>	<u>grass</u>
<u>lifelessly</u>	<u>soft</u>
<u>painfully</u>	<u>hard</u>
<u>appallingly</u>	<u>trampled</u>
<u>motionlessly</u>	<u>bloody</u>
<u>stilly</u>	<u>green</u>

<> D-2h. New sentence with descriptors

His precious guardian was sprawled lifelessly on the trampled grass.

<> D-3a. Highlight words
The **wolves** had **killed** **him**!

<> D-3e. New sentence--no describers
The scoundrels had murdered his father!

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

wolves	killed	him
canines	murdered	his father
wild dogs	assassinated	his guardian
coyotes	executed	his parents
beasts	slain	his protector
villains	gotten	his nourisher
scoundrels	exterminated	his defender

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

scoundrels	mother
canine	beloved
evil	loving
plotting	caring
powerful	faithful
horrible	trusted

<> D-3h. New sentence with describers
The plotting scoundrels had murdered his loving father!

<> D-4a. Highlight words
Mowgli **knew** **what**
he must **do**.

<> D-4e. New sentence--no describers
The child understood the thing he must undertake.

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

Mowgli	knew	what	do
band	the boy	the thing	accomplish
former slaves	the youth	the task	achieve
runaways	the youngster	the challenge	perform
fugitives	the child	the work	undertake
escapees	the lad	the duty	choose
	the man cub	the undertaking	launch

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

child	understood	thing
sad	soon	sad
grieved	quickly	difficult
sorrowful	sadly	hard
depressed	sorrowfully	repulsive
mourning	clearly	challenging

<> D-4h. New sentence with describers
The sorrowful child soon understood the difficult thing he must undertake.

<> D-5a. Highlight words
Bagheera, his **panther** friend,
walked **him** to the **village**.

<> D-5e. New sentence--no describers
Bagheera, his feline friend, accompanied Mowgli back to the town.

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

panther	walked	him	village
lynx	lad	Mowgli	town
feline	travelled with	the boy	hamlet
cat	jogged with	the child	suburb
cougar	accompanied	the youth	center
catamount	escorted	the kid	township
puma	trudged with	the youngster	commune

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

accompanied	Mowgli	town
silently	unhappy	small
comfortingly	depressed	nearby
lovingly	saddened	frightening
helpfully	sorrowful	tiny
gladly	downcast	miniature

<> D-5h. New sentence with describers
Bagheera, his feline friend, comfortingly accompanied a downcast Mowgli back to the nearby town.

Writing Boxes Samples--Fourth Paragraph (continued)

<> D-6a. Highlight words

The man cub went back
to live with the humans .

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

<u>man cub</u>	<u>went back</u>	<u>live</u>	<u>humans</u>
Mowgli	<u>returned</u>	associate	people
the kid	came back	reside	men
child	left	abide	women
youngster	reverted	<u>dwell</u>	families
youth	repaired	lodge	<u>townsfolk</u>
<u>boy</u>	retreated	settle	his own kind

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

The boy returned to dwell with the townsfolk.

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

<u>boy</u>	<u>dwell</u>	<u>townsfolk</u>
<u>sad</u>	<u>permanently</u>	<u>kind</u>
wise	finally	busy
young	actually	friendly
interesting	forever	loving
small	happily	frightening

<> D-6h. New sentence with descriptors

The sad boy returned to permanently dwell with the kind townsfolk.

<> D-7a. Highlight words

He knew that this was the place for him now .

<> D-7b. & 7c. 3-5 synonyms or substitute words for the words in the sentence

<u>knew</u>	<u>this</u>	<u>place</u>	<u>now</u>
recognized	<u>the village</u>	location	at that point
understood	the town	dwelling	currently
<u>realized</u>	the commune	<u>home</u>	presently
comprehended	the community	residence	forthwith
got	the hamlet	neighborhood	<u>from this day forward</u>
perceived	the center	abode	

<> D-7e. New sentence--no descriptors

He realized that the village was the home for him from this day forward.

<> D-7f. & 7g. 3-5 descriptors for new words

<u>realized</u>	<u>village</u>	<u>home</u>
<u>now</u>	small	<u>new</u>
immediately	<u>tiny</u>	comforting
quickly	frightening	loving
speedily	long-avoided	current
swiftly	minature	permanent

<> D-7h. New sentence with descriptors

He now realized that the tiny village was the new home for him from this day forward.

SAMPLE

Project 2: Sentence-by-Sentence Outline Over Given Material

Jane Goodall and the Great Apes of the Jungle

Overview of Narrative Essay From Given Material

This week you will be writing an essay over given material about someone's experience in the jungle with jungle animals. You will not find your own material to write from, but you will use materials provided for you in this weekly lesson and take an S-by-S (Sentence-by-Sentence) Outline.

I. TOPIC OF ESSAY

Sentence-by-Sentence Outline over given material about **the naturalist/conservationist Jane Goodall and her great apes**

IV. OPENING PARAGRAPH

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

V. CLOSING PARAGRAPH

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

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

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

VI. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

- A. **Creating a Compound Sentence With a Comma and Coordinating Conjunction**
- B. **Checklist Challenge Coding**

III. SENTENCES PER PARAGRAPH

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

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

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).

*Extension students are those using this book who have more advanced writing skills.

PoB-A	PARAGRAPH 1	<p>Resourcefulness involves using the things around us in ways most people wouldn't think of. It involves creativity and the willingness to keep trying when the first idea doesn't work. Many animals are resourceful, but no animal is more resourceful than the chimpanzee. In 1960, Jane Goodall traveled to Gombe National Park in Tanzania to study chimpanzees in person. At this time, people knew very little about the way chimpanzees acted in the environment. Jane Goodall was about to be amazed by what she learned.</p>
PoB-B	PARAGRAPH 2	<p>One day, she watched one of the chimps, David Greybeard, sitting next to a termite nest playing with a leafy stalk. David peeled away the leaves until only the stalk was left, but he wasn't just playing. When he was done, he poked the stalk into the termite nest. After waiting a few seconds, he pulled it out. It was covered with termites who had bit down onto it, thinking it was food. David then licked off the tasty snack like a Popsicle stick. He had been making and using a tool! David Greybeard had creatively used what was around to go fishing for insects.</p>
PoB-C	Paragraph 3	<p>David wasn't the only resourceful chimp Jane watched. Mike was a small chimp who was usually picked on by the other males in the community. The worst was the Alpha male named Goliath. When it was time to eat, Goliath and the other big chimps would scare Mike away by howling, beating their chests, and looking scary. Mike would always back down and could only eat after the large chimps were done. One day, Mike found some empty metal kerosene cans. The next time Goliath began to pick on Mike, the smaller chimp grabbed his kerosene cans and began banging them together. This scared Goliath so much that he ran away. Mike became the new Alpha male in the group by being the most resourceful.</p>

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

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

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

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

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

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

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

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

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

(You may use up to six words for Sentence Four.)

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Sentence 9 _____

Sample S-by-S Outline

Paragraph 1

Paragraph One

Topic of PoB-A: Jane Goodall explores resourcefulness in chimpanzees

Sentence 1: Resourcefulness = using things ppl expect

Sentence 2: Creativity & willingness 2 +++ try

Sentence 3: Animals = resourceful - chimpanzees = +++ resourceful

Sentence 4: JG → Gombe National Park/Tanzania study chimps

Sentence 5: Ppl knew little → chimps JG amazed → learned

Sample Paragraph From S-by-S Outline

(PoB-A)

(Paragraph 1)

When people use ordinary things in extraordinary ways, they are being resourceful. Sometimes it may take many attempts and a little ingenuity to make this happen. Resourcefulness is a quality that many animals exemplify, but none more than the chimpanzee. To experience this for herself, Jane Goodall set out for Gombe National Park in Tanzania in 1960. At that point in history, there was limited knowledge about the chimpanzee; Jane Goodall was about to change all that.

Lesson B. Extension--Sentence Structure: Compound Sentence With Coordinating Conjunction

Write On, Mowgil's projects often contain a Checklist Challenge (CC) at the end of each project. The CC contains “challenging” tasks to help you edit/revise your papers.

One of these tasks is to add a coordinating conjunction in order to combine two sentences into one. That provided task is in the following box.

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 CS, cc CS 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).

Using a coordinating conjunction (cc) is one of the simplest ways to add information to a sentence. In Character Ink books, we **also call coordinating conjunctions FANBOYS, which is an acronym for the seven coordinating conjunctions:**

For
And
Nor
But
Or
Yet
So

The most common (FANBOYS) by far is the word *and*. Even though using the word *and* is something most writers have done for years, there can still be some confusion over whether to include a comma before the cc. You can actually use coordinating conjunctions to add two types of information to a sentence.

The first is to combine two complete sentences into one.

It rained for days, **and** she loved it.

Notice how in this example each side of the cc contains a complete sentence (subject, verb, and sentence makes sense). You could easily put a period after *days*, capitalize *she*, and have two separate sentences. But you will often want to write longer sentences.

When you use a cc to combine two complete sentences into one, you need to have a comma after the first half of the sentence (before the cc). In this example, the comma went after the word *days*.

It rained for days, **and** she loved it.

In addition, you can use a coordinating conjunction to add a phrase (or incomplete sentence) to a base sentence. Take a look at the following examples.

It rained for days **and** refused to stop.

The bus veered right **but** steadied itself.

The chimpanzee **and** orangutan got in a heated argument between the bars of the cage.

Read the examples carefully. Now, in the first example, cover the words *and refused to stop* with your hand.

What you have left is a complete sentence. Now cover *It rained for days and*. What is left is not a complete sentence (*refused to stop*) since it doesn't contain a subject.

Do the same thing with the other examples. **Notice how each one doesn't contain two complete sentences combined into one.**

As you may have noticed from the examples, when you are adding a phrase to a base sentence using a cc, you do not put a comma before the cc.

However, when you are combining two complete sentences, you do add the comma.

Note: The exception to this rule is when you have a list of three or more items.

He picked up milk, eggs, and bread at the store.

Here you have a comma in front of the word *and* because you use commas to separate items in a list.

<> B. Extension--On the lines provided, write six sentences about the Jane Goodall passage using a comma-cc to combine two complete sentences into one.

1. _____

2. _____

3. _____
